

Student Equity and Achievement Program Produced: 11/08/2022 09:40 AM PST Mallory Newell

De Anza College - Student Equity Plan (2022-25): Draft

Details

Assurances

Legislation

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

 [EDC_78220.pdf](#)

Additional 78220 Acknowledgement

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

Campus-Wide Equity Approach

[View Memo](#)

Race Consciousness in Equity Plan Development *

This document reflects the feedback received from the college's shared governance groups and the Strategic Planning Process session. Findings will be included in the new Educational Master Plan 2022-2027 Vision and Defining Equity: Develop and adopt an equity vision and framework for De Anza's equity work: Racial Equity + Six Success Factors = Equity Framework. Recognize the realities of race and ethnicity for students of color

Faculty members, classified professionals and administrators should

- Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students

Develop and adopt an equity vision and framework for De Anza's equity work

- Conduct research to gather evidence for equity definition
 - ° Gather relevant documents that detail, describe or define equity at De Anza. Use the documents as foundational source material for defining what equity actually means and looks like. Establish a baseline racial equity definition at De Anza with foundational documents to create a common understanding of equity and racial equity.
 - ° Assess student needs from disproportionately impacted communities through a student survey
 - ° Obtain and review diversity, equity and inclusion (DEI) samples from other districts (e.g., DEI resolutions, board DEI priorities). Research samples of board resolutions and board priorities to incorporate into vision

- ° Conduct qualitative inquiry of student needs in consultation with Guided Pathways team
- ° Identify the key characteristics of an equity-minded institution by using self-assessment tools such as the Denver University Inclusive Excellence Toolkit or the NERCHE rubric

Summary of Target Outcomes for 2022-25

Successful Enrollment

Asian

3-year outcome: Increase successful enrollment of Asian students by 328 students in three years over 1,838 in 2021.

Completed Transfer-Level Math & English

Black or African American

3-year outcome: Increase successful completion of transfer-level math and English for Black students in 3 years by 14 additional students over 23 in 2021.

Hispanic or Latino

3-year outcome: Increase successful completion of transfer-level math and English for Latinx students in 3 years by 119 additional students over 347 in 2021.

Native Hawaiian or other Pacific Islander

3-year outcome: Increase successful completion of transfer-level math and English for Pacific Islander students in 3 years by 6 additional students over 2 in 2021.

Persistence: First Primary Term to Secondary Term

Black or African American

3-year outcome: Increase persistence from primary term to primary term Black students in 3 years by 16 additional students over 99 in 2021.

Hispanic or Latino

3-year outcome: Increase persistence from primary term to primary term Latinx students in 3 years by 90 additional students over 971 in 2021.

Native Hawaiian or other Pacific Islander

3-year outcome: Increase persistence from primary term to primary term Pacific Islander students in 3 years by 7 additional students over 16 in 2021.

Foster Youth

3-year outcome: Increase persistence from primary term to primary term Foster Youth students in 3 years by 15 additional students over 146 in 2021.

Transfer

Hispanic or Latino

3-year outcome: Increase transfer to a four-year college or university for Latinx students in 3 years by 90 additional students over 162 in 2021.

Foster Youth

3-year outcome: Increase transfer to a four-year college or university for Foster Youth students in 3 years by 24 additional students over 31 in 2021.

Completion

Native Hawaiian or other Pacific Islander

3-year outcome: Increase certificate completion for Pacific Islander students in 3 years by 3 additional students over 1 in 2021.

Foster Youth

3-year outcome: Increase certificate completion for Foster Youth students in 3 years by 4 additional students over 26 in 2021.

District Contact Information Form

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Equity Plan Reflection

2019-22 Activities Summary

- Office of Outreach and Relations with Schools
- Office of Communications
- Application Open
- Online Orientation
- Assessment
- Summer Bridge
- Men of Color
- Orientation
- Review Policies
- Learning Communities
- Foster Youth
- Early Alert
- Embedded Counselors
- First Year Experience Cohort Program
- AB 705 Changes
- STEM Support
- Math Performance Success
- Use of Data
- Civic Engagement
- Food pantry
- AB 540 Students
- Culturally Responsive Workshops
- Learning Communities
- PE and Athletics
- CTE
- ADT Offerings
- Transfer Center
- International Student Office
- Learning Communities
- Honors Program
- Transfer Center
- Student Success Center
- AB 705 Policy Changes
- Learning Communities
- EOPS
- Math Performance Success
- Embedded Counselors
- CTE
- Professional Development
- Designated Counselors
- Office of Communications
- Men of Color Community
- Data For Decision Making
- Professional Development
- CTE
- ADT Programs

Key Initiatives/Projects/Activities *

Umoja counselor

LGBTQ+ counselor

Foster Youth counselor

Equity faculty director

Veterans counselor

IMPACT-AAPI coordinator/counselor

Full time coordinator for undocumented students support

Transitioned all our services to online formats to support students during shelter-in-place

Trained and supported faculty in online teaching

Outreach efforts were transitioned to online to ensure continuity in outreach to our most marginalized communities.

