WEST HILLS COLLEGE LEMOORE

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

CONTENTS

PRELUDE

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

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

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

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

In solidarity,

The 2022-25 Student Equity Plan Task Force

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

2022-25 STUDENT EQUITY PLAN TEMPLATE

Landing Page/Details

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

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

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

ASSURANCES:

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

☒ I have read the legislation Education Code 78220 and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

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

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

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

West Hills College Lemoore (WHCL) focuses on student success and promotes student equity at all phases of institutional planning. Efforts to address social inequities at the college have included creating spaces for dialogue on equity mindfulness and a call to a more race conscious culture. Evidence of the shift toward an equity minded culture starts with the mission of the college and strategic plan which was revised in 2019. The mission: West Hills College Lemoore is dedicated to student learning and achievement by providing quality programs, pathways, and services that lead to certificates, associate degree, transfer, and employment. Our college serves a diverse community of students who seek a cost-effective, relevant, and engaging educational experience. We are committed to ensuring accessibility for all student and aim to cultivate an inclusive, equitable and collegial climate. The WHCL 2021- 2026 strategic plan includes equitable practices which are to be sustainable, institutional practices that recognize and remove

barriers for impacted students and that are designed to reduce or eliminate equity gaps in student outcomes.   Some of these practices include data disaggregation and analysis as a regular practice, including diverse student and employee voices in the development and refinement of policies and procedures and intentional professional development to support equitable practices.

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 (Elmer Aguilar)
- ☒ Alternate Project Lead (Val Garcia)
- ☒ Approver: Chancellor/President (James Preston)
- ☒ Approver: Chief Business Officer (Shanna Ahrens)
- ☒ Approver: Chief Instructional Officer (Christopher Whiteside)
- ☒ Approver: Chief Student Services Officer (Val Garcia)
- ☒ Approver: Academic Senate President (Jacqueline Shehorn)
- ☒ Approver: Guided Pathways Coordinator/Lead (Elmer Aguilar)

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

- Provide courses addressing decision making strategies for new and current students.
- College Promotion at local feeder schools
- Pre-enrollment Services
- Communication Plans (Nudges)
- Outreach to non-traditional students
- Address financial constraints
- Promote Zero textbook costs
- Lending Library
- College Website accessibility
- Promote Financial wellness
- Increase Student Engagement
- Professional Development
- Non-academic support activities
- Case management approach to counseling
- Scheduling Strategies for Students
- Host registration events to promote continued enrollment
- Implement a clear path for students to follow.
- Promote degree completion and transfer

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 college made adjustment to its workforce to include a pre-enrollment team and other campus constituents (i.e., Umoja, H.O.P.E Initiative, Categorical Programs and others) in its efforts to address successful enrollment. The main responsibilities of the team include guiding students through the matriculation process such as CCCApply, orientation, FAFSA, placement and other steps to successfully register. Another very important component of the college has been to intentionally target disproportionately impacted groups including African American and native American students.

To assist students with college success and career decision making strategies, student development courses were redesigned to include current college specific processes. The intent was to implement the use of student development courses as part of the transition from high school to college. To test the effectiveness of the student development courses, the college had its first cohort of students enroll in the course as a pilot in collaboration with a local feeder school. The pilot proved to be a success since the majority of the students who took the course continued with their program of study. Efforts to bring the use of the student development courses to scale included targeting African American and Native American student. A prime example of an effort to intentionally target African American, Native American and other disproportionately impacted student groups is the "Get Strong Academy". The Get Strong Academy is a summer program aimed at bridging students to the campus while they are still in 10th and 11th grade.

Over seventy percent of WHCL students are eligible to receive financial aid to assist them with their college related expenses. One of the main contributors to a high college cost are textbooks. Faculty in an effort to offset the cost of textbooks have developed a wide selection of zero textbook cost (ZTC) or low textbook cost (LTC) courses that are integrated into programs/majors pathways. This includes over sixty percent of courses that use open education resources (OER) instead of traditional textbooks. This has saved students over 1.5 million dollars since the 2017-2018 academic year.

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

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

West Hills College Lemoore (WHCL) has made a shift toward meeting its mission to be more accessible to all students and made strides in cultivating a climate of equitable inclusiveness. This has in turn made a call to action to be more intentional at addressing disparities when planning initiatives or activities at various levels. The 2019-2022 Student Equity plan helped shape and redefine practices and programs within student services and educational services. Included in these efforts was the aim to reduce barriers for students as it relates to the high cost of textbooks. As a result, faculty participated in professional development opportunities to discover ways to increase and make improvements in courses offering open educational resources (OER) or low textbook cost (LTC) in lieu of traditional textbooks. Courses using OER and LTC have been designated as Zero Textbook Cost (ZTC) courses. The overall percentage of ZTC courses is

currently at 57% which translates to approximately 6.5 million in cost savings to students.

In 2020 WHCL took steps to further its efforts to address local inequities by chartering the Social Justice and Equity Task Force. The mission of the task force has been to build a safe space where discussion and dialogue can potentially create an environment of inclusivity, equity mindedness and anti-racism. The intent is to create a place where students, staff, faculty, and the community in general feel safe, supported, important and welcomed. Subgroups were developed to have discussions on professional development, teaching and learning, the Student Equity plan, policy, marketing, hiring practices, data disaggregation, and student life.

