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

Planning Resources & Development Template

Deadline to Submit in NOVA: November 30, 2022

Questions? Please contact seaprograminfo@cccco.edu

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

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

Monterey Peninsula College (MPC) remains committed to student success for all our students. To that end, in our commitment to eliminate equity gaps for historically underserved population groups, the college prioritizes race-conscious and anti-racist work and efforts.

In Fall 2020, the college established the Inclusivity, Diversity, Equity, and Anti-Racism (IDEA) Taskforce. The IDEA Taskforce led an Anti-Racist teach-in, reviewed the college's systems and processes in direct response to the six areas identified within the Chancellor's Call to Action, and made a set of recommendations which the college has begun implementing.

In discussions regarding our student equity metrics and our disproportionately impacted populations, the Student Success Committee determined that MPC would focus our work on race data. We further determined that within the race data, we would focus on student populations that exhibited disproportionate impact for at least two years, prioritizing our Latino/a/x/e and Black/African-American student populations.

When neither of these population groups showed disproportionate impact for two or more years in the data reviewed, we would focus our efforts on another underserved population group, Native American/Alaskan Native students. There was one metric, persistence, in which data did not indicate two or more instances of disproportionate impact when disaggregated by race/ethnicity. In that case, we identified the veteran population as the most disproportionately impacted population group and our focus for this plan.

# Equity Plan Reflection

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

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

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

Our 2019-2022 Student Equity Plan identified a series of activities designed to close equity gaps for our disproportionately impacted student populations. Activities centered on efforts to enhance professional development opportunities, increase the availability of academic support resources and opportunities for students, increase access to and availability of student support services and resources, foster a welcoming environment that increases engagement and sense of belonging, increase follow- up support, conduct additional research, increase "non-academic" and basic needs support resources, curriculum development, implement Guided Pathways, revamp outreach and orientation, and enhance the Ambassador Program(s) to include Peer Mentoring/Coaching.

The college implemented 70+ activities targeting these efforts, including:

- A Student Outreach and Retention department that provides one-stop support. The Welcome Center is home to the college's Lobo Ambassador program, where current students mentor and support new and continuing students to increase student success and connectedness through peer-to-peer interactions.
- Career & Academic Pathway (CAP) Completion teams focused on building community for students in identified CAPs and providing support to increase student success. CAP Completion teams include a data coach, a counselor, a student success coach, a financial aid specialist, an academic support coach, discipline faculty, and a dean who meet regularly to discuss their students' success and to identify and implement intentional support efforts that increase completion and success.
- Professional development opportunities for faculty and staff that support equity, including participation in NCORE, A2MEND, Umoja, HACU conferences. Developed a Safe Spaces workshop program that provides introductory level training for individuals desiring to support our LGBTQIA+ community. Established a Professional Development Committee.
- Increased academic support and tutoring services to support subjects other than math, English, and STEM. STEM CEL intentional recruitment of tutors representative of our student population demographics, including bi-lingual tutors. Began offering online tutoring.
- Increased support through the Student Equity Lending Library and now distributed through the MPC Library, which allows greater visibility and accessibility for students. Introduced an eBook/Access code option where students can receive online access codes and materials.

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

There are a number of populations that showed disproportionate impact in our 2019-2022 Student Equity Plan that have not shown disproportionate impact at all during the time period evaluated in the 2022-2025 Student Equity Plan. Those include the following groups that showed disproportionate impact in 2019 but not in 2022:

**Successful Enrollment**
- American Indian/Alaskan Native
- Students with Disabilities
- LGBTQIA+

**Transfer Level English & Math Completion**
- Two or More Races

**Persistence**
- Black/African-American
- Students with Disabilities
- LGBTQIA+

**Completion**
- LGBTQIA+
- White

**Transfer**
- Filipino
- Native Hawaiian or other Pacific Islander
- Veterans

While we can infer that activities outlined in our 2019-2022 Student Equity Plan contributed to the elimination of equity gaps, it is difficult for us to measure the _individual_ impact of each of the activities outlined in our 2019-2022 Student Equity Plan. Many students participated in multiple activities and interventions designed to close equity gaps. We tracked student participation in numerous, but not all, activities and interventions. As a result, it is difficult to ascertain the impact of specific activities on decreasing disproportionate impact for our targeted population groups.