Learning communities, including race-specific communities were the first to transition back to campus using a hybrid model.

The learning community model expanded to include STEM fields.

Prompted by feedback from USC on the college's student equity plan, the college engaged in a collaborative revision of its equity framework to identify key areas to close equity gaps. The effort resulted in seven key areas of focus with measurable outcomes and specific activities, including a revised equity framework that incorporates racial equity and the six factors of student success. Resulting in an equity plan re-imagined.

Educational master plan was updated to include a focus on race-specific equity and the incorporation of the equity plan re-imagined.

Full time program coordinator for basic needs support

Evidence of Decreased Disproportionate Impact *

Over the time period we found the following groups to experience a decrease in DI

- Successful enrollment in first year: Native American and Unknown ethnicity
- Persisted first primary term to next primary term: Latinx female, LGBTQ+ male Identified and veteran male
- Completed transfer-level English and math: Black female, Black, male, Latinx female, Latinx male, Students with disabilities, female and LGBTQ+ female identified
- Filipinx improvements, AB 705

We believe there were intentional race, gender and sexual orientation-specific services provided to students through dedicated counselors to unique student groups. This has helped improve retention rates for disproportionately impacted students.

In an effort to improve enrollment within the first year, the college provided online outreach events and services during shelter in place, implemented the Promise Program where student fees are waived and books are funded, as well as summer bridge was provided online to reach newly enrolled students coming from high school, which also resulted in an expansion of the program.

The transition to online learning and support we feel enabled students to continue on their path during shelter in place with limited disruption and increased support services including emergency funds, additional mental health services, food services, and all student services available online. This has helped improve retention rates for disproportionately impacted students.

The improvement in transfer level completion for English and math is a result of AB 705 efforts to place all students into transfer level with varying support. The college developed corequisite support courses for math and English and supplemental instructional support for tutoring. This resulted in large improvements for our most disproportionately impacted students.

2022-25 Planning Efforts *

Through the equity plan re-imagined process, the college now has a greater focus on racial equity, and more intentional and

specific goals to achieve over the next five years. The re-imagined plan was incorporated into the master plan to institutionalize the work over the next five years. Further, through the strategic planning process, the college identified within the master plan seven student populations of focus which include Black, Native American, Latinx, LGBTQ+, Foster Youth, Filipinx, Pacific Islander students as groups in which the college will focus all efforts around over the next five years to narrow equity gaps. As part of ongoing equity plan re-imagined work, the college will work towards identifying common language and definitions of equity and racial-equity.

As part of ongoing funding provided through the SEA grant the Office of Equity, Social Justice and Multicultural Education, provided ongoing support to student equity partners through professional development, program funding, and building a community of support and collaborative opportunities to close equity gaps and maximize resources.

Pandemic Acknowledgement

- ✗ Interrupted Work Fully
- ✓ Catalyzed Work

Provide an explanation (optional)

During the shelter in place, all instruction and support services were swiftly and successfully transitioned online without disruption to continue to support students. While in some ways there were challenges, but in many ways, it has been more successful, and remain in place even as instruction is transitioning back to campus. This enables students to access services in the format that best supports their needs. Additionally, new and innovative services and programs were brought on board to support students needs during the pandemic that will continue to remain in place (e.g., online tutoring, counseling, and mental health services and the mobile food pantry).

- ✗ Delayed Work

Executive Summary URL *

https://www.deanza.edu/ir/planning/DAC_Student_Equity_Plan_2019-2022-Final2.pdf

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	✗	✓	✓	✗	✗
Hispanic or Latino	✗	✓	✓	✓	✗
Native Hawaiian or other Pacific Islander	✗	✓	✓	✗	✓
Foster Youth	✗	✗	✓	✓	✓
Asian	✓	✗	✗	✗	✗

Successful Enrollment

Asian

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

Numerous support services are in place from first interaction with the college to successful enrollment for all students, though services for Asian students are not integrated and aligned to provide a safety net for this vulnerable population. For example, the college has in place a Summer Bridge, Outreach at high schools, AAPI Outreach Conference, IMPACT-AAPI Learning Community, Asian and Asian American Studies Certificate program, PUSO student group, and APALI Summer Institute. However, these services are not integrated across areas and thus do not ensure all Asian students are being supported through successful enrollment.