Efforts to reduce barriers include developing institutional plans with best practices to address inequities. The 2021-2026 strategic plan includes a set of nine practices that are sustainable and designed to remove equity gaps in student outcomes and other operational processes such as data disaggregation and employment practices. These include the following:

- Transparency in teaching and learning through helping students clearly understand the expectations, outcomes, relevancy, and skills
- Data disaggregation and analysis as a regular practice
- Including diverse student and employee voices in the development and refinement of policies and practices
- Engaging family and communities in the support of students
- Identifying and removing systemic barriers to student success along the educational pathway
- Intentional professional development to support equitable practices
- Strategic case management and sharing of information across the college to provide a holistic support to students
- Providing equitable access to services
- Identifying and implementing equity-minded hiring practices

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)

In 2019 West Hills College Lemoore (WHCL) received campus level feedback from its 2019-2022 Student Equity Plan from the University of Southern California's' Center for Urban Education. This was a study sponsored by the California Community Colleges Chancellors Office. Feedback from the study showed that "The plan would benefit from the use of inquiry, including the use of racially disaggregated data to measure equity." Included suggestions are:
1. Focus on specific racially minoritized student populations rather than on all students.
2. Adopt equity-minded language, including operationalizing a definition of equity for the college.
3. Include evaluation plans using disaggregated racial data.
4. Work to incorporate more classroom-focused equity efforts and engage instructional faculty.
5. Include equity-minded inquiry as a strategy to better understand inequities.
6. Include transfer-specific equity activities
7. Ensure alignment between equity planning and AB 705.

Planning efforts at WHCL have since included many of the above suggestions.

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

In spring 2020 the world was hit with the COVID 19 pandemic and West Hills College Lemoore (WHCL), like every other college, took the necessary steps to pivot and continue providing educational services to its community. As a result, systems and processes in place shifted from mostly in-person to fully remote. While Covid did interrupt operations at the college, focus on student success did not waiver. The impact made by the pandemic has since been evident in many of policies and procedures still in place and beyond.

Before the pandemic services were mostly in person. The use of technology to engage with students was sporadic and had not been brought to scale. The pandemic quickly changed this. Practices in place demanded a shift to systems aimed at providing access and flexibility in the classroom and support services through zoom sessions, online learning, and virtual support programs. Upon returning the campus community adjusted by learning how to cope with shifting health and safety protocols, local mandates such masking requirements, and health screening processes.

As we move into the future the college continues to face remaining effects from the pandemic such as increased demand for mental health support, sustainability of technological resources, and an enrollment decline. West Hills College is primed to continue moving forward by being flexible and adapt as needed.

Link to Executive Summary

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

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

https://www.westhillscollege.com/lemoore/about/integrated-plan.php

Student Populations Experiencing Disproportionate Impact

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

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

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

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

LGBTQ+	☐	☐	☐	☐	☐	☐
Female	☐	☐	☐	☐	☐	☐
More than one race Female	☐					
Male	☐	☐	☒	☐	☒	
White Male		☐	☒			

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:

1. Hispanic or Latino
2. Male
3. American Indian or Alaska Native
4. First Generation Student

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 (Hispanic or Latino)
Year 1 (2022-23)	
Year 2 (2023-24)	• Fully revamp the student orientation experience to make it more comprehensive and engaging for Hispanic or Latino students. Monitor learning outcomes and completion rates for new student orientation.
Year 3 (2024-25)	• Increase the enrollment for Hispanic or Latino student to the level of what is represented in the community.

Timeframe	Measurement Output (Male)
Year 1 (2022-23)	
Year 2 (2023-24)	
Year 3 (2024-25)	• Increase representation for males as being reflective of the community by intentional recruitment of eligible males. Data to compare West Hills College Lemoore's population and local community will be reviewed annually.

Timeframe	Measurement Output (American Indian or Alaska Native)
Year 1 (2022-23)	
Year 2 (2023-24)	
Year 3 (2024-25)	• Create a safe space on campus where American Indian student feel welcome and safe. This will be measured by annual satisfaction survey.

Timeframe	Measurement Output (Black or African American)
Year 1 (2022-23)	
Year 2 (2023-24)	
Year 3 (2024-25)	• Reflect the ratio of African American population within Kings County by comparing available institutional data to county census data. • Create a safe space on campus where Black or African American student feel welcome and safe. This will be measured by annual satisfaction survey.

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

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

☒ Instruction   ☒ Business Services

☒ Student Services   ☒ Other

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

Hispanic or Latino Population
The "Get Strong" component of West Hills College Lemoore's (WHCL) guided pathways framework encompasses the first steps of matriculation from prospect to applicant.   The college has committed resources to develop a consistent presence in the community as it relates to recruitment and outreach to the overall general student population. Most students who successfully enroll at the college are from ten local feeder schools including several other partner agencies. This, on the surface, may seem like a solid strategy to continue with a sustainable enrollment best practice since it has provided a relatively consistent yield of applicant to enrollees in past years. However, recent conversations across campus around equity mindedness have brought to light lost opportunities to fully shift to equitable enrollment planning practices. This includes intentional and targeted approach to enrollment management and recruitment of first generation, male, Hispanic, American Indian, and Black or African American student populations.

