



**SHASTA COLLEGE  
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](mailto:seaprograminfo@cccco.edu)

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## PRELUDE

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

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

- [State of California Education Code Section 78220](#)
- [Student Equity & Achievement \(SEA\) Program Expenditure Guidelines](#)
- [CCCCO Vision for Success](#)

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

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

In solidarity,

**The 2022-25 Student Equity Plan Task Force**

CCCCO	CCC Practitioners
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## 2022-25 STUDENT EQUITY PLAN TEMPLATE

### Landing Page/Details

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

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

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

### **ASSURANCES:**

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

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

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

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

Faculty, staff, and administrators at Shasta College actively pursue models to fulfill our mission to “provide a diverse student population with open access to undergraduate educational programs and learning opportunities”. As a predominantly white institution, we recognize that the experiences and perspectives of students of color likely vary from those of the majority community. Therefore, continuous employee and student education is essential to the development of community and global awareness. Over the past several years, the district-wide welcome back day has featured keynote speakers focused on building the skills needed to become a culturally diverse community. The Faculty Excellence Committee launched an “Equity-Minded Teaching & Learning Institute” for instructional faculty from a diverse range of disciplines to participate in a community of practice dedicated to interrogate their courses through an equity lens to support student persistence. One of the precursors for this institute was a presentation to the Curriculum Committee (a participatory governance committee) on Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record. As of spring 2021, all course outlines of record must include information about how diversity, equity, and inclusion are incorporated. The Equal Employment Opportunity (EEO) Committee maintains a plan that reflects the District’s commitment to equal employment opportunity, recognizing that creating a welcoming working environment also promotes diversity and a positive learning experience. A task force is currently exploring offering stipends to staff who use a language other than English to serve students. Program development (instructional and student services) metrics are disaggregated by race and other equity populations to determine possible disparate impacts on specific groups of students. All employee evaluations contain items addressing the extent to which employees are contributing to equity and inclusion in their specific role. Shasta College is initiating Memoranda of Understanding with local community partners representing specific racial, ethnic, and cultural groups to promote collaboration. These groups include Shasta Coalition of African/Black Americans for Community Health, Education, and Empowerment

(SCOACHE), Latino Outreach of Tehama County, Inc.; Local Indians for Education, Inc. (LIFE), Shasta County Citizens Advocating Respect (SCCAR), and the Sikh Cultural and Education Center. The Shasta College Board of Trustees routinely supports resolutions recognizing cultural heritage celebrations, and the district sponsors an annual Black History Month celebration and a community-wide African-American graduation for students from pre-school through college/graduate school.

## Contacts

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

### DISTRICT CONTACT INFORMATION FORM

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

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

## Equity Plan Reflection

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

### 2019-22 ACTIVITIES SUMMARY

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

### KEY INITIATIVES/PROJECTS/ACTIVITIES

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

The New Applicant Outreach (NAO) Project provided applicants from equity populations with targeted communication regarding the next steps to complete enrollment, according to their area of interest within a Guided Pathways framework. Students with disabilities and former foster youth were connected to respective program staff.

In 2021-22, Enrollment Services resumed on site high school outreach. Staff with backgrounds in Spanish language and disability services accompanied counselors to local high schools for

information sessions and educational planning meetings. Classified staff followed up with students in order to qualify them for the Promise Program.

Enrollment support for Veterans was provided through the newly constructed Veterans Support & Success Center. Staff offer a specialized orientation to facilitate access to VA Education Benefits and services.

A centralized loan program with textbooks, calculators, and Chromebooks was instituted through the library, with priority lending days for students within equity populations. Tutoring services are offered on campus and remotely via Zoom. Coaching on how to navigate the learning management system Canvas, the learning management system, was also implemented.

Supplemental instruction and embedded tutoring are offered, and information about these learning supports and co-requisite lab courses is included with course information. Several different patterns for co-requisite/support courses for transfer-level math and English have been tested. Alternate transfer-level math courses have been created and show high pass rates.

Students have access to academic counseling via Zoom. Technology resources offered more equitable access for students living in more rural communities. Drop-in counseling via zoom-rooms provides just-in-time information to students registering. Students can self-schedule with counselors who are assigned to areas of interest based on Guided Pathways, using self-service educational planning with degree maps created by educational counselors and instructional faculty. Multiple student services programs have leveraged Canvas to promote support services.

Students who earned a certificate or degree were automatically awarded their credential unless they opted out. Many courses were offered in compressed formats, and also online, providing broader access to students. Pre-enrollment transcript evaluation is also being conducted so that students don't duplicate coursework already completed.

## **EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT**

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

A preliminary review of the New Applicant Outreach project suggests effectiveness in promoting equal enrollment for students with disabilities, Veterans, and Black or African American students. Communication with applicants was supported by using a newly installed chatbot function which yielded 33,000 conversations and decreased phone calls and emails to frontline admissions and records staff.

Equity populations that had disproportionate impact in enrollment in the last report showed a higher percentage receiving grant aid between 2018-2021. This included Black or African American, students with disabilities, former foster youth, and Veterans.

Expansion of degree and certificate programs that are available fully online increased from two Associate degrees in 2019 to thirteen Associate degrees, five certificates, and one Bachelor's degree. Additionally, online course offerings were expanded both by design to provide more access and varied scheduling (compressed format).

An analysis of learning supports for transfer-level math and English indicated high effectiveness of tutoring services.