Structure Evaluation

Current Structure

Instruction

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

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

Lack of integration of services to ensure a safety net is in place for Asian students from first point of entry to enrollment.

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

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

Many services already provide have ongoing budgets, however, the college has not begun to have conversations around what equity-based budgeting would look like nor has there been a commitment set to move towards equity-based budgeting. Thus, there is no evaluation as to whether the budget allocated is helping address this equity gap comprehensively.

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

Other

Ideal Structure

Instruction

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

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

Through Guided Pathways, the college is working towards integrating services, but the wide variety of services continue to be siloed and operate independently from one another. Work towards the integration of counseling and academic advising into the Guided Pathways Villages to ensure that Asian students (in cohorts and not in cohorts) have more ready access to outreach services, counseling, advising and instructional support to provide a clear pipeline from first point of entry to enrollment.

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

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

Show financial commitment and investment in all equity work

- Align policies and budgets to student success and equity goals

- Increase investments in intentional strategies designed to achieve student success and equity goals and the elimination of systemic racism (see Board of Trustees priorities 1, 3 and 4)

- Build a balanced budget that institutionalizes equity and includes increased investments in strategies that will help achieve student success and equity goals, even if reductions in overall expenditures become necessary

- Tie funding to program review equity and racial equity focus outcome. Develop a rubric to evaluate budgets and resource allocations that include criteria that is equity and racial equity focused

- Develop a budget process that is inclusive of stakeholders and that is equity and racial equity focused, including but not limited to

- ◊ Establishing a transparent decision-making process that is inclusive of stakeholders

- ◊ Institutionalize (including through funding) high-impact practices and components that are proven to work,

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

- ✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Engage administration and shared governance leaders to advance and uphold the equity vision in all college endeavors by integrating it into the shared governance process and promoting transparency around equity to ensure programs specific to the successful enrollment of Asian students are prioritized, evaluated and continuously improving.

Action

Action Steps *

Collaborate with senates, Asian and Asian American affinity groups, student groups and administration to explore ways to consider concrete practices to foster equity-mindedness and equitable enrollment for Asian student groups and the integration of these services and ongoing funding for services that have the greatest impact on successful enrollment.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Highlighting best practices working with Asian students on successful enrollment strategies.

Completed Transfer-Level Math & English

Black or African American

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

It is unclear the extent to which the curriculum in transfer level English and math use equity-based and inclusive curriculum. The college implemented a two-quarter transfer level English sequence which yielded lower completion rates than a corequisite English course. Sufficient instructional support for transfer level courses in addition to referring students to tutoring.

Structure Evaluation

Current Structure

✓ Instruction

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

The College has a designated Office of Professional Development which provides training in equity, inclusion and diversity, however, participation in events is voluntary, leaving many faculty under prepared to address long-standing equity gaps within their classrooms through improvements in teaching and learning strategies. The campus also have flex days designated for professional development but are not organized around a racial-equity perspective.

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

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

Lack of embedded supports, students are often referred out to counseling or tutoring rather than bringing it into the classroom.

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

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

✗ Other

Ideal Structure

✓ Instruction

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

Culturally responsive pedagogy and counseling support, embedded support services, ongoing and targeted professional development for continuous improvement. Collegewide commitment to narrowing longstanding equity gaps. Build relationships with high school partners to prepare students for college and align curriculum.

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

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

A financial commitment to embedded supports and integrated services to support students within the classroom. Integrated support services through Guided Pathways within a students Village (major) or learning community.

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

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

✗ Other

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

It would require faculty buy in, currently there is a lot of fatigue stemming from AB 705 and Covid-19. Continuously providing data on outcomes in transfer level English and math disaggregated by various student groups at the instructor level to encourage dialogue and reflection. Financial commitment from the college to provide ongoing support for students technological needs after HERF funds run out (e.g., wifi hot spots, calculators, laptops, headphones, cameras).

Action

Action Steps *

Fall 2022 the campus began implementing an English 1A with a corequisite as an Umoja section with an African American embedded counselor linked to Counseling 005 which is an introduction to college course.

Ethnic specific workshops and programming for Black students.

Develop rich and ongoing professional development opportunities that focus on deepening equity-mindedness and culturally responsive pedagogy.

Provide multiple series of professional development opportunities to meet employees where they are on equity-mindedness.