The "Start Strong" for WHCL's guided pathways framework considers the steps needed to successfully register to the college.   Currently systems in place in this phase are not fully

conducive to an environment for Hispanic/Latino, Native American or Black student to fully experience a seamless transition from a prospective student to a successful enrollment. Treating students equally has not addressed inequities that exist with each individual student's prior knowledge and experience of the necessary steps to fully enroll at the college. Although there are student services and special programs designed with a focus on minoritized and marginalized students, the current orientation process is not developed on the foundation of an equity-minded best practice which would be specific to First generation, male, Hispanic, Native American, or Black/African American students.

Male Population
Currently the pre-enrollment process has not fully developed a strategy to work with feeder schools and community partners to specifically target male students. College staff do a concerted effort to get all students through the process or applying to the college. These steps include an orientation, meeting with a counselor, placement etc. but it's not specifically targeting populations.

The "Start Strong" for WHCL's guided pathways framework considers the steps needed to successfully register to the college. Currently systems in place in this phase are not fully conducive to an environment for Hispanic/Latino, Native American or Black student to fully experience a seamless transition from a prospective student to a successful enrollment. Treating students equally has not addressed inequities that exist with each individual student's prior knowledge and experience of the necessary steps to fully enroll at the college. Although there are student services and special programs designed with a focus on minoritized and marginalized students, the current orientation process is not developed on the foundation of an equity-minded best practice which would be specific to First generation, male, Hispanic, Native American or Black student.

American Indian or Alaska Native Population
West Hills College Lemoore acknowledges that the campus was built on land which historically was Yokuts tribe territory. The college's pre-enrollment team and other campus constituents work in partnership with the Santa Rosa Rancheria Education Center. The Santa Rosa Rancheria Education Center provides support services for members of the Yokuts tribe. This partnership has helped establish a good working relationship with administrators and elderly tribe members but improvements in connecting with students is needed. Although recent efforts have been made to address gaps in recruitment and retention for students, data shows that the number of American Indian students has remained low compared to the community the college serves. Some items to address include:

- Developing a consistent presence at sites where interactions with students take place to establish trust and ultimately build relationships with students and others who may have a stake on their success (i.e., family member, clos social support, etc.)
- Developing and building support systems where students are. This includes a greater level of interaction with family and other social support systems.
- Develop more programs that could have an impact on the types of careers available within the Yokuts tribe network.
- Establish a better support network within the West Hills College Lemoore campus that not only identifies students but celebrates their culture and heritage, so they feel welcome.

- Amplify case management efforts to assist students bridge the gap between prospective student to successful enrollee.

Black or African American Population
The Black or African American community within Kings County is small, however, the college has not met its goal to have a population of students that is reflective of its community. Although there are support programs in place to aid in closing the gaps in successful enrollment of Black or African American students' further improvement is needed. A commitment to intentionally target and provide wraparound services to student is needed at all levels of the college. This includes processes in place to onboard new Black or African American students, regardless of the type of student they are (i.e., firs time freshmen, athlete, adult student returning to school, parent etc.). Structure sin place that potentially impact successful enrollment of Black or African American students include:

- Customer service practices that may impact the student's perception of themselves and their ability to attend the college. The realization that not all students arrive to the college with the same experiences, abilities, mental capacities, coping mechanisms and perception of what being a college student is what potential they have to achieve their dreams.
- Social environment at the college. The college has made strides to identify the need to celebrate Black or African American student cultures, however, the practice is not at scale.
- Cross functionality of services across campus are not seamless and many times require extra steps to navigate.
- The overall educational attainment within the colleges services area is low. This may have an impact on how prospective student may perceive the value of a post-secondary education.

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)

Hispanic or Latino Population
Equity-minded processes and practices that would facilitate a shift to equitable outcomes for Hispanic or Latino student's successful enrollment include:
- Having well developed academic and non-academic process to bridge Hispanic or Latino applicants to programs and services while students are in transition from high school to college.

- Strengthen partnerships with industry to support Hispanic or Latino students who want to broaden their professional skills that enable them to advance within their line of work.
- Build a college culture of excellent customer service where every interaction counts as an opportunity to impact Hispanic or Latino students in their experience at the college and beyond.
- Develop marketing campaigns that are inclusive of a Spanish speaking audience with a mindset that Hispanic or Latino students rely on close family support when making the decision to attend college.
- Professional development for faculty to develop or expand on teaching modalities that could impact performance in the classroom for Hispanic or Latino students who take dual enrollment courses (focus on engagement and experiential learning).
- Recruit and hire faculty and staff representative of the Hispanic or Latino population in local services area.
- Engage current students in the process of onboarding students to influence the environment to make it more comfortable (students helping students).

Male Population
Equity-minded processes and practices that would facilitate a shift to equitable outcomes for male student's successful enrollment include:
- Having well developed academic and non-academic process to bridge male applicants to programs and services while students are in transition as a prospective student to applicant to successful enrollee at the college.
- Strengthen partnerships with industry to support male students who want to broaden their professional skills that enable them to advance within their career.
- Build a college culture of excellent customer service where every interaction counts as an opportunity to impact male students in their experience at the college and beyond.
- Professional development for faculty to develop or expand on teaching modalities that could impact performance in the classroom for male students who take dual enrollment courses (focus on engagement and experiential learning).
- Recruit and hire male faculty and staff representative of the population in local services area.