Equity gaps were closed for all populations for Chancellor's Office Completion goals and for Transfer. Initiatives included Degrees when Due which evaluated student transcripts and notified students of their eligibility to receive a certificate or degree even if they had not applied. Front-end transcript evaluation provided students with information about the courses needed in order to expedite their degree or certificate completion. Counselors were proactive in communicating with students about transfer application requirements and deadlines which were impacted by the pandemic. Self-service educational planning that is integrated with our course registration process allows students to plan out their courses in the current and future semesters with input from academic counselors.

The Transfer Center staff offers presentations with classes, individual advising appointments, Instant Admissions and On-the-Spot Admissions appointments with CSU campuses, Transfer Admission Guarantees (TAG), and a Canvas site to offer reminders and announcements about transfer activities.

## 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)

Responsibility for generating the 2022-25 Student Equity Plan was assigned to the same Dean of Student Services who led the planning process in 2019-22. With that continuity, the proposed initiatives and activities were monitored for implementation and impact throughout the three-year period. Key stakeholders for the activities were also actively involved in providing updates and evaluating the impact of the activities. The 2019-22 Student Equity Plan was carefully concentrated on a limited number of activities in order to gain maximum impact. Activities from the Student Equity Plan were also integrated in other planning processes across the district (Strategic Plan, Enrollment Management Plan) and within departments and programs (Student Services Council, Enrollment Services, Disability Services (PACE)). A committee of key stakeholders met quarterly to provide status updates. A few activities were discontinued after further consideration, and all services and activities transitioned to remote access during the campus shutdown due to the COVID pandemic. Many positive aspects of this mode of delivery were maintained upon return to in-person services due to the increased access and efficiency of online or remote availability. Several research projects were conducted by the Institutional Research team that focused on access, success, and persistence. These projects also analyzed the impact of the COVID pandemic on student outcomes. Annual Student Equity Plan reports including expenditure reports kept us on track for planned initiatives and activities.

## 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

Many of the activities to decrease disproportionate impact based on previous data were able to be implemented via remote access during the pandemic. Support staff pivoted to use of texting which greatly increased the response from students. Staff were able to utilize remote access via Zoom for all services. Many forms and processes were converted to electronic formats to promote access and ease of submission and processing. Laptops, Chromebooks, and internet hotspots were provided on loan to enable student access to courses and support services. Many courses that were converted to online formats continued in that format after the pandemic. This provides more options to students.

While courses and support were available to students via remote access, the pandemic resulted in severe declines in enrollment and course success. An early report by the Institutional Research department in Spring 2020 showed that success rates for students with disabilities and foster youth were negatively impacted by the pandemic. Anecdotal evidence suggests that this impact continued through Spring 2022, although a formal analysis has not yet been completed.

Since equity populations are typically more impacted by crises such as the pandemic, it is critical to be proactive in creating processes that provide quick response times and access to a broad array of resources.

### **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

ATTACHED

## **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.

<b>Student Population* for Metric Workflow</b>	<b>Enrollment</b>	<b>Completed Transfer-Level Math &amp; English</b>	<b>Retention: First Primary Term to Secondary Term</b>	<b>Transfer</b>	<b>Completion</b>
Current or former foster youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low-income students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veterans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian or Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black or African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic or Latino/a/x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native Hawaiian or other Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some other race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than one race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homeless students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LGBTQ+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(Add population)			First Generation	Overall	Overall

\*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:

Asian

### 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)	Collect baseline data on enrollment level for Asian students to note any change.
Year 2 (2023-24)	Restore enrollment levels of Asian students to pre-pandemic levels.
Year 3 (2024-25)	Eliminate disproportionate impact in enrollment for all equity groups.

### STRUCTURAL EVALUATION

#### STRUCTURE EVALUATION: Current Structure

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

Instruction

Student Services

Business Services

Other

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

Shasta College has not engaged in any outreach to students who did not enroll after the beginning of the term to determine their intent. Access to data about which groups are disproportionately impacted in enrollment is provided only every three years, so the New Applicant Outreach project will be lagging in identification of key populations. Our surrounding communities are predominantly Caucasian/White, as is the campus population. Students who identify as Asian composed 3.5% of the overall student population in 2020, up slightly from the previous two years. This is higher than the percentage of individuals who identify as Asian in the local communities (2.8% based on the 2020 US Census). Data across the CCC System indicate that overall enrollment of students who identify as Asian fell slightly from 2018-20 to 2020-21, suggesting that the enrollment dip at Shasta College may not be unique. While there are current and historic student support programs for students from other racial groups, there has not been a specific support group for students who identify as Asian. The racial designation Asian is also very broad and encompasses a vast geographical region that may not share similar experiences in terms of access to higher education. Due to the low percentage of students who identify as Asian, there may be perspectives known as the “model minority” myth present, affecting perception of the needs of this population compared to other ethnic groups. Students do not have easy access to enough mentors or role models. The Global Education Center sponsors numerous cultural awareness projects. Summer study abroad locations have varied across several continents. A cultural internship in South Korea is available to students, and students from South Korea frequently visit Shasta College. International student enrollment showed a high of 25 students in 2017-18, dropping to 13 students, mainly because international travel was curtailed due to the pandemic. The district has contracted with a retired administrator who is assigned to International Student Recruitment. Courses focused on the history, language, and culture of Asian communities are limited and include Japanese, Introduction to Asian American Studies, and English as a Second Language. A Mandarin Chinese language course and History of East Asia are in the catalog but have not been taught recently.