Additionally, a lack of access to the student-level data in the Student Equity Plan dataset means that we cannot identify individual students and develop more individualized support to target needs and how to best serve them.

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

Our 2019-2022 plan was broad in its scope with 12 broadly identified activities that the majority of which, upon review by the USC Center for Urban Education, were determined to be primarily race-neutral. This plan incorporates the CUE recommendations to adopt equity-minded language, to delineate our activities, and to incorporate more classroom-focused equity efforts. The identified activities are intended to focus specifically on the identified disproportionately impacted population group.

## PANDEMIC ACKNOWLEDGEMENT

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

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

## Link to Executive Summary

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

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

https://www.mpc.edu/student-services/support-resources/student-success-support-programs-3sp/student-success-and-equity-initiatives

# Student Populations Experiencing Disproportionate Impact

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

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

## STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT & METRICS

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

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

| | | | | | | |
|---|---|---|---|---|---|---|
| LGBTQ+ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Other (Add population) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

*Populations detailed in Education Code 78220*

# Metric: Successful Enrollment

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

**Population Experiencing the Most Significant Disproportionate Impact:**

Black/African American

## TARGET OUTCOMES FOR 2022-25

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

| Timeframe | Measurement Output |
|---|---|
| *Year 1 (2022-23)* | |
| *Year 2 (2023-24)* | |
| *Year 3 (2024-25)* | Our goal is to eliminate the disproportionate impact for Black/African American students. Our 2022-2025 Student Equity data indicates that we would need to have an additional 11 applicants enroll at the college and we've set that as a goal. An additional goal is to increase student engagement and sense of belonging for our Black/African-American students. We will measure this through quantitative and qualitative assessments of our student body. |

## STRUCTURAL EVALUATION

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

    X   Instruction                          X   Student Services

☐ Business Services                    ☐ Other

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

Enrollment data was reviewed using two methods: (1)comparison with the demographics within the college's services area and (2)CCCCO data comparing the number of applications and subsequent enrollments.  Black/African-American communities showed disproportionate impact in multiple years using both metrics.

Feedback from students has indicated that they feel very little representation in their classrooms.  There is a lack of racial diversity with very little Black/African American representation in our faculty.  When we transitioned to online instruction, in the early days of the COVD pandemic, there were a couple of incidents of  Zoom bombing that attacked our Black/African-American community.  While investigations determined these attacks were not conducted by anyone affiliated with the college, our students were greatly impacted and many have shared that they feel unsafe as a result.

Another barrier to enrollment includes a lack of awareness regarding available resources to support and meet student needs.  Our matriculation process can be cumbersome for many students and it can be difficult to locate information and assistance on the website.  Our **Steps to Success** materials don't clearly identify that students can and should reach out for support or clearly show how they can do so, in a friendly and welcoming fashion.

While our Student Outreach and Retention and First Year Experience Program teams connect with students at the high schools, we do not have as well established outreach and recruitment support for non-traditional and/or re-entry students.  The high schools in our service area have small Black/African-American student communities and we need to solidify efforts to connect with non-traditional learners in these communities.