American Indian or Alaska Native Population
Equity-minded processes and practices that would facilitate a shift to equitable outcomes for American Indian student's successful enrollment include:
- Having well developed academic and non-academic process to bridge American Indian students to programs and services while students are in transition from high school to college.
- Strengthen partnerships with industry to support American Indian students who want to broaden their professional skills so they can advance within their careers.
- Build a college culture of excellent customer service where every interaction counts as an opportunity to impact American Indian students in their experience at the college and beyond.
- Develop marketing campaigns that are inclusive of a Spanish speaking audience with a mindset that Hispanic or Latino students rely on close family support when making the decision to attend college.
- Professional development for faculty to develop or expand on teaching modalities that

could impact performance in the classroom for Hispanic or Latino students who take dual enrollment courses (focus on engagement and experiential learning).
- Recruit and hire faculty and staff representative of the Hispanic or Latino population in local services area. This includes potential alumni who may serve as prospective hires.

Black or African American Population
Equity-minded processes and practices that would facilitate a shift to equitable outcomes for Black and African American student's successful enrollment include:
- Having well developed academic and non-academic process to bridge Black or African American students to programs and services while students are in transition from high school to college.
- Strengthen partnerships with industry to support Black or African American students who want to broaden their professional skills so they can advance within their careers.
- Build a college culture of excellent customer service where every interaction counts as an opportunity to impact Black or African American students in their experience at the college and beyond.
- Increased involvement with community partners that provide support to Black or African American students.
- Professional development for faculty to develop or expand on teaching modalities that could impact performance in the classroom for Black or African American students who take dual enrollment courses (focus on engagement and experiential learning).
- Recruit and hire faculty and staff representative of the Black or African American population in local services area. This includes potential alumni who may serve as prospective hires.

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 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)

Target Populations - Hispanic or Latino, Male students, American Indian or Alaska Native, Black or African American Students

Establishing community Relationships
The college has taken the necessary steps to establish strong partnerships with our local high schools, organizations, and community partners. During the 2021 academic year the college made a commitment to establish a dedicated team to focus their efforts at recruitment and outreach (Pre-enrollment team). The team's charge is to work with the ten local feeder schools to assist students transition to the college. During the same time frame the college also applied and

was provided with the opportunity to host a Umoja program and hire a director for the H.O.P.E (Having Opportunity and Purpose through Education) initiative.   The expectation is that these programs and services work collaboratively to address the needs of the college as it pertains to recruitment and community engagement.   Collaboration would also include Categorical programs, and faculty engagement with industry.

Targeted recruitment and marketing
The college will strategies ways to be more intentional and targeted toward reaching out to Hispanic or Latino, Male students, American Indian or Alaska Native and Black or African American students.   Data provided by the office of Institutional Research will continue to be a used as a resource.   The college will also work with district marketing to develop material suited to cater to the targeted student populations.

Streamlined process for enrolling students
The pre-enrollment team will work with campus constituents such as Umoja, Puente, Camp/HEP and other programs to develop a strategic outreach plan with intent to limit deficiencies an provide consistent presence in the community.   The college will support the pre-enrollment team and other areas to identify and reduce systemic barriers that my hinder enrollment from target student populations.

Innovative student orientation
During the 2021-2022 academic year the Counseling Learning Area included the new student orientation as one of their areas of focus for the 2022-2023 year.   The current orientation is not inclusive to various student populations and does not provide a streamlined approach to release of information. The plan for the Counseling Learning Area is to develop a more comprehensive orientation that considers the following student groups: new students, returning students, adult learners, and other student populations.   The revamped orientation will incorporate learning outcomes and provide students a better understanding on how to best navigate college resources, regulations, academic and nonacademic support that is relevant to each population.

Professional Development
A major catalyst to change at the college has been access to professional development. Faculty and staff will continue to engage in opportunities to learn and put into practice ways to improve:

- Teaching and learning for a new generation of students (i.e., focus on information and media literacy)
- Flexibility in access to course material through multiple modalities
- Accommodate student's busy schedule through pathways
- maintain high quality distance learning and training
- expansion of Open Educational Resources and expansion of Zero Textbook Cost programs of study

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)

Optional

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:

DSPS Students

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 (Received Disability Services)
Year 1 (2022-23)	Using local cohort tracking, DSPS students' completion of transfer level English and math within the first year in 2021-2022 (First-time Fall students) was 13.3% compared to 23.5% for all other students (a gap of 10.2%). Year 1 – Reduce the equity gap between DSPS students and non-DSPS students to 8% or less for English and math.
Year 2 (2023-24)	Using local cohort tracking, DSPS students' completion of transfer level

	English and math within the first year in 2021-2022 (First-time Fall students) was 13.3% compared to 23.5% for all other students (a gap of 10.2%). Year 2 –Reduce the equity gap between DSPS students and non-DSPS students to 6% or less for English and math.
Year 3 (2024-25)	Using local cohort tracking, DSPS students' completion of transfer level English and math within the first year in 2021-2022 (First-time Fall students) was 13.3% compared to 23.5% for all other students (a gap of 10.2%). Year 2 – – Reduce the equity gap between DSPS students and non-DSPS students to 4% or less for English and math.