**STRUCTURE EVALUATION: Ideal Structure**

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

- Instruction
- Student Services
- Business Services
- Other

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

Shasta College has access to contact information of students who apply but do not subsequently enroll. Efforts to contact these students individually to determine their intent and motivation to enroll, reasons for non-enrollment, and barriers they encountered would yield valuable information to apply to existing practices, processes, and culture. Further disaggregation of applicants based on geographic location would reveal whether students reside within the district’s boundaries or outside, leading to different needs and barriers.

Identification of local cultural groups representing various Asian communities should lead to formal arrangements in order to build on the mission of Shasta College to contribute to the cultural development of our communities. Input from these community groups would strengthen our understanding of the needs of our diverse student population and stimulate equal access to enrollment.

Increased visibility of individuals who identify as Asian may increase student enrollment. This could be accomplished through student clubs and organizations, marketing and promotional images, and sharing aggregate data on employee background. Courses with primary content related to Asian history, languages, cultures, and arts would contribute to the institutional learning outcome to develop community and global awareness, and possibly reduce the sense of invisibility for students from the broad community of Asian descent. That these exist in the catalog but are not offered may be interpreted as disregard for the value of this content and by extension, these students. Of particular interest would be the pipeline of students enrolled in local K-12 schools who are studying Mandarin Chinese and who may want to continue that study at Shasta College.

Resumption of Global Education activities including study abroad and hosting international students will aid in further inclusion of students of Asian descent, and also broaden the exposure of students from the local community to the culture and contributions of both Asian Americans and residents of Asian countries.

## PLANNING & ACTION

### Intended Audience/Recipient:

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

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

### Action Steps:

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

Assess the New Applicant Outreach Project to identify effectiveness, and modify processes for equity populations as needed. Expand the project to include outreach to students who did not enroll to identify possible barriers or systemic practices that impacted them.

Focus activities within the Enrollment Management Plan to address disproportionate impact for equity populations.

Use the academic program review process to encourage offering courses with content directly related to Asian studies. Encourage exploration of other content such as anime and other forms of art, Eastern philosophies and religion, dance, and martial arts.

Explore the needs of the local community in studying Mandarin Chinese. Consider offering non-credit courses to parents and community members who have children in Mandarin immersion

programs.

Cement and promote current opportunities for Study Abroad partnerships, including those that bring international students to Shasta College.

Publicize information on racial/ethnic backgrounds of employees. Invite employees to self-identify as Asian descent in order to promote visibility and highlight the diversity of the employees of Shasta College.

Within the Equal Employment Opportunity Planning process, determine if there is any under-representation of employees who identify as Asian and establish goals and activities to support the recruitment and retention of individuals from this population.

## SUPPORT NEEDED

### Support Needed

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

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

### Description of Support Needed

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

Partnering with other rural communities who also have lower percentages of their local population who identify as Asian in order to share best practices.

Identify trend data for enrollment of students who identify as Asian across the system, and possibly within districts similar to ours.

## 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:

Low Income

## 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)	Create marketing/information campaign to inform students on the availability and effectiveness integrated supports and tutoring for TLME courses.
Year 2 (2023-24)	Conduct qualitative research to identify reasons for students lack of enrollment and success in TLME.
Year 3 (2024-25)	Increase TLME enrollment and course success by 1%.

## STRUCTURAL EVALUATION

### STRUCTURE EVALUATION: Current Structure

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

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

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

The course registration website indicates which courses have learning supports but does not describe them. When co-requisite or courses with supports are offered, they have unit values as high as 7 units. The potential negative impact on course load, categorical program eligibility, and financial aid for students who need to withdraw is substantial.

The use of supplemental instruction (SI) and/or embedded tutoring is not standardized. It is unclear whether students understand how to optimize the use of SI and embedded tutoring. Use of the Tutoring and Learning Center (TLC) had a positive impact on math and English course success. However, hours of operation are limited to weekdays and only until 6pm. Additionally, students may not know how to schedule and utilize the TLC services. Responses to a Student Satisfaction survey indicated that low-income and Black or African American students were dissatisfied with the availability of tutoring services.

Tutors are students or temporary staff, not permanent employees. This may lead to high turnover and possibly lower effectiveness.

Transfer-level courses in both math and English are taught by a large number of faculty. Despite a common course outline of record, instructional methods and an understanding of students' needs may vary greatly. The AB 705 report notes a high variability in course success rates when taking into account various instructors. Responses on the Student Satisfaction Inventory related to "faculty are understanding about students' unique life circumstances" indicated dissatisfaction by disproportionately impacted equity groups.

Faculty have expanded the variety and focus of TLME courses. Personal Finance (BUAD 14) shows high success rates, however it is offered by one instructor in a compressed (8-week) format online. Information about these different options must be communicated clearly to students.

Low-income students may experience a lack of resources to meet basic needs, which contributes to withdrawing from one or all classes. Access to textbooks, calculators, Chromebooks or laptops, and internet are essential for all courses. Information on basic needs resources needs to be widely disseminated.

Students indicated that they are not being notified early enough in the term that they are doing poorly (Student Satisfaction Survey).

### **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)**

Faculty within math and English departments utilize disaggregated data on course outcomes in determining instructional methods, course revisions, and use of integrated supports including SI and embedded tutoring. This process should also include a discussion about the range of outcomes across instructors to eliminate the wide range of differences.

Information about the effectiveness and access to integrated supports, enhanced courses (those with embedded supports), and tutoring should be readily available and understandable to students. Resources such as Math Camp or computer-based competency programs like ALEKS could provide immediate remediation support to students.