Cultural curriculum audit of courses (use outside groups to partner to complete audits)

The college has done away with the two-quarter English1A sequence and replaced a one-quarter corequisite course.

Ensuring students have access to technology to be successful.

Chancellor's Office Supports**Supports Needed**

- ✗ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✗ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Hispanic or Latino**Structure Evaluation: Friction Points****Friction Points**

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

Friction Points: Current Structure *

It is unclear the extent to which the curriculum in transfer level English and math use equity-based and inclusive curriculum. The college implemented a two-quarter transfer level English sequence which yielded lower completion rates than a corequisite English course. Sufficient instructional support for transfer level courses in addition to referring students to tutoring.

Structure Evaluation**Current Structure**

✓ Instruction

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

The College has a designated Office of Professional Development which provides training in equity, inclusion and diversity, however, participation in events is voluntary, leaving many faculty under prepared to address long-standing equity gaps within their classrooms through improvements in teaching and learning strategies. The campus also have flex days designated for professional development but are not organized around a racial-equity perspective.

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

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

Lack of embedded supports, students are often referred out to counseling or tutoring rather than bringing it into the classroom.

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

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

✗ Other

Ideal Structure

✓ Instruction

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

Culturally responsive pedagogy and counseling support, embedded support services, ongoing and targeted professional development for continuous improvement. Collegewide commitment to narrowing longstanding equity gaps. Build relationships with high school partners to prepare students for college and align curriculum.

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

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

A financial commitment to embedded supports and integrated services to support students within the classroom. Integrated support services through Guided Pathways within a students Village (major) or learning community.

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

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

✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Culturally responsive pedagogy and counseling support, embedded support services, ongoing and targeted professional development for continuous improvement. Collegewide commitment to narrowing longstanding equity gaps. Build relationships with high school partners to prepare students for college and align curriculum.

Action**Action Steps ***

Professional development on inclusiveness and recognizing the linguistic and cultural nuisances that students bring with them to the classroom which could manifest as a bias of an instructor and hinder their progress in the course.

Continue to bring authors and writers to share their stories and journey.

Ethnic specific workshops and programming for Black students.

Develop rich and ongoing professional development opportunities that focus on deepening equity-mindedness and culturally responsive pedagogy.

Provide multiple series of professional development opportunities to meet employees where they are on equity-mindedness.

Cultural curriculum audit of courses (use outside groups to partner to complete audits)

The college has done away with the two-quarter English1A sequence and replaced a one-quarter corequisite course.

Ensuring students have access to technology to be successful.

Chancellor's Office Supports**Supports Needed**

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Proof of Concept Pilots
- Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Native Hawaiian or other Pacific Islander

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

It is unclear the extent to which the curriculum in transfer level English and math use equity-based and inclusive curriculum. The college implemented a two-quarter transfer level English sequence which yielded lower completion rates than a corequisite English course. Sufficient instructional support for transfer level courses in addition to referring students to tutoring.

Structure Evaluation

Current Structure

✓ Instruction

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

The College has a designated Office of Professional Development which provides training in equity, inclusion and diversity, however, participation in events is voluntary, leaving many faculty under prepared to address long-standing equity gaps within their classrooms through improvements in teaching and learning strategies. The campus also have flex days designated for professional development but are not organized around a racial-equity perspective.

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

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

Lack of embedded supports, students are often referred out to counseling or tutoring rather than bringing it into the classroom.

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

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

✗ Other

Ideal Structure

✓ Instruction

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

Culturally responsive pedagogy and counseling support, embedded support services, ongoing and targeted professional development for continuous improvement. Collegewide commitment to narrowing longstanding equity gaps. Build relationships with high school partners to prepare students for college and align curriculum.

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

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

A financial commitment to embedded supports and integrated services to support students within the classroom. Integrated support services through Guided Pathways within a students Village (major) or learning community.

- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✗ General Operations (A&R, Parking, Campus Policing, etc.)
- ✗ Other

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

It would require faculty buy in, currently there is a lot of fatigue stemming from AB 705 and Covid-19. Continuously providing data on outcomes in transfer level English and math disaggregated by various student groups at the instructor level to encourage dialogue and reflection. Financial commitment from the college to provide ongoing support for students technological needs after HERF funds run out (e.g., wifi hot spots, calculators, laptops, headphones, cameras).

Action**Action Steps ***

Professional development on inclusiveness and recognizing the linguistic and cultural nuisances that students bring with them to the classroom which could manifest as a bias of an instructor and hinder their progress in the course.

Continue to bring authors and writers to share their stories and journey.

Ethnic specific workshops and programming for Black students.