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

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

    ☒ Instruction   ☐ Business Services
    ☒ Student Services   ☐ Other

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

The number of students who receive disability services has been traditionally lower than students who don't. However, data shows that although some improvements were made in 2020, in 2021 the rate of success dropped. Some of the current processes, practices and culture that impeded equitable outcomes for student who receive disability services in this metric include:

- The current college structure in place does not support a comprehensive mental health system that addresses immediate crisis situations without external support. Third party providers are brought to assist with situations that arise, however, potential delays in service are experienced by students. Delays in services affect the performance for students who would otherwise be ok if they received immediate attention.
- The number of guidance studies courses are limited. Student do not have a large selection

of guidance courses aimed at addressing gaps in learning.
- Tutoring provided is not specialized to best address the needs of students with disabilities.
- Remediation courses are not readily available to students.

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)

To make improvements on outcomes for students that receive disability services, as it relates to successful completion of English and math by the end of their first year, the following efforts would be included:
- Provide more academic support to provide more options in math and English. This would include offering multiple modalities and flexibility in innovative teaching practices.
- Intentionally provide specialized tutoring support for students with disabilities.
- Develop better pathways with high school partners to prepare students for the rigors of college.
- Provide professional development for faculty so courses are designed to incorporate best practices to better assist students with disabilities in the English and math.

PLANNING & ACTION

Intended Audience/Recipient:

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

☒ Administrator
☒ Faculty
☒ Classified Staff

☒ Partner (K12, Transfer, other)
☒ Students

Action Steps:

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

The following are practices that would be more ideal to increase completion rates in transfer level English and math by the end of their first year for student who receive disability services:

- Provide more academic support to provide more options in math and English. This would include offering multiple modalities and flexibility in innovative teaching practices.
- Intentionally provide specialized tutoring support for students with disabilities.
- Develop better pathways with high school partners to prepare students for the rigors of college.
- Provide professional development for faculty so courses are designed to incorporate best practices to better assist students with disabilities in the English and math.

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)

Clear guidance on policies procedures on data collection and identification tools for data collection.

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:

1. Male students (White Males)
2. American Indian or Alaska Native
3. Black or African American

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 (White Male Students)
Year 1 (2022-23)	Using local cohort tracking, male (white) students' persistence from primary term to secondary term within the first year in 2021-2022 (First-time Fall students) was 64.5% compared to 76.2% for all other students (a gap of 11.7%). Year 1 – Reduce the equity gap between DSPS students and non-DSPS students to 7% or less for English and math.
Year 2 (2023-24)	Using local cohort tracking, male (white) students' persistence from primary term to secondary term within the first year in 2021-2022 (First-time Fall students) was 64.5% compared to 76.2% for all other students (a gap of 11.7%). Year 2 – Reduce the equity gap between DSPS students and non-DSPS students to 3% or less for English and math.
Year 3 (2024-25)	Using local cohort tracking, male (white) students' persistence from primary term to secondary term within the first year in 2021-2022 (First-time Fall students) was 64.5% compared to 76.2% for all other students (a gap of 11.7%). Year 3– Eliminate the equity gap for white males by then end of the 3rd year.

Timeframe	Measurement Output (American Indian or Alaska Native)
Year 1 (2022-23)	Using local cohort tracking, The (2021-2022) rate of persistence from primary term to next term for American Indian or Alaska native was 50% compared to 75.3% of the overall student population (gap of 15.3%). Year 1 – Reduce the equity gap between American Indian students and the overall student population students to 12% or less.
Year 2 (2023-24)	Using local cohort tracking, the (2021-2022) rate of persistence from primary term to next term for American Indian or Alaska native was 50% compared to 75.3% of the overall student population (gap of 15.3%). Year 2 – Reduce the equity gap between American Indian students and the overall student population students to 10% or less.
Year 3 (2024-25)	Using local cohort tracking, the (2021-2022) rate of persistence from

Timeframe	Measurement Output (Black or African American)

	primary term to next term for American Indian or Alaska native was 50% compared to 75.3% of the overall student population (gap of 15.3%).
	Year 3 – Reduce the equity gap between American Indian students and the overall student population students to 5% or less.

Timeframe	Measurement Output (Black or African American)
Year 1 (2022-23)	Using local cohort tracking, The (2021-2022) rate of persistence from primary term to next term for Black or African American was 59.4% compared to 75.9% of the overall student population (gap of 16.5%). Year 1 – Reduce the equity gap between Black or African American students and the overall student population students to 13% or less.
Year 2 (2023-24)	Using local cohort tracking, The (2021-2022) rate of persistence from primary term to next term for Black or African American was 59.4% compared to 75.9% of the overall student population (gap of 16.5%). Year 2 – Reduce the equity gap between Black or African American students and the overall student population students to 10% or less.
Year 3 (2024-25)	Using local cohort tracking, The (2021-2022) rate of persistence from primary term to next term for Black or African American was 59.4% compared to 75.9% of the overall student population (gap of 16.5%). Year 3 – Reduce the equity gap between Black or African American students and the overall student population students to 7% or less.

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

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

☒ Instruction ☐ Business Services
☒ Student Services ☐ Other

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

Male Student Population

- **Lack of flexibility in course offerings** - Strides have been made to offer flexibility in course offerings, however efforts to meet the needs of the largest demographic of male students needs improvement. The college has limited class schedule flexibility with the majority of the classes offered during the day. Male students make a smaller percentage of the overall student population therefore having a broader selection of class schedule opportunities would help male students. (validate this with data showing enrollment rate for male students during evening classes vs other time frames)

- **Industry Partnerships** – more work is needed to align college goals with industry partnerships. Consistency in marketing and branding has also played a role on how industry perceives the college.