Creative course scheduling could allow for students who are failing early in the semester to migrate to another course within the same semester. Course scheduling should also provide multiple formats (face-to-face, online, hybrid, full-length semester, compressed).

Mechanisms for notifying students that they are doing poorly early in the semester are vital. Course assessments should be structured so that occasional absences affecting low-income students at increased rates do not prove insurmountable in passing the course.



Students have a way to provide feedback about culturally-responsive instruction, and whether and instructor is addressing the unique life circumstances of students as indicated on the NL Student Satisfaction Survey.

Tutoring and Learning Center hours of operation meet the needs of students by providing evening and weekend services. Hire permanent tutors to help prevent turnover.

Student-level data is collected and analyzed to further identify barriers that are contributing to low success rates in transfer-level math and English courses.

Course material including internet hotspots, calculators, textbooks, and Chromebooks/laptops are available to students enrolled in transfer-level math or English courses.

Academic counselors are involved in design and implementation of initiatives. They have unique perspectives on student needs for course planning, on the non-cognitive factors that impact success, on differences in college preparedness among students, on the impact of course loads on financial aid, and on programmatic supports that support student success. They also have ongoing access to students to educate them on how to optimize many of these initiatives.

## PLANNING & ACTION

### Intended Audience/Recipient:

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

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

### Action Steps:

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

In implementing AB 1187, expand tutoring access, explore the possibility of using permanent staff in place of some student or temporary staff in the Tutoring and Learning Center. Purchase and implement a CRM database that has early alert capability to notify students early in the semester if they are not successful. Use this database for individualized case-managed direction to learning supports such as tutoring.

Evaluate the changes to co-requisites and integrated supports to determine their effectiveness in improving student success rates.

Assign academic counselors to math and English departments to provide input into course structures and schedules.

Expand resources for long-term loans of course material.

Explore smaller class sizes for transfer-level math courses, particularly MATH-14.

Conduct student level research into factors impacting students' success in transfer-level math

and English. Utilize both quantitative and qualitative methods, contracting with research consultants or expanding staff levels in the Institutional Research department.

Provide professional development opportunities for math and English faculty that focus on the use of disaggregated course success outcomes, and their understanding and implementation of equitable practices.

## SUPPORT NEEDED

### Support Needed

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

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

### Description of Support Needed

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

NA

## 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:

First Generation

## 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)	Initiate two-way communication with students about their early alert

	status via texting through a new CRM database.
<i>Year 2 (2023-24)</i>	Increase the number of faculty using early alert process by 50% from 16 in F22 to 24 in F23. Conduct focus groups related to persistence, with particular inclusion of equity populations who have not persisted
<i>Year 3 (2024-25)</i>	Increase the number of faculty using the early alert process to 36 faculty in F24. Increase overall persistence rates by 2% since F22.

**STRUCTURAL EVALUATION**

**STRUCTURE EVALUATION: Current Structure**

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

- Instruction
- Student Services
- Business Services
- Other

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

Students frequently are unaware that they are doing poorly in their classes. Student satisfaction survey shows a significant gap between expectations and satisfaction on the statement “Students are notified early in the term if they are doing poorly in a class”. Shasta College has not had an “early alert” process that is used by the majority of instructional faculty. There is no universal standard that defines poor performance or disengagement, and no agreement on instructor or student responsibility for this information.

Traditional methods of communication such as email are a barrier because students are less likely to read emails so they are frequently unaware of their status within courses or support programs.

Many students lack an understanding of federal and state financial aid resources and policies. Students may not know how to submit a Satisfactory Academic Progress appeal, and staff outside of the financial aid office do not have access firsthand to information about the student’s financial aid status. Financial Aid eligibility and policies are not well-understood to staff outside of the Financial Aid office.

Mechanisms are in place for collecting quantitative data about student engagement, but there is limited qualitative data. Response rates to surveys are low.

There is no systematic, cohesive employee orientation process that equips employees with the knowledge and skills needed to address immediate student needs. Most orientation occurs within individual departments led by individual supervisors. In the NL Student Satisfaction Survey, students stated they “get the run-around” when seeking information.

Students who are located in more remote locations including in extended education locations are more impacted by the lack of resources needed to participate in college (e.g. technology, transportation).

Projects such as the “Stop Out” pilot project are not well-known across the district. Tools that have been created for identifying students who have not persisted have been created but not shared across the district.

In an effort to orient students to college level learning, there has been an over-reliance on STU (Student Development) courses. Outcome data for these courses indicate low success rates overall, and even lower rates for students in equity populations.

There is no current data on the demographics of our dual enrollment population to identify if equity groups are equally represented, and thereby benefitting from the opportunity to be more prepared for college-level learning.

### **STRUCTURE EVALUATION: Ideal Structure**

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

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

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

Incorporate practices that promote instructor connection to students including responsive early alert system (NL survey), forums for conversations between faculty and students both to build relationships and showcase course content prior to course registration, and activities within courses that allow instructors to become more familiar with students and their unique challenges and needs (NL survey).

Provide clear and immediate communication pathways so that students can respond to notices and referrals such as early alerts without roadblocks or “run around”.

Initiate effective communication to students who are doing poorly early enough so that students can access support services to remediate their performance. Ensure that all students have access to textbooks or other academic supports. The Basic Needs Center staff are prepared to assess these needs and provide resources to the student in a timely fashion.