## STRUCTURE EVALUATION: Ideal Structure

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

☐ Instruction                          ☐ Business Services
☐ Student Services                     ☐ Other

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

The college will provide additional support and opportunities for faculty to review curriculum and develop culturally relevant and equity minded pedagogy.  This includes:
- cultural competency and  cultural literacy training specific to Black/African-American communities
- providing additional opportunities for faculty to be "umojafied" through the MPC Umoja Program, the Umoja Community, and the A2MEND program
- development of  a summer curriculum academy modeled after LBCC's Cultural Curriculum Audit lead through the Teaching and Learning Committee which promotes culturally responsive, innovative teaching, counseling, and academic support opportunities focused on academic quality, continuous improvement, and equity
- a Student Ready Program (piloted in  fall 2022) and accompanying workshop that  includes math,

English, Counseling, and learning center faculty and staff in collective work toward culturally responsive teaching practices and integrated support for students.

The Student Outreach and Retention Program (SOAR) and the First Year Experience (FYE) Program both provide more personalized and directed outreach efforts, including
- develop and strengthen relationships with community organizations that support local Black/African American communities, to ensure that information regarding and support in completing  the Promise and financial aid paperwork is readily available and easily accessible to the community
- establish a high school conference for students that discusses academic and student services programs, financial aid, how to choose a major, and career information
- expand peer mentoring programs for Black/African American students,
- launch the Umoja Program Mentoring Program
- provide additional services on-site at the local high school campuses and in the general community and partner with any Black student union or other organizations supporting the Black/African American communities at the high schools.

Additional efforts include hiring more diverse faculty and implementing  new ERP and technology that
- automates personalized messages & nudges to students that help them with the process & connect to appropriate services,
- automates and more quickly packages financial aid awards,
- provides follow up directly after students apply to the college,
- a chatbot to make it easier for applicants to receive  answers to questions and seek assistance.

## PLANNING & ACTION

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

☐ Administrator
☐ Faculty

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

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

The college has created a dedicated Student Outreach and Retention (SOAR) department, a recommendation from our Guided Pathways team.  The SOAR department is housed in the Welcome Center and provides visible, one-stop support for prospective and current students at the college.

The college is currently in the process of identifying and implementing a new ERP system that will address the technology systems that have made it difficult to provide more personalized support for students in an efficient manner.  The new ERP will centralize systems to make it easier to track and connect with applicants and to track their progress toward registration and to ease the process from application to registration.  This will also make it easier for the college to identify where students stop in their enrollment process so that we can better identify and resolve barriers.

The system will also help to clarify the courses students need in order to complete their academic goals and ease the development of their education plans with counselors.

Additional action steps include:

- develop a comprehensive outreach plan that focuses on outreach and recruitment for the Black/African-American community and includes activities and support resources.
- build relationships with Black/African-American communities and organizations in our service area and identify outreach & recruitment locations/organizations.
- host affinity night events on MPC campuses.
- continue collaboration with the Umoja Program, A2MEND student charter to mentor younger students and sponsor events & activities that help to create a more welcoming environment for students.
- continued development of our Dual Enrollment program with an emphasis on partnering with service area high schools to build Black/African-American enrollments in dual enrollment courses
- implement a new ERP system to include a communication plan that includes sharing of events, deadlines, and automated reminders, nudges, and financial aid awards.

## SUPPORT NEEDED

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

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

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

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# Metric: Completed Transfer-Level Math & English

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

### Population Experiencing the Most Significant Disproportionate Impact:

Black/African-American
Hispanic/Latinx

## TARGET OUTCOMES FOR 2022-25

### Target Outcomes
***Help Text***: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes.  Note you may add as many (or as few) outcomes as

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

| Timeframe | Measurement Output |
|---|---|
| *Year 1 (2022-23)* | 5% increase |
| *Year 2 (2023-24)* | Our goal is to eliminate the disproportionate impact for Black/African American students. Our 2022-2025 Student Equity data indicates that we would need to have an additional seven students complete transfer level English and math in their first year and our goal is to have an additional seven students complete transfer level English & math in their first year by 2023-2024. <br><br> 5% increase |
| *Year 3 (2024-25)* | 5% increase |

## STRUCTURAL EVALUATION

### STRUCTURE EVALUATION: Current Structure

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

☐ Instruction      ☐ Business Services
☐ Student Services      ☐ Other

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

Students find it difficult to take the English & math courses with support as these courses require more time and a higher cost because of the additional units. A fair portion of the Black/African-American students at MPC are not California residents so the additional two units can become cost prohibitive for that population especially. Many emerging English speakers opt not to take the transfer level ESL course which would help to better prepare them for successful completion of the English Composition course.