- **Case Management practices** - Efforts to intentionally target male students have not been put in place as it relates to retention. This includes early alerts, follow up for planned courses but not enrolled, academic standing follow-up and other general proactive approaches to retention.

American Indian or Alaska Native

- **Community partnership** common goals have not been clearly outlined with retention as a concerted effort on both sides. Although progress has been made in building partnership with the Santa Rosa Rancheria as it relates to recruitment of students who are part of the Yokuts tribe, improvement is needed with retention. While there are programs in place which do great follow up work, more effort is needed to intentionally reach out to American Indian students. Currently very little collaboration with the Santa Rosa Rancheria exists to retain American Indian students. This entails taking opportunities to tell success stories from alumni or past students who have attended the college.

Black or African American

- **Lack of community involvement** - As the old saying goes, "It takes a village to raise a child" the same term can be applied to the success of a college student. Although a noticeable increase of interaction with the African American community has taken place more work needs to be done with close support networks which may impact Black or African American students' motivation to keep focus their education goals.

- **Case management** across campus constituents has not been intentional to target Black or African American students. Practices and activities to retain Black or African American students have not been put in place. These practices include academic and non-academic support systems such as tutoring, early alerts, follow up of Black or African American students who are at high risk of not persisting.

  The college has been using Civitas as a Case management system, but the persistence predictor feature has not been fully utilized to target Black or African American students.

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   ☐ Other
☒ Student Services
☒ Business Services

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

Male students

- **Professional development to address gaps in teaching and learning**
  The college has identified gaps in teaching and learning.   Efforts have been made to address cultural and gender gaps by developing responsive teaching approaches. These practices have been put into place. This includes the development of Open Educational Resources (OER) and open pedagogy.   These efforts have helped with the level of engagement for students within the classroom.   Inclusivity is now not only a conversational piece but a call to action. A shift to a targeted approach toward male students would be needed to facilitate success for this student population. This includes more professional development for faculty on the use of high touch and high flex spaces to allow more innovative ways to engage male students in the classroom.

American Indian or Alaska Native
- **Strengthening collaborative partnerships to support retention** - Work has been done to foster a more collaborative approach to address the needs of Tachi Yokuts students with community partners. This has included mainly working with the Santa Rosa Rancheria Education Center. Improvements are needed to reach further to industry to develop strategies that may impact retention for this population. This may include restructuring current processes in place to better incentivize American Indian students to not enroll at the college but complete a degree. Such incentives could mean that a shift would have to be made to address the way members of the community receive funds to a more structured process with degree completion as a final step to acquire funds. Normalizing educational achievement within current structures.

- **Bridging cultural norms** with college expectations by working more closely with the Tachi Yokuts tribe. This would include working not only Santa Rosa Rancheria Education Center but the overall community of elders.

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- **Intentional targeting Tachi Yokuts students for academic support-** Although WHCL has a robust academic support system, more work is needed to include tutoring as part of the overall wraparound services aimed at retention. This level of effort would include work to identify academic support in specific courses impacting Tachi Yokuts students such as what classes they enroll in and success rates in these classes.

Black or African American Population

- **Promote self-efficacy through engagement and expectations -** A more coordinated effort across the campus to engage and impact student's self efficacy as it relates to educational attainment. The current structure of the college does promote student engagement; however, a more equitable practice would be to intentionally target Black or African American students to the shared governance process and others. This entails making a concerted effort to engage students at early stages of their student lifecycle. The intent of this strategy would be to promote a sense of belonging at the college. This would require areas across campus to shift to a more equitable mindset on how keeping students engaged can motivate them to not only complete courses but also continue to develop as individuals and professionals. Opportunities for engagement would include the amplification of check ins by instructors, counseling/advising services, administration, and other stakeholders.

PLANNING & ACTION

Intended Audience/Recipient:

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

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

Action Steps:

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

Target Populations: Male students (White Males), American Indian (Tachi Yokuts Tribe members) or Alaska Native, Black or African American

Persistence strategies aimed at increasing the rate of completion for white males, American Indian or Black/African American students would incorporate the following actions:

- Work with faculty to better align teaching and learning. This would require a shift to a focus on culturally sensitive methods of the delivery of content. The college is primed to continue with these adjustments partly due to prior work in professional development. Strategic planning meetings held in summer 2022 have brought forth internal goals set to

align with strategic goals.

- Maximize use of flexible spaces and implementation and buy-in of innovative practices and techniques (teaching practices) to address the needs of male, Tachi Yokuts tribe students and Black students.   This would entail amplifying opportunities for engagement and collaboration. Profession development for faculty would be supported to benchmark opportunities for finding innovative teaching practices, new technology (or leverage/maximize current technology), buy-in of all faculty for flipped pedagogies, making canvas shells more student centered and easier to use.

- Increase academic and non-academic support services using innovative strategies and flexible modalities to meet the needs of male, Tachi Yokuts tribe and Black students. This includes bringing cohort management to scale across learning areas. Activities will include persistence reviews, early alerts, grade checks, faculty input on success strategies. Counseling and advising will continue to implement flexible support using various modalities for access to services. Efforts in all areas will incorporate the use of data in a data coaching model to best identify gaps for male, Tachi Yokuts tribe and black students. These efforts will be in collaboration with instructional faculty. This approach requires better a revised communication process between instruction, student services and other areas on campus.