Develop rich and ongoing professional development opportunities that focus on deepening equity-mindedness and culturally responsive pedagogy.

Provide multiple series of professional development opportunities to meet employees where they are on equity-mindedness.

Cultural curriculum audit of courses (use outside groups to partner to complete audits)

The college has done away with the two-quarter English1A sequence and replaced a one-quarter corequisite course.

Ensuring students have access to technology to be successful.

Chancellor's Office Supports**Supports Needed**

- ✗ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development

- ✓ Data & Research
- ✗ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Persistence: First Primary Term to Secondary Term

Black or African American

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

The college experiences the lowest success rates for the Black student population which inhibits their ability to persist.

Black students lack a space or sense of community on campus.

Black students also report some of the highest rates of basic needs insecurities.

The college identified the low completion rates of African American Foster Youth students.

The Black community on campus represents a diaspora of cultures and experiences including athletes, immigrants, STEM-directed, low income, foster youth, CTE and transfer oriented students.

Structure Evaluation

Current Structure

- ✓ Instruction

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

There is no consistent delivery of ongoing and required culturally responsive training for faculty and staff.

While the college has been aware of longstanding equity gaps, there has not been an intentional commitment or concerted effort to narrow those gaps.

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

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

While supports and services are available and tailored to the Black community, it is not inclusive of all Black students.

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

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

✗ Other

Ideal Structure

✓ Instruction

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

Examining and incorporating promising practices for Black students.

A culture and commitment focused on narrowing equity gaps through intentional and focused efforts based on best practices in the research.

A greater focus on racial equity.

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

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

Technological support for Black students

Training on services, resources and supports available so faculty and staff can serve as a system of referrals.

Through culture-specific welcome events, community resources are brought onto campus to raise awareness of community resources available.

A greater focus on racial equity.

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

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

✗ Other

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

A culture and commitment focused on narrowing equity gaps through intentional and focused efforts based on best practices in the research.

Embedding racial equity into collegewide initiatives including the educational master plan, professional development, guided pathways, and equity initiatives.

Racial equity-based training for college administrators so they are equipped and empowered to support their areas to be successful in their equity work.

Action

Action Steps *

De Anza Athletics developed a cohort support group for football athletes (FAST) which provides tutorial support and a center for athletes for academic support which supports a high rate of Black students to support their success and persistence.

The athletics department developed REACH which is a learning community for athletes, including Black students, which supports students in transferable English and math with a focus on athletes and their unique needs and experiences.

The college has developed programs specific to supporting Black students and increasing persistence rates through the Umoja program, EOPS, Men of Color and STEM pathways.

The college full time Foster Youth counselor to support Black students.

The colleges recognizes that the Black community represents a diaspora of cultures and experiences including athletes, immigrants, STEM-directed, low income, foster youth, CTE and transfer oriented students and has tailored services to meet the unique needs of each student group through learning communities, instructional support services such as tutoring and embedded counseling, culturally relevant curriculum, and targeted counseling.

A focus on recruitment and retention of Black faculty members for academic instruction.

Providing professional development in culturally responsive pedagogy.

The college should develop a broad based safety net that encapsulates all Black students from entry to exit to ensure they are supported throughout their educational journey.

Through the development and expansion of the Ethnic and Pride Inclusion Center (EPIC), there will be a dedicated space for Black students.

The college evaluated and changed the way in which it supports and counsels students on academic probation who tend to be Black, and has seen rates decrease of students who identify as Black on academic probation.

Chancellor's Office Supports

Supports Needed

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Proof of Concept Pilots
- Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

The Latinx population is the largest disproportionately impacted student group on campus.

Latinx students lack a space or sense of community on campus.

Latinx students also report some of the highest rates of basic needs insecurities.

The college identified the low completion rates of Latinx Foster Youth students.

The Latinx community on campus represents a diaspora of cultures and experiences including English language learners, athletes, immigrants and identified undocumented and mixed-status students, STEM-directed, low income, foster youth, CTE and transfer oriented students.

Structure Evaluation

Current Structure

✓ Instruction

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

There is no consistent delivery of ongoing and required culturally responsive training for faculty and staff.

While the college has been aware of longstanding equity gaps, there has not been an intentional commitment or concerted effort to narrow those gaps.

Large segments of the Latinx population reside outside the service area and must travel up to an hour or more to attend college, inhibiting their ability to be on campus.

Representation of Latinx students within each of the program areas is not equally represented, particularly in STEAM majors.

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

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

While supports and services are available and tailored to the Latinx community, it is still not sufficient to address the needs of all Latinx students including transfer services.