Additionally, we realize there is likely limited awareness of academic support centers and resources which contributes to low usage of tutorial centers that can aid in successful course completion.

## STRUCTURE EVALUATION: Ideal Structure

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

☐ Instruction               ☐ Business Services
☐ Student Services          ☐ Other

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

Three of the most impactful practices include (1) more diversity within our instructional faculty and our academic support centers and (2) cultural competency training for instructional faculty and (3) curriculum development to include culturally relevant pedagogy. LA Pierce College's Interdisciplinary Research Project: The Umoja Approach is a model.

System constraints have prevented the college from being able to delve more deeply into our data and there is a need for additional research to better understand students' barriers to accessing academic support and any correlations regarding why they're not successfully completing both English and math courses in their first year at the college.

Additional practices include expansion of academic support by offering more tutors/tutoring time, increasing tutoring locations to distribute throughout our service area, and enhancing follow up support for students who do not pass an English and/or math course in their first semester.

## PLANNING & ACTION

### Intended Audience/Recipient:

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

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

### Action Steps:

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

In order to improve institutional practices to support student completion of transfer level English and math courses in the first year, the college will expand the early alert system to include attribute and retention data that can assist in identifying struggling students as early as possible. Guided Pathways Completion Teams, developed to increase student success, will monitor data regarding English and math course completion, help department chairs align their schedules with program maps, and encourage faculty to use the college's Starfish Success Network for early alert support.

Additionally, we will continue to expand professional development training for faculty and staff, with a focus on cultural competency and equity-minded practices. We will also conduct an equity assessment (conducted by an external, third party), develop an equity framework, and establish an equity leadership training program.

Additional action steps include:
- expand the Student Ready pilot program.
- development of a two semester transferable level math sequence for Calculus
- revision of the ENGL 1A co-requisite support courses from a 2-unit lecture to a 1-unit lab
- survey and research
  - to identify any barriers/challenges to accessing academic support centers, student tutorial needs of our Black/African American and Hispanic/Latinx students
  - to determine whether or not students who are unsuccessful in completing English and math courses are using the academic support centers
  - to identify more clearly the situation: are students taking English and math in the same term? Did they pass one course but not the other?
- provide tutoring support for dual enrollment students and classes on the high school campus
- increase resources (funding) to support tutoring support
- continued partnerships with service area high schools to discuss curriculum and college requirements for transfer level English and math courses
- summer bridge expansion of STEM summer bridge

## SUPPORT NEEDED

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

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

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

## Metric: Retention from Primary Term to Secondary Term

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

### Population Experiencing the Most Significant Disproportionate Impact:

Veterans

## TARGET OUTCOMES FOR 2022-25

## Target Outcomes

| Timeframe | Measurement Output |
|---|---|
| *Year 1 (2022-23)* | |
| *Year 2 (2023-24)* | |
| *Year 3 (2024-25)* | Our goal is to eliminate the disproportionate impact for students who are veterans. Our 2022-2025 Student Equity data indicates that we would need to have an additional 18 veterans persist from their first term to their second. As such, we've identified a target of an additional 18 students by 2024-2025. |

## STRUCTURAL EVALUATION

### STRUCTURE EVALUATION: Current Structure

☐ Instruction                              ☐ Business Services
☐ Student Services                         ☐ Other

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

A chief factor for our veteran students that impacts their persistence is the lack of a sense of belonging. Many veterans have expressed that they do not feel welcome in all spaces or connected to others at the college.  Additionally, a significant portion of our veteran populations struggle due to traumatic brain injuries and post-traumatic stress disorder and they have indicated a need for additional support in this.