- First Year Experience and Effective and Engaging Pathways - Plans outlined within the colleges Educational Master Plan have incorporated a set of cohort-based course offerings targeting disproportionately impacted student populations. Cohort based course offerings Including mandatory student success workshops within the first-year experience for students. This would entail engaging not only professionals but also peers.

SUPPORT NEEDED

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

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

Metric: 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:

First Generation Students- male

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 (First Generation Student - male)
Year 1 (2022-23)	
Year 2 (2023-24)	
Year 3 (2024-25)	Using local cohort tracking data for students, the (2021-2022) rate of completion for first-generation students was 0.8% compared to 1.2% of not first-generation student population (gap of .4%). Year 3 – eliminate the equity gap for first generation male students.

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

☒ Instruction   ☐ Business Services
☒ Student Services   ☐ Other

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

Target Population: First Generation Male Students

West Hills College has high percent of students who are first generation. Male students in general make up a smaller portion of the population vs their female counterparts. The current practice for case management approach does not intentionally target first generation male students. This includes cohort management activities across majors, persistence review, early alerts, grade checks, faculty voice on success potential.

While categorical programs have historically provided high touch services to eligible students, first generation males have not been an intentionally targeted population in general. Practices in place by these support programs have shown to be effective at closing completion gaps within their student groups who receive services and have served as a template to the promotion of student's success. Bringing such practices to scale has been a challenge partly to limited resources such as limited funds.

Financial barriers have shown to impact student retention and ultimately completion. Processes in place to award students financial support has traditionally not taken into consideration a complete assessment of what students need. Post pandemic, the college has made efforts to identify and address barriers in technology, basic needs, transportation, and others. More work is needed to assess specific needs of first-generation male students.

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   ☐ Other
☒ Student Services
☒ Business Services

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

Identifying the needs of first-generation male students

To close completion gaps for first generation male students the college would conduct research to understand who this student population is and what opportunities exist to be successful in the classroom. Research would include inquiry through survey, staff input, focus groups and other methods aimed at collecting information to best make decisions when developing instructional and non-instructional programs. Further examination through the use of research and data would help define strategies that can help improve the completion rates for first generation male students. Potential benefits to this could be better provision of resources specific to this population and the creation of structures for communication about curriculum alignment and skills expectations. As more is understood of external influences affecting the academic

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performance of first-generation student males, college personnel can establish a network of safety nets with external partners in the community.

Progress has been made to start the work in developing culturally responsive teaching approaches and utilizing Open Education Resources (OER) and Zero Textbook Courses. Data gathered would help with the further development of such efforts. Looking further to what First Generation male students needs are would further assist in developing material conducive to retention.

PLANNING & ACTION

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

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

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

The following outline several steps needed to increase the completion rate for first-generation male students:
- Inquiry for input from current first-generation students on what factors affect completion. This includes collecting data from various sources (i.e., focus groups, Institutional Research, community trends etc.).
- Help address food insecurities through community food distribution such as the Golden Eagle Pantry.
- Reinforcing the use of academic and non-academic support systems to address the need of tutoring, support courses, counseling, and other services.
- Identify and address financial needs
- Emphasize pathways that coordinate and effectively blend not-for-credit training, non-credit courses, credit courses, and community education
- Emphasize Career Technical Education programs for those students who do not want to pursue a longer pathway
- Explore housing solutions for students from outside the region
- Expand case management and cohort management for a holistic approach to student support

SUPPORT NEEDED

Support Needed

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

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

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

Metric: Transfer

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

Population Experiencing the Most Significant Disproportionate Impact:

- Hispanic or Latino and males
- Male students
- American Indian or Alaska Native

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 (Hispanic males)
Year 1 (2022-23)	
Year 2 (2023-24)	
Year 3 (2024-25)	Using local cohort tracking data for Hispanic male students, the (2021-2022) transfer rate for Hispanic male students, including degree/ COA recipients, was 3.3% compared to 8% for all other students (gap of 4.7%). Year 3 – Reduce the equity gap between Hispanic male students and all other students to 1% or less

Timeframe	Measurement Output (Male students)
Year 1 (2022-23)	
Year 2 (2023-24)	
Year 3 (2024-25)	Using local cohort tracking data for male students, the (2019-2020) transfer rate for male students, including degree/COA recipients, was 9.3% compared to 14.4% for all other students (gap of 5.1%).

Year 3 – Reduce the equity gap between male students and all other students to 1% or less |

Timeframe	Measurement Output (American Indian and Alaska native)
Year 1 (2022-23)	
Year 2 (2023-24)	
Year 3 (2024-25)	Using local cohort tracking data for students, the (2020-2021) transfer rate for American India and Alaska native students, including degree/COA recipients, was 0% compared to 6.9% for all other students (gap of 6.9%).

Year 3 – Reduce the equity gap between American Indian and Alaska Native students and all other students to 1% or less |

STRUCTURAL EVALUATION
STRUCTURE EVALUATION: Current Structure

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

☒ Instruction   ☐ Business Services
☒ Student Services   ☐ Other

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

> **University Partnerships**
> Improvement is needed in building partnerships with universities to specifically target Hispanic or Latino, American Indian (Tachi Yokuts Tribe) and Alaska Native and male students. Common challenges and objectives exist, partly due to the number of enrollments decline due to the pandemic. These common challenges can be used to leverage resources across campuses to address transfer rates for Hispanic males, males and American Indian for the college. Further conversations and strategic planning is needed to align efforts.
>
> **Transition services** from community college to the university are not well coordinated between

the campuses. Efforts to set clear expectations and actions needed to successfully complete the application to enrollment process.