While some outreach events include the family, family engagement is not core to all services provided to students which can be beneficial to their retention.

The college lacks linguistically targeted services to students.

- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✗ General Operations (A&R, Parking, Campus Policing, etc.)
- ✗ Other

Ideal Structure

- ✓ Instruction

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

Examining and incorporating promising practices for Latinx students.

A culture and commitment focused on narrowing equity gaps through intentional and focused efforts based on best practices in the research.

A greater focus on racial equity.

A greater focus on bringing family into activities and events on campus to serve as a support structure for students and their families.

- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

Technological support for Latinx students

Training on services, resources and supports available so faculty and staff can serve as a system of referrals.

Through culture-specific welcome events, community resources are brought onto campus to raise awareness of community resources available.

A greater focus on racial equity.

Continuing mental health support.

Internship opportunities.

- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✗ General Operations (A&R, Parking, Campus Policing, etc.)
- ✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

A culture and commitment focused on narrowing equity gaps through intentional and focused efforts based on best practices in the research.

Embedding racial equity into collegewide initiatives including the educational master plan, professional development, guided pathways, and equity initiatives.

Racial equity-based training for college administrators so they are equipped and empowered to support their areas to be successful in their equity work.

Action

Action Steps *

De Anza Athletics developed a cohort support group for football athletes (FAST) which provides tutorial support and a center for athletes for academic support which supports a high rate of Latinx students to support their success and persistence.

The athletics department developed REACH which is a learning community for athletes, including Latinx students, which supports students in transferable English and math with a focus on athletes and their unique needs and experiences.

The college has developed programs specific to supporting Latinx students and increasing persistence rates through the Puente program, Latinx Empowerment at De Anza (LEAD), FYE, EOPS, Men of Color, Veterans and STEM pathways. Including internship opportunities.

The college full time Foster Youth counselor to support Latinx students.

The colleges recognizes that the Latinx community represents a diaspora of cultures, language and experiences including English language learners, athletes, immigrants including identified undocumented and mixed-status students, STEM-directed, low income, foster youth, CTE and transfer oriented students and has tailored services to meet the unique needs of each student group through learning communities, instructional support services such as tutoring and embedded counseling, culturally relevant curriculum, and targeted counseling. A greater commitment to providing bilingual and bi-cultural services.

A focus on recruitment and retention of Latinx faculty members for academic instruction.

Providing professional development in culturally responsive pedagogy.

The college should develop a broad based safety net that encapsulates all Latinx students from entry to exit to ensure they are supported throughout their educational journey.

Through the development and expansion of the Ethnic and Pride Inclusion Center (EPIC), there will be a dedicated space for Latinx students.

Chancellor's Office Supports**Supports Needed**

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Proof of Concept Pilots
- Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Native Hawaiian or other Pacific Islander

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

While one of the smallest groups enrolled, Pacific Islander students are disproportionately impacted.

Pacific Islander students lack a space or sense of community on campus.

Pacific Islander students also report some of the highest rates of lack of a sense of belonging and basic needs insecurities.

The Pacific Islander community on campus represents a diaspora of cultures and experiences including athletes, STEM-directed, low income, foster youth, CTE and transfer oriented students.

Structure Evaluation

Current Structure

✓ Instruction

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

There is no consistent delivery of ongoing and required culturally responsive training for faculty and staff.

While the college has been aware of longstanding equity gaps, there has not been an intentional commitment or concerted effort to narrow those gaps.

When the college had an AANAPISI grant, there was broad-based instructional support and services for Pacific Islander students, but only a small percentage of AAPI-focused services remain.

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

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

While supports and services are available and tailored to the Pacific Islander community, it is not inclusive of all Pacific Islander and Native Hawaiian identities.

While some outreach events include the family, family engagement is not core to all services provided to students which can be beneficial to their retention.

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

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

✗ Other

Ideal Structure

✗ Instruction

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

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

Technological support for Pacific Islander students

Training on services, resources and supports available so faculty and staff can serve as a system of referrals.

Through culture-specific welcome events, community resources are brought onto campus to raise awareness of community resources available.

A greater focus on racial equity.

Mental health and psychological support services.

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

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

✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

A culture and commitment focused on narrowing equity gaps through intentional and focused efforts based on best practices in the research.

Embedding racial equity into collegewide initiatives including the educational master plan, professional development, guided pathways, and equity initiatives.

Racial equity-based training for college administrators so they are equipped and empowered to support their areas to be successful in their equity work.