### STRUCTURE EVALUATION: Ideal Structure

opportunity to envision and detail a more ideal structure.  What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

☐ Instruction                          ☐ Business Services
☐ Student Services                ☐ Other

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

> Generally speaking, the college needs to make a greater effort to meet our veteran students where they are. We need to survey our veteran community to learn more about their support and resource needs. Additionally, the college should develop and incorporate veteran focused academic support resources and create spaces and opportunities that build a sense of belonging and community throughout the college, not only in the Veterans Resource Center.  This includes efforts to increase the visibility of veterans throughout the college such as highlighting  veteran success stories - including employees.

## PLANNING & ACTION

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

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

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

> One of the most impactful actions we can take is to hire a team of retention coordinators and use a case management model to support retention for our students.  The college has established Career and Academic Pathway (CAP) Completion Teams, designed to support student success in various academic pathways. Working with Student Outreach and Retention (SOAR), completion teams will begin to help students complete comprehensive education plans, successfully complete their coursework, and become more engaged in activities associated with their academic and career interests, as well as the college. To further build community and a sense of belonging, another action the college can take is to highlight members of our veteran community.  This would include spotlighting success stories and conducting workshops where college employees can share their educational journeys, including challenges they may have faced and how they were able to resolve or work around those.
>
> Additional action steps include:
> - recruit and hire veterans to serve as tutors
> - provide tutoring support in the Veterans Resource Center
> - solicit more input from veterans regarding support resources
> - continue to implement Credit for Prior Learning opportunities
> - research to better understand veteran student use of services and resources, to include surveying veteran support needs, usage, and satisfaction levels, particularly as they relate to the Access Resource Center and Student Health Services

## SUPPORT NEEDED

### Support Needed

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

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

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

|  |
|--|
|  |

# Metric: Completion

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

## Population Experiencing the Most Significant Disproportionate Impact:

| American Indian/Alaskan Native |
|--------------------------------|

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

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

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

| Timeframe | Measurement Output |
|-----------|--------------------|
| *Year 1 (2022-23)* | |
| *Year 2 (2023-24)* | |
| *Year 3 (2024-25)* | Our goal is to eliminate the disproportionate impact for American |

| | Indian/Alaskan Native students. Our 2022-2025 Student Equity data indicates that we would need to have one additional student complete the requirements for and receive their certificate and/or degree and we've set that as a goal for 2024-2025. |
|---|---|

## STRUCTURAL EVALUATION

### STRUCTURE EVALUATION: Current Structure

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

&#9744;  Instruction                                        &#9744;  Business Services
&#9744;  Student Services                               &#9744;  Other

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

The American Indian/Alaskan Native student population is small at the college and there have not been many supports put in place specifically for this population.  There is not an established relationship with the Native tribes in the college's service area.

### STRUCTURE EVALUATION: Ideal Structure

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

&#9744;  Instruction                                        &#9744;  Business Services
&#9744;  Student Services                               &#9744;  Other

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

The college needs to conduct further research, including focus group discussions, to identify and better understand impediments to American-Indian/Alaskan Native completion.  Another impactful transformation would be to decolonize our curriculum.

Additional use Starfish Early Alert and Success Plans and Completion team work to  aid in and prompt students to take actions that support their transfer goals.

## PLANNING & ACTION

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

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

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

We need to conduct additional research to begin to understand the challenges that impede American Indian/Alaskan Native student completion rates and begin to target those. Additional professional development training and communities of learning to target and decolonize curriculum.