Make financial aid more universally understood to assist students in making informed decisions. Implement the CRM database that will contain pertinent information about students' financial aid status that staff can respond to through direct student support. Staff within support programs will assist students with fulfilling financial aid requirements including document submission when they have more direct access to this information.

New employees will participate in an orientation process that accelerates their knowledge about campus resources and processes to facilitate more immediate impact on student access and success.

Research studies will target first-generation students who have not persisted and use various methods designed to increase the number of student participants and amplify student voice.

Offer suggested process/policy/practice/culture activities in both face-to-face and online formats.

Students can access a comprehensive transition to college process that specifically meets the needs of first-generation students and other equity populations who may be underprepared for college.

## PLANNING & ACTION

### Intended Audience/Recipient:

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

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

### Action Steps:

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

Create a new employee orientation process that focuses on student needs. Include trainers from across campus to leverage expert knowledge in service areas. Curate the existing collection of training material to prioritize and systematize modules that relate directly to student needs. Evaluate training practices through employee surveys and provide ongoing professional development activities related to student needs.

Purchase and implement a CRM database that will provide real-time information on student status that can be accessed across campus, incorporating both academic and student services data to promote increased communication, preventative services, and just-in-time support for students who may be struggling. Identify metrics that indicate a student is falling behind in a course that will trigger an early alert notice. Program these into the CRM database. The new CRM database will enable one-to-one texting so that students can engage in a conversation with staff about their status and receive needed support.

Train employees on the use of the CRM database for intensive case-management support to students. Use the CRM database to identify and connect with students who have not persisted. Make referrals to needed resources such as financial aid, basic needs, and academic supports through case-managed services via the Basic Needs Center (The Hub) and categorically-funded programs.

Analyze and disaggregate course-level outcomes for STU (Student Development) courses. Consider alternate courses that are tailored to different student populations based on their level of preparedness for college-level learning.

Evaluate and update the Faculty Engagement Academy for new faculty to ensure that information related to the needs of students is incorporated. This includes strategies for getting to know students' individual needs, effective use of early alert notifications, referrals to basic needs services and to student support programs, and referrals to learning supports.

Integrate activities related to persistence into existing committee work such as the Student Success Committee.

Develop a research plan to identify barriers and circumstances that led to student non-persistence. Utilize surveys, focus groups, and other qualitative methods to amplify the student experience.

Maintain the "Stop-Out" initiative to engage with students who have not persisted to facilitate their return to enrollment.

Examine demographics of dual enrollment students to determine participation by members of equity groups. Develop plan to increase participation by first-generation students and students in other disproportionately impacted equity groups so that they are more prepared for college-level learning and more likely to persist.

## SUPPORT NEEDED

### Support Needed

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

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

### Description of Support Needed

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

Mechanisms for engaging students to share their perspective and experience are welcome. Survey participation is low, and even targeted personal invitations for student involvement result in limited participation. Share best practices from other campuses which might include

leveraging student workers, club participants, Honor Society members, and Student Senate on committees and planning bodies.

## 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:

Overall

### Areas of Completion

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

- Adult Ed/Noncredit Completion                       Degree Completion  
 Certificate Completion

## TARGET OUTCOMES FOR 2022-25

### Target Outcomes

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

Timeframe	Measurement Output
Year 1 (2022-23)	Establish benchmark achievement rates for 2021-22
Year 2 (2023-24)	Increase course success rate by 1% over 2021-22 levels
Year 3 (2024-25)	Increase completion rate by 2% over 2021-22 levels

## STRUCTURAL EVALUATION

### STRUCTURE EVALUATION: Current Structure

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

- Instruction     Student Services



Business Services

Other

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

The Shasta College Catalog contains many overlapping degrees and certificates. This leads to confusion on the part of students, especially as they begin to use the self-service educational planning tools.

Course maps are being created, but since they are new, the reliability of course offerings is not yet established.

Front-end transcript evaluation is a new process. It shows promise for providing information to students about the courses needed to earn a degree, but it is not used universally yet. The process has to be initiated by the student.

Counselors and staff cannot see the electronic degree application once it's submitted, limiting their ability to troubleshoot with the student the issues that are preventing them from qualifying for their degree which is typically the wrong degree identification.

Students who do not understand their financial aid status including standards for Satisfactory Academic Progress, appeals, semester limits, and eligibility for Cal Grants, Completion Grants, etc. cannot make informed decisions about the number of units to take to maximize their financial aid. Since students are not assigned a single financial aid advisor, messages can be confusing or conflicting.

Offering courses in a single format (only face-to-face, full-semester) and providing access to tutoring services primarily during working hours prevents working adults from completing their degrees.

Information related to student academic goals, performance, financial status, support program eligibility, etc. is not available in a single location. Staff who are assisting students do not have access to all of this information, or it is scattered across multiple platforms.

Successful completion of many courses depends on access to technology and understanding Canvas, the Learning Management System. Chromebooks are insufficient for this purpose. While Chromebooks provide an entry level platform and a certain level of access to a course, the limited functionality creates a barrier to a course success. Specifically, plug-ins, third-party applications, and accessibility services are limited by the lack of memory and the cloud based platform of the Chromebook. Advanced classes and/or programs require the use of Microsoft Office applications that cannot be accessed fully on a Chromebook. Web-based applications of Microsoft Office are currently missing elements that students need to complete assigned projects for classes.

**STRUCTURE EVALUATION: Ideal Structure**

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

Instruction

Student Services



Business Services

Other

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

Staff in the financial aid office maintain primary responsibility for eligibility and messaging about student status, but other classified staff and counselors have a more expansive understanding of the eligibility process in order to guide and advise students.