Action

Action Steps *

De Anza Athletics developed a cohort support group for football athletes (FAST) which provides tutorial support and a center for athletes for academic support which supports a high rate of Pacific Islander students to support their success and persistence.

The athletics department developed REACH which is a learning community for athletes, including Pacific Islander students, which supports students in transferable English and math with a focus on athletes and their unique needs and experiences.

The college has developed programs specific to supporting Pacific Islander students and increasing persistence rates through the IMPACT-AAPI program, FYE, EOPS, Men of Color, Veterans and STEM pathways. Including internship opportunities.

The colleges recognizes that the Pacific Islander community represents a diaspora of cultures, languages and experiences including athletes, STEM-directed, low income, foster youth, CTE and transfer oriented students and has tailored services to meet the unique needs of each student group through learning communities, instructional support services such as tutoring and embedded counseling, culturally relevant curriculum, and targeted counseling. A greater commitment to proving multi-cultural and family-oriented and family-inclusive services.

A focus on recruitment and retention of Pacific Islander faculty members for academic instruction.

Providing professional development in culturally responsive pedagogy.

The college should develop a broad based safety net that encapsulates all Pacific Islander students from entry to exit to ensure they are supported throughout their educational journey.

Through the development and expansion of the Ethnic and Pride Inclusion Center (EPIC), there will be a dedicated space for Pacific Islander students.

The college will be seeking an additional AANAPISI grant to grow instructional and students services targeted at AAPI students including a designated space.

Chancellor's Office Supports

Supports Needed

- ✗ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✗ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Foster Youth

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

The college experiences the lowest success rates for the Foster Youth student population which inhibits their ability to persist.

Foster Youth students lack a space or sense of community, sense of belonging on campus.

Foster Youth also report the highest rates of basic needs insecurities including food, housing and homelessness.

Structure Evaluation

Current Structure

✓ Instruction

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

There is no consistent delivery of ongoing and required training for faculty and staff on how best to support Foster Youth students.

While the college has been aware of longstanding equity gaps, there has not been an intentional commitment or concerted effort to narrow those gaps for Foster Youth students.

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

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

Foster Youth students don't always want to identify as such, and therefore do not receive needed services.

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

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

✗ Other

Ideal Structure

✓ Instruction

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

Examining and incorporating promising practices for Foster Youth students.

A culture and commitment focused on narrowing equity gaps through intentional and focused efforts based on best practices in the research.

A greater understanding of the needs and challenges of Foster Youth.

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

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

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

✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

A greater understanding of the needs and challenges of Foster Youth.

Action

Action Steps *

The college has developed programs specific to supporting Black and Latinx students, including Foster Youth, to increase persistence rates through the Umoja program, EOPS, Men of Color and STEM pathways.

Ensure Financial Aid, basic needs supports, community resources are available to all Foster Youth students.

The college full time Foster Youth counselor to support Black and Latinx Foster Youth students.

Professional development for faculty and staff on how to best support Foster Youth students.

The colleges recognizes that the Foster Youth community represents a diaspora of cultures and experiences including athletes, immigrants, STEM-directed, low income, foster youth, CTE and transfer oriented students and has tailored services to meet the unique needs of each student group through learning communities, instructional support services such as tutoring and embedded counseling, culturally relevant curriculum, and targeted counseling.

A focus on recruitment and retention of Black and Latinx faculty members for academic instruction, to better reflect the racial identities of Foster Youth.

Providing professional development in culturally responsive pedagogy.

Promote success stories of Foster Youth to raise awareness and dismantle the stigma of identifying as a foster youth student.

Chancellor's Office Supports

Supports Needed

- ✗ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✗ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Transfer

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

Access to transfer information, access to a transfer counselor, guiding students to declare a major and explore a career early on their path. Support services are siloed within departments and programs and services are not integrated.

Structure Evaluation

Current Structure

✓ Instruction

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

Lack of a collegewide approach to taking responsibility and accountability for student outcomes and ensuring students pass classes, retain from quarter to quarter and are supported along the way to transfer.

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

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

Siloed delivery of services. Not enough counselors for the number of transfer-intent students.

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

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

✗ Other

Ideal Structure

✓ Instruction

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

Campus culture in which all members of the community are accountable for student outcomes. Ensuring faculty are aware of support services available to students along the transfer pathway. Faculty assistance in developing personal statements for college applications.

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

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

Through Guided Pathways integrate transfer services as well as career exploration into the Villages closer to the students and aligned with their major of study.

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

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

✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Bring intentionality to transfer events specific to Latinx students.