Additional action steps include:
- develop a resource guide on decolonizing curriculum
- revamping of curriculum and classroom dynamics
- hire retention coordinators to use a case management model to support completion for students and collaborate with the completion teams to develop and provide intentional support for American Indian/Alaskan Native student completion
- create an affinity group for students and employees to build community and support
- cultural competency and awareness training for our college community that's focused on American Indian/Alaskan Native populations
- partner with local Native American tribes to strengthen supports for students and build community
- develop events and activities that highlight our American-Indian/Alaskan Native community
- continue to implement Credit for Prior Learning opportunities
- provide follow up support to students, including contacting students who may be close to completion
- use Starfish retention scores and early alert to identify and contact struggling students early and provide support

## SUPPORT NEEDED

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

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

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

# Metric: Transfer

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

## Population Experiencing the Most Significant Disproportionate Impact:

Hispanic/Latinx

## TARGET OUTCOMES FOR 2022-25

### Target Outcomes

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

| Timeframe | Measurement Output |
|---|---|
| *Year 1 (2022-23)* | |
| *Year 2 (2023-24)* | |
| *Year 3 (2024-25)* | Our goal is to eliminate the disproportionate impact for Hispanic/Latinx students. Our 2022-2025 Student Equity data indicates that we would need to have an additional 33 students transfer and we've set that as a goal for 2024-2025. |

## STRUCTURAL EVALUATION

### STRUCTURE EVALUATION: Current Structure

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

☐ Instruction             ☐ Business Services
☐ Student Services        ☐ Other

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

There are several factors that impact this community's transfer rates including, familiarity with current academic language and low visibility of transfer support at the college. This is partially due to difficulties in communicating information to students and the college is developing tools and techniques to aid in communication.

Students have also reported that financial difficulties mean that they need to work. In many cases, even though online modalities are not the most successful matches for them, students have opted to take online classes as that allows greater flexibility and fewer conflicts with their schedules. Other students have chosen to take reduced course loads to have more time for work.

Many of our students who've identified transfer goals are direct matriculants from high school, where they experienced a more prescribed educational structure and system that what they encounter when they come to the college.

Another factor impacting transfer is the fact that our math class format has changed from four days per week classes to longer two days per week sections. Students may benefit from a return to shorter, more frequent class sessions.

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

☐ Instruction                  ☐ Business Services
☐ Student Services             ☐ Other

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

The college can build a support seeking culture that embraces the RP Group'sSix Success Factors and Guided Pathways pillars. This would include things like
- personalize direct contact with students to share next steps and connect, offer aid - more intentional student contact
- provide more opportunities for student participation and engagement, including more opportunities to connect with faculty and to attend conferences,
- provide spaces and opportunities for students to share their needs

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

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

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

To further support transfer, we will update and finalize a Transfer Plan that includes strengthening collaborations between student services and instruction and advancing efforts to embed career support in the classroom through our partnerships between counseling and other instructional departments at the college.

Additional steps the college will take to create the more ideal practice include implementation of a new ERP system that will provide better opportunities to provide just-in-time information to students to guide them through the transfer process.  This would include checks when students have completed 30 degree transferable units that prompt them to see their counselor and discuss their transfer plans.  It would also allow for more efficient and greater access to notify students about transfer related workshops and college visits.

Additional action steps include:
- Continue to develop 2+2 agreements with the neighboring university that guarantee admission for our students
- Update and finalize the Transfer Plan to include specific activities directed to support the Hispanic/Latinx community
- Expand Transfer Pack support to students looking to transfer to California State University, Monterey Bay and other universities to include transfer coaches/mentors
- Continue implementing Guided Pathways recommendations, including Completion Team research to identify transfer trends and patterns
- Host transfer student and transfer career panel discussions
- Additional research on data for in person vs online course success rates
- Revise outreach and marketing materials to provide more explicit checklist guides that clearly foster a promote a support seeking culture
- Use Starfish Success Plans to aid in and prompt students to take actions that support their transfer goals
- Evaluate a return to 4 days per week math courses

## SUPPORT NEEDED

## Support Needed
***Help Text:*** The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?
- ☒ Field Guidance & Implementation
- ☒ Technical Assistance/Professional Development
- ☒ Data & Research
- ☒ Policy & Regulatory Actions
- ☒ Technology Investments & Tools
- ☒ Pilots & Building Communities of Practice
- ☐ Strategic and Operational Communication