Messaging about financial aid status is continually reviewed for accuracy and is easy to understand by non-professionals.

Communication is coordinated through a database so that any staff assisting students can see their status related to enrollment, financial aid eligibility, and program participation. This is designed to help students stay on track in progressing towards completion.

Tools and platforms that are used within courses are navigable on multiple devices, especially Chromebooks which are less expensive options for students.

Instructors are using the Canvas learning management system in a familiar and standardized way that limits variation from course to course in order to increase student success and completion.

**PLANNING & ACTION**

**Intended Audience/Recipient:**

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

Administrator

Partner (K12, Transfer, other)

Faculty

Students

Classified Staff

**Action Steps:**

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

Student support program EOPS is piloting a process whereby they fund a financial aid position that will be available to answer questions for EOPS staff and students. This will be closer to a personalized financial aid advisor.

Purchase CRM database and train staff in its use.

Create a task force to explore the functional limitations of Chromebooks and communicate with instructors about barriers that are being created for students in access to course material due to plug-ins and third-party platforms.

Provide training and reference material that goes deeper into the financial aid process to educate front-line staff including counselors.

Implement alternate paths to earn degrees including Credit for Prior Learning and Competency Based Education.

## SUPPORT NEEDED

### Support Needed

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

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

### Description of Support Needed

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

The CCCCO has been very helpful with Credit for Prior Learning efforts. Shasta College is one of eight colleges involved with the Competency Based Education Pilot project. The Foundation for the California Community Colleges has been a leader in the effort to support the needs of adult learners. Policy and regulatory relief through enhanced financial aid policies, including a relaxed definition of what constitutes “full-time” status would be helpful.

## 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:

Overall

## 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)	Hire and train a manager to lead initiatives for Bachelors through Online and Local Degrees (BOLD) initiative.
Year 2 (2023-24)	Implement CRM database with fields indicating students who intend to transfer or are enrolled in transfer/ADT degrees.
Year 3 (2024-25)	Increase transfers to 4-year institutions by 1% over 2021-22 rate.

## STRUCTURAL EVALUATION

### STRUCTURE EVALUATION: Current Structure

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

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

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

Transition to self-service educational planning necessitates significant staff training and preparation to make this a valuable tool for students to use.

Messaging and training for students is needed to be sure they understand transfer requirements and deadlines, and are effectively using priority registration.

Students are still missing opportunities for financial aid such as Cal Grant. Mechanisms for confirming that documents have been submitted do not exist.

Specialized grants to help students who are nearing completion, regardless of the number of units they are enrolled in don't currently exist.

Courses to assist students in understanding the transfer process have been under-enrolled. This includes the series of courses intended for students who are enrolled in the Bachelors through Local and Online Degree (BOLD) program.

The geographic location of Shasta College creates a natural barrier to transfer in that students have limited local options, and no public institutions of higher education within our district boundary. To access affordable 4-year education, students must either enroll in an online program or move away.

Actualizing transfer is more possible for traditional age, single students. Avenues for transfer for working or parenting adults who cannot relocate easily are much more complicated.

### STRUCTURE EVALUATION: Ideal Structure

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

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

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

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

Multiple avenues for learning how to navigate self-service educational planning are available for students and staff.

Courses intended to help students in navigating the transition to a 4-year university have steady enrollment.

Access to information about financial eligibility is more readily available in time to rectify any missing documentation.

Information about the range of opportunities for transferring to an online program equals information about traditional 4-year programs, with special attention to cautions around the presence of non-accredited or predatory for-profit institutions.

**PLANNING & ACTION**

**Intended Audience/Recipient:**

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

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

**Action Steps:**

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

Examine and implement relevant recommendations from the CCC-UC Transfer MOU Final Report.

Complete MOU with Chico State and utilize this as a template for agreements with other CSUs.

Conduct review process of Student Development (STU) courses that are intended to support students in navigating the transfer process to increase course enrollments.

Resume university tours.

Update publications, create new flyers, posters, pop-ups banners and new commercials, radio advertisements, etc. to promote transfer.

Disaggregate data on successful transfers to identify trends related to populations (traditional age vs adult learners) and 4-year institution types. Further analyze programmatic support such as the use of the Transfer Center or TRIO Student Support Services in strengthening transfer

pathways.

Design a Transfer Center within the One Stop Student Services building to provide optimal access to students, both in campus-based services and online.

## SUPPORT NEEDED

### Support Needed

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

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

### Description of Support Needed

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

Legislative support for “dual admissions” programs which bridge the enrollment between 2-year and 4-year institutions. Regulatory reform such as incentivizing the Student Centered Funding Formula to count private, non-profit, and out of state institutions. Facilitating articulation agreements between community colleges and CSUs/UCs, especially for credits earned through Credit for Prior Learning and Competency Based Education. Include robust data-sharing agreements between sectors.