Action

Action Steps *

Student panels from transfer universities

Workshops on growth mindset for first year students around their ability to transfer

Professional development for faculty and counselors on available resources for student transfer

Continued development of Guided Pathways Villages to integrate services

Chancellor's Office Supports

Supports Needed

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Proof of Concept Pilots
- Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Foster Youth

Structure Evaluation: Friction Points

Friction Points

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

student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Access to transfer information, access to a transfer counselor, guiding students to declare a major and explore a career early on their path. Support services are siloed within departments and programs and services are not integrated. Lack of a full time foster youth counselor or support staff.

Structure Evaluation

Current Structure

✓ Instruction

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

Lack of a collegewide approach to taking responsibility and accountability for student outcomes and ensuring students pass classes, retain from quarter to quarter and are supported along the way to transfer.

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

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

Siloed delivery of services. Not enough counselors for the number of transfer-intent students.

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

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

✗ Other

Ideal Structure

✓ Instruction

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

Campus culture in which all members of the community are accountable for student outcomes. Ensuring faculty are aware of support services available to students along the transfer pathway. Faculty assistance in developing personal statements for college applications.

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

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

Through Guided Pathways integrate transfer services as well as career exploration into the Villages closer to the students and aligned with their major of study.

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

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

✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Bring intentionality to transfer events specific to Foster Youth students.

Action

Action Steps *

Coordination with community resources

Hiring and training of full-time foster youth counselor.

Train faculty and counselors on unique needs and challenges of foster youth

Student panels from transfer universities

Workshops on growth mindset for first year students around their ability to transfer

Professional development for faculty and counselors on available resources for student transfer

Continued development of Guided Pathways Villages to integrate services

Chancellor's Office Supports

Supports Needed

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Proof of Concept Pilots
- Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Completion

Native Hawaiian or other Pacific Islander

Areas of Completion

Areas of Completion *

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

Structure Evaluation: Friction Points**Friction Points**

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

Friction Points: Current Structure *

Students are not aware of when they may have enough credits to receive a certificate and that they must apply to be awarded the certificate.

Students may not be aware of credit and noncredit certificates available along their educational pathway.

Structure Evaluation**Current Structure**

- Instruction
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

Instructional faculty and counselors may not be aware of the credit and noncredit certificates available.

- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

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

Marketing of certificates could be elevated to increase awareness of job training programs and noncredit programs available.

The Guided Pathways structure focuses heavily on the transfer pathway rather than certificate pathways.

Ideal Structure

- Instruction
- Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

Increased in-service training for Counselors on certificate pathways.

- Budgeting and Administration (HR, Purchasing, Processes, etc.)
- General Operations (A&R, Parking, Campus Policing, etc.)
- Other

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

Increased marketing and communication around certificate pathways.

Greater focus on certificate pathways within the Guided Pathways structure.

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

Campuswide focus on certificate pathways at same level as transfer pathways as a dual mission.

Working with Admissions and Records to automatically award certificates for students, eliminating the need for students to apply for a certificate on their own.

Action**Action Steps ***

Automation of certificates awarded to students who meet requirements.

Integration of certificate pathways into Guided Pathways Villages.

Marketing focus on certificates on social media including success stories and marketing materials in multiple languages.

Chancellor's Office Supports

Supports Needed

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Proof of Concept Pilots
- Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Foster Youth

Areas of Completion

Areas of Completion *

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

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

Students are not aware of when they may have enough credits to receive a certificate and that they must apply to be awarded the certificate.

Students may not be aware of credit and noncredit certificates available along their educational pathway.

Our Foster Youth students face the greatest challenges to their completion of all our student groups including basic needs, mental health, and a lack of belonging and connection to the campus.

Structure Evaluation

Current Structure

✓ Instruction

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

Instructional faculty and counselors may not be aware of the credit and noncredit certificates available.

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

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

Faculty and counselors lack resources and training on how best to support foster youth students.

There has been a lack of coordinated wrap around services for foster youth students.

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

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

✗ Other

Ideal Structure

✓ Instruction

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

Greater awareness of the presence of foster youth, the support they needs, and resources available to them so faculty can serve as a resource and support system.

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

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

A dedicated counselor and support services through a dedicated program called Guardian Scholars specific to supporting Foster Youth students.

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

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

✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Budget commitment for ongoing support for the foster youth counselor and basic needs support services. A physical space to feel safe and able to study and hang out to connect with others with reliable inte

Action

Action Steps *

Dedicated foster youth counselor. Dedicated basic needs support. Referrals to community resources including housing assistance. A physical space with reliable internet access. Training for faculty and staff on resources available to refer students to.

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✗ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✗ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Student Support Integration Survey



California
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