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

# STUDENT SUPPORT INTEGRATION SURVEY (Optional)

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

## GUIDED PATHWAYS

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

Equity is central to MPC's guided pathways efforts. Through a great deal of planning and teamwork, the college has:

- established Career and Academic Pathways (CAPs), developed web-based and printer-friendly program information sheets that highlight how students may complete each program, and began a marketing campaign designed to promote CAPs and program completion. A newly designed online catalog has supported these endeavors.
- established a Student Outreach and Retention (SOAR) department, which is responsible for helping students apply, enroll, and complete their coursework. Members of the department reach out to students, encouraging them to seek financial aid, complete comprehensive education plans, and connect with counselors.
- recommended centralizing learning and academic support services, as a means of increasing learning center use and decreasing confusion regarding locations and hours of operation. These recommendations are being put into practice; space is being reconfigured to complete this goal.
- implemented Starfish for both early alert and degree planning to help monitor students' progress in coursework and toward degree completion.
- established committees to strengthen instruction, including the Teaching and Learning Committee, as well as the Professional Development Committee.
- designed and implemented a Student-Ready pilot program to encourage ENGL 1A and math faculty to use best practices as a means of helping students enrolled in ENGL 1A and transfer math courses complete their courses successfully.
- developed CAP Completion Teams, groups that include members from Academic Affairs, Student Services, and faculty. These teams, beginning to complete their charge, focus on increased completion, community building, increased student engagement, and intentional support for every student along their pathway.

## FINANCIAL AID

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

We are currently providing in-person workshops, attending college and career fairs, and multiple other

outreach and inreach activities, in order to increase FAFSA participation and completion on our campus. We are currently working with all high schools in our area, as well as to those outside our service area, when invited. We work with Cash For College, providing workshops to the high schools, as well as collaborating with FYE, and SOAR to attend as many outreach opportunities as possible. We offer both online and in-person, one on one meetings with students in need of FAFSA assistance as well.

We offer CalFresh application assistance in our office, as well as providing snacks and meal vouchers for those students currently receiving financial aid and have additional needs.

We collaborate with the Basic Needs department, to work outreach as well.

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

## Additional Aid for Students
***Help Text***: The 2021-22 Budget Act included a total of $250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.  Will your college provide additional aid other than Federal Financial Aid and Pell Grant?  If yes, please describe.
☐ Yes
☐ No

## Description of Additional Aid (2,500 character max)

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

## Basic Needs Center
***Help Text:*** Has your college established a Basic Needs Center and designated a staff person as a coordinator?
X   Yes
☐ No

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

- Expand staff capacity by hiring a full-time Basic Needs Coordinator.
- Increase FoodPantry weekly food distribution to expand students served.
- Expand access to our student food grant, in the form of $100/month digital gift cards for food insecure students to use in the school dining facility.

- Increase CalFresh support by hiring bilingual peer ambassadors to provide application assistance and outreach.
- Establish funds for hotel vouchers for homeless students. These students will also receive financial coaching and priority referrals to our special programs.
- Provide professional development for faculty/staff to expand awareness about our basic needs services, access to resources and local core agencies where they are screened for other state and federal rental assistance programs.
- Develop a robust basic needs website that is visible to the campus community and integrated with our student loboapps for easy sign-on.
- Partner with our local CSU to increase personal counseling interns and bilingual staff to increase mental health resources.
- Hire additional student workers to work in the food pantry and peer-to-peer CalFresh support program.
- Utilize the Starfish/Early Alert system as a case management tool to expand basic needs services.
- In addition to building capacity, the Basic Needs Coordinator in partnership with the college's Research Office (PRIE) will assess and evaluate student outcomes on access, retention and completion.