## 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)

1. Implement best practices for ensuring student persistence across campus through the re-establishment of the “Persistence Project”
2. Restructure the “Student Success Committee” to support data informed projects and planning across campus to center diversity, equity, inclusion, and accessibility
3. Update Board policies, create processes for violations of, and provide professional development for instructional faculty, administration, and students on academic freedom to ensure inclusive pedagogy and practices.
4. Update the campus civic engagement plan and implement voter information campaign
5. Offer the first, annual, yearlong, “Equity-Minded Teaching & Learning Institute” for instructional faculty.
6. Update instructional faculty professional development structures with “Teaching & Learning” communities that center equity in instruction
7. Increase the number of paid internships and experiential learning opportunities across campus in collaboration with the campus career center
8. Develop program and interest area course maps to support facilitated exploration for students across the curriculum

## 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)

1. A categorically-funded program employee will be embedded into financial aid office to respond individually to questions from students and staff in equity populations about their financial aid status. This is a pilot project that will meet some of the goals in the plan to expand understanding of financial aid access and provide more immediate responses to students.
2. Increasing the number of frontline staff in the Student Success Center to expand individualized assistance to students in completing FAFSA, especially in extended education locations and through remote access.
3. Purchase and implement a CRM database with information about financial aid status attached to each student record that is accessible through a real-time dashboard.

### 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)

1. The Financial Aid Office supports students year round with their FAFSA/CADAA applications through an in person or virtual appointment format.
2. Pell Grant recipients received priority auto awarding of COVID emergency aid each term funding became available.
3. A CRM dashboard to offer additional support across all student service support programs. In addition, the financial aid office will routinely review best marketing options for program of study completion.

### 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)**

As of October 2022, the financial aid office has disbursed over \$15 million in student aid with a priority to students with the highest financial need including but not limited to recipients of: Pell grant, Cal grant - Students with Dependents, California College Promise Grant A, B or D. In addition to federal funds, the college also disbursed State Emergency Relief Funds to enrolled students who showed the highest need through FAFSA/CADAA or the California College Promise Grant application.

**BASIC NEEDS**

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

**Basic Needs Center**

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

- Yes
- No

**Services**

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

The Basic Needs Center (The Hub) is centrally located to provide accessibility to students. It is also aligned with the Student Success Center so that students enrolling or registering can have immediate information about other resources and referrals. Academic resources include long-term textbook, calculator, and Chromebooks lending, tutoring, hotspots, and referrals to academic counselors. Non-academic supports include food (food pantry and Cal Fresh enrollment), transportation (Student ID for free transit access, gas cards, shared-ride access, repair and maintenance costs), referrals for health and mental health care, housing and utility support, and other direct aid based on need. Students are given direct access to financial resources, and all aid is coordinated with the Financial Aid office. Designated staff within categorical student services programs are also trained to provide case-managed basic needs supports to students participating in their programs. Special attention is provided to the needs of students who live in the remote or outlying areas of our district, away from the city of Redding and central Shasta County. Partnerships with community providers is growing to promote access to existing resources and to leverage support from community organizations.

**Participation**

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

Specialists in both student support programs and key instructional departments district-wide are being trained to provide basic needs services and referrals. Staff are working in teams to develop



deep expertise in the resources available across all domains of basic needs that can be provided within the community and on campus. Provision of similar services to students who enroll primarily online is also being developed. The Basic Needs Center (The Hub) may expand in size to allow for on campus meetings with county and community services providers. Continued promotion and marketing so that students can learn about the resources available prior to needing them is an ongoing goal.

### **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)

Shasta College Student Senate has been providing a food pantry for a number of years. Students access the food pantry with a student ID which can be paid for with Basic Needs funds. Food is provided by the Student Senate, and we are exploring campus and community food drives to increase available resources. Student Senate also funds food vouchers for students to access meals through campus food services. Special attention is given to the food resource needs of students who live in campus housing as the cost of their housing consumes most of their Pell grant, and many dorm residents do not have transportation to get to grocery stores.

## **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)

The College is scheduled to receive at least \$200,000 over fiscal years 2023 and 2024 to develop a Zero-Textbook Cost (ZTC) program. The ZTC team has developed a plan to encourage faculty participation in creating zero-textbook cost pathways. Several ADT programs have been identified as potential candidates for ZTC pathways. These pathways will include general education classes as well. Efforts will initially target pathways and certificates that are already close to full ZTC. Efforts will then broaden to include courses in which fewer zero cost options are available. The ZTC program plan includes outreach to faculty via targeted emails and visits to department meetings, an Open Educational Resource (OER)/ZTC Canvas course, OER guide, and assistance with OER discovery. Courses with zero-cost textbooks are identified by an icon in the course registration system; students can also filter course selections by this preference. There is also consideration for identifying courses that are low-cost in the course registration system.

## **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)

As an equity population, outcomes for students who identify as LGBTQ+ will be monitored to work towards the goal of equal access and success. As of summer 2022, we are now importing disaggregated data on student gender identity and sexual orientation. Initiatives will be set to address any disproportionate impact that is identified for students in the LGBTQ+ population.

Shasta College has a Gender-Sexuality Alliance (GSA) Club that meets regularly. They collectively contribute to the creation of policies that promote a student-centered LGBTQ+ support ecosystem, advocate for increased awareness and professional development, partner with community support networks, and offer social events.

It is essential to depict members of all communities and groups as having multiple intersectional identities and in a positive and strength-based perspective. Within this plan Shasta College will work with the Marketing Department to ensure that members of the LGBTQ+ community are profiled for their academic and career achievements and honors, and are always depicted in a positive light. We will also promote activities that celebrate diversity and inclusion, openly affirming the rights of all individuals to naming, gender identity, access to facilities, and personal appearance.

Many students still experience discrimination in housing and access to basic support needs, are estranged from family and friends, and experience mental health conditions related to these and other traumas due to their gender/sexuality status. Financial resources will be available to students to secure housing, access to food, technology, transportation, health and mental health services, and legal advocacy and services. Direct financial support will be coordinated with Financial Aid, and mechanisms will be in place to be sure that students in the LGBTQ+ community learn about scholarship and grant opportunities.