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

The Basic Needs Coordinator has partnered existing special programs, ie. EOPS/CARE, TRIO, and Access Resource Center in an effort to provide information sessions. There are weekly hours designated to serve students in Umoja, First Year Experience, Student Financial Services and Athletics. In addition, basic needs services have been expanded to all of the campus learning communities, Marina Education Center and Library Technology Center in an effort to reach students who may not be connected to specialized programs or may not be aware of the campus resources . In an effort to increase retention, our basic needs center has partnered with the Student Outreach and Retention (SOAR) department to include basic needs information on the campus orientation tool and Starfish Early Alert system. Tabling services and weekly in-reach events have also expanded to increase participation and CalFresh applications.

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

In partnership with Student Activities and Associated Students of Monterey Peninsula College (ASMPC) our basic needs allocation allowed our college to expand our campus-based food pantry by renovating an existing space to meet the needs of a robust food pantry and destigmatize food insecurities and poverty. The Lobo Market will be stocked with a variety of food options by solidifying a partnership with the local food bank to offer fruits and vegetables, partnering with our campus food vendor to add fresh food vending machines, continue our dough-nation program through Panera, and establish a free monthly meal plan for all students who apply for CalFresh. To leverage campus wide support, we partner with the Hospitality and Nutrition program to provide

"healthy meals on a budget" workshops for students which include a meal kit for students to take home after they complete the session.

In addition, the following services and activities have been prioritized to ensure that resources are impacting student outcomes:
- Increase student CalFresh outreach, information, and application assistance
- Support CalFresh outreach by implementing peer-to-peer support model on campus to increase awareness
- Implement meal donation programs
- Establish campus-based Electronic Benefit Transfer (EBT) capacity
- Increase mental/health services
- Increase access to technology and internet services
- Implement streamlined application and intake processes for basic needs services
- Invest in research capacity and/or technology tools to better collect and analyze student outcome data

## ZERO-TEXTBOOK COST

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

## LGBTQ+

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

The college has identified a point of contact for our LGBTQIA+ community and developed an LGBTQ+ Plan to ensure that MPC is a safe and welcoming environment for LGBTQIA+ students. The LGBTQ+ Plan aligns with the Student Equity Plan, IDEA Taskforce, and other existing efforts to support the LGBTQIA+ students at the College. Our LGBTQ+ Plan includes increasing visibility and providing safe spaces for students, supporting the student run Pride Pack Club, providing training for staff and faculty on better serving LGBTQIA+ students, and supporting faculty in incorporating LGBTQ+ voices into classroom curriculum. In addition, as part of our bond, Measure V, a new welcome center will be built to include space for a

LGBTQIA+ drop in center. We are currently working on a temporary space, as well as staffing, until the permanent space is available in 2024 - 2025.

## MENTAL HEALTH

### Mental Health-Related Programs

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

With the new funding our plan is to expand on our individual therapy services and group workshops, lead more support groups, and encourage peer support. We are also looking to grow our outreach and promotion efforts to help with education, prevention, and increase student utilization of our services. Professional development opportunities will also be given to our SHS staff to gain more knowledge and improve their skills in the field of mental health and wellness. Once staff is trained, we are looking forward to providing evidence-based QPR Suicide Prevention training to the campus.

## GENERAL ACCESSIBILITY

### Accessibility

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

## INSTITUTIONAL PLANNING

### Ongoing Engagement

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

The college's Program Review process, which reflects planning at the department/program level, includes prompts that ask programs to address equity considerations in the broad areas of access, retention and success, and program resources. To strengthen equity as a driver for planning, the college will review its Program Review process, including the prompts, in the next year. Related to this, the college plans to integrate metrics related to Disproportionate Impact (DI) into the data dashboards used frequently in Program Review.

### Integrated Budgeting

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

### Student Voice

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

The college regularly conducts student surveys which provide an opportunity to include student voice in the planning process. The college is increasing its capacity to leverage student voice through additional

survey efforts and qualitative analysis of student voice data.

# ADDENDUM

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

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


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

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