Shasta College has hosted Safe Zone training in the past, but due to staff turnover and the pandemic, this training has lapsed. Shasta College will re-establish ongoing training to promote student-centered LGBTQ+ support ecosystem. Specific attention will be given to ways to message support on digital platforms such as Canvas and via email as well as in the physical offices and on-campus locations.

Active engagement with community LGBTQ+ support and advocacy groups will also be revived. An initial summit for local support/advocacy groups will be convened to expand the resources available to students beyond just the college campus. Representatives from all three counties within our district will be included.

## 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)

Mental Health Services are primarily delivered under the supervision of the Health and Wellness Office. Shasta College employs a Psychological Counselor who is a tenured faculty member. These services have expanded beyond in-person to include telehealth appointments as well. Services

are provided by appointment and through drop-in. The campus nurse is also available for triage assessment and referral to mental health services.

Shasta College has contracted with TimelyMD to provide mental health supports on a 24/7 basis. These services include both a chat/Talk Now feature and therapy services. This will expand access for hard to reach, underserved populations. This platform also allows for access to a broader range of providers from diverse backgrounds, which may help students feel more at ease in seeking services. This initiative is embedded in a federal project expanding access to dually-enrolled students in remote geographic locations. Both TimelyMD and telehealth services also increases access for students enrolled online or who live farther away from campus.

Shasta College also participates in Mental Health First Aid training, with sessions offered both in-person and online. Two pairs of trainers have been identified to increase the number of sessions we can provide. All staff are invited to participate in this training.

The Psychological Counselor hosts workshops and visits classes to promote services and to make presentations on topics of wellness and self-care. Collaboration with community partners is also a key component of effective mental health services, especially for students who are hard-to-reach.

As with all initiatives that are technology-driven, access to reliable computers and internet access is important. In addition, having a safe and private location to utilize telehealth services may be a challenge for many students.

## 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)

Shasta College Office of Online Instruction continues to work toward online accessibility. This year Shasta College received local Peer Online Course Review certification as a campus. This includes increased accessibility in online courses. Documents, course materials and videos used in online courses are continuing to be created with accessibilities as a priority.

Shasta College is also moving forward with increased access to online technology to support students in remote locations. Access to cloud based programs that support processing (content understanding), literacy (screen readers) and notetaking are in the process of being made available. (Kurzweil and Glean) These cloud based programs are intended to not only support activities in the online environment but also in the face to face classes as student will be able to access these supports on campus as well as at home in real time in support of successful completion of course work.

## 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 activities contained in the Student Equity plan are derived in a large part from the Shasta College 2021-24 Strategic Plan. The overall Strategic Plan is the responsibility of College Council, which evaluates and updates the implementation of this plan annually. The Board of Trustees monitors progress on Strategic and Student Equity Plan initiatives through its regular review process. The Board delegates implementation to management which is detailed below.

Most of the metrics in the Equity Plan are aligned with outcomes in the Strategic Plan. Implementation and evaluation of these activities is the primary responsibility of the Student Services Council. The Student Services Council maintains a meeting agenda that contains the goals that will be the focus of each academic year in order to monitor progress. Specific tasks are further delegated to individual Deans or Associate Deans.

All areas of the organization engage in a cycle of program review, and in an Annual Area Planning process. Activities related to all Student Equity Plan matrices are embedded into program reviews for specific areas like the Transfer Center, TRIO Student Support Services, and Enrollment Services. This will allow for implementation and evaluation by direct stakeholders. Similarly, the Annual Area Planning process allows for areas on campus to request additional funding in order to implement initiatives. The rubric used to evaluate the merit of these proposals includes a double-weighting for items that support equity initiatives.

An Integrated Planning Manual provides the framework for all of these planning efforts including the Student Equity Plan.

Workgroups will continue to meet to monitor implementation and evaluation of these activities and will create an annual progress report which will be submitted to College Council.

### **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)

Shasta College employs a management-level Grants and Contracts Fiscal Analyst who oversees the Student Equity Budget. In addition, this position oversees all Student Services budgets and also several instructional programs and grants. In this way, funds from allocations such as Basic Needs, Mental Health, Dreamer Resource Liaisons Support and Retention, and Enrollment Outreach, as well as historically funded programs such as EOPS and DSPS, all support equity efforts on campus. Managers responsible for these specific programs and services collaborate to share responsibility for delivering and paying for services. There is no single Student Equity department; these efforts are instead distributed throughout campus under the administration of the Dean of Student Services.

### **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)

Leveraging student voice continues to be a challenge for Shasta College. Students were recruited to participate in the drafting of the Student Equity plan document, but quickly fell off in terms of involvement. Arrangements were made to pay students for participation since all other staff and faculty are in paid status. Student participation in campus-wide surveys is low. Members of clubs and organizations have been consulted when drafting initiatives such as the LGBTQ+ initiative.

Programs serving foster youth and formerly incarcerated students do hold group meetings to provide feedback and input, and have also attended state-wide conferences in order to increase their skills and comfort in contributing their ideas.

The Institutional Research department is working with various entities across campus to come up with strategies to increase student participation. One example came from a recent conference attendee who shared an idea for including participation in campus-wide committees as optional duties for federal work study students. Whatever strategies are explored must demonstrate respect and value for students' time.

## ADDENDUM

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

### Planning Resources:

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

### Recommended Reading:

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

### Recommended Viewing:

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