Transfer pathways
Clear pathways from high school to community college to university need to be developed and implemented. Conversations around this topic have taken place through meetings held to develop the 2022-2023 Educational Master Plan and current plans with the California Community Colleges Chancellors Office.   Once these plans are developed, specific steps to address equity gaps for Hispanic and Latino males, Tachi Yokuts tribe members and male students will need to be included.

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)

DI Target populations: Hispanic or Latino, Male students, American Indian or Alaska Native

While the college is committed to increase transfer rates for all students, a clear and targeted approach to reach out to disproportionately impacted groups is needed.   Ideal equity minded actions needed to facilitate transfer success for these populations would include:
- Collaboration with universities – this would entail the development of integrated action plans to eliminate access barriers as it relates to transfer.   This would include efforts with articulation, course offerings, exposure to campus through campus visits, faculty and staff professional development opportunities.
- Foster a culture of transfer which include seamless communication to students about transfer opportunities and access of information as it pertains to requirements and planning.   Support and promotion of transfer be brought to students by all members of the campus community.
- Include Alumni engagement with DI student populations
- Include Hispanic or Latino males, male students, and Tachi Yokuts members in planning meetings.
- Ramp up cohort management efforts that specifically target Hispanic or Latino males, male students, and Tachi Yokuts members.

B

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)

DI Target Populations: Hispanic or Latino, Male Students, American Indian or Alaska Native

The West Hills College Lemoore (WHCL) Transfer Services Annual Action Plan outlines strategies and activities aimed at providing timely transfer information and services to students and the campus community. All goals and objectives within the action plan align with the West Hills College Lemoore strategic plan, Guided Pathways, WHCL's Vision for Success Goals and Student Equity plan. This includes the implementation of innovative, high touch, and flexible student support services that are responsive to and focused on the collective needs of Hispanic or Latino students, male and American Indian (Tachi Yokuts students) and Alaska Natives.

- **Intentional and targeted Internal Support -** West Hills College Lemoore is committed to optimizing the level of Transfer support through a campuswide effort to promote and assist Hispanic or Latino students, male and Tachi Yokuts students. Intentional outreach to these disproportionately impacted student populations is the next step to make it an actionable and attainable service. This includes gathering data from current students via focus groups.

- **Leveraging support from university partners –** Universities working with the college will develop a strategic plan to address equity gaps for the disproportionately impacted student populations in this metric. These may include: the development of activities aimed at promoting transfer success, curriculum development, student engagement opportunities and professional development opportunities for faculty and staff.

- **Flexibility in Support Services -** College staff will coordinate with university representatives' access to support services by various modalities including:
    - online sessions either for individual appointments or larger gatherings. This may include phone and/or zoom sessions.
    - Use of internal and external spaces to allow engagement with students (i.e., University hosted sessions at their site vs at West Hills College Lemoore)
    - Revisit how information is disseminated to students via various platforms (i.e., student run sessions, classroom presentation, social media, etc.)

- Community Engagement in Support of Transfer

Support Needed

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

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

Description of Support Needed

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

STUDENT SUPPORT INTEGRATION SURVEY (Optional)

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

GUIDED PATHWAYS

Alignment

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

All activities outlined within the Student Equity plan align with guided pathways, known at the college as the Strong framework.   Metrics for the Student Equity Plan align with the colleges Guided Pathways (Get Strong, Start Strong, Stay Strong, Finish Strong) framework. Faculty, staff, and administrators collaborate to develop programs and activities aimed at closing the achievement and equity gaps for students. An example of campus staff working together is through participation in professional development aimed at finding way to improve the guided pathways efforts on campus. These include several cohorts of faculty (along with staff and admin) attending regional Leading from the Middle conferences, creation of academic and vocational pathways including pathways for completion of transfer level English and Math within one year, expansion of Associate degrees for transfer to provide clear pathway for transfer student.

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)

The Financial Aid Office has been engaging in more targeted in-reach strategies to connect with students who have not applied for financial aid. Staff review a report of students who are actively enrolled and have not applied for financial aid and reach out to these students via email and phone to discuss opportunities for financial aid, as well as the need to complete the FAFSA every academic year. Staff also conduct check-ins with students from identified case-managed groups (which are typically those from our disproportionately impacted populations) to make sure they've completed their FAFSA and all required steps to be awarded. Financial Aid is also working to update their website to include more video resources for students on how to complete the FAFSA.

Additionally, financial aid has been training additional student services staff, including academic advisors and outreach specialists, on how to help students complete the FAFSA. This helps ensure that students have more people who can help them with their FAFSA, and financial aid staff can focus on follow-up and assisting students with unique situations.

Finally, we also are working with instructional faculty to spread the word to their students about the importance of applying for financial aid. By increasing the range of people who tell students about FAFSA and financial aid, our goal is to normalize applying for financial aid as a part of attending college.

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)

The most important strategy for increasing Pell Grant recipients is to increase FAFSA completion among enrolled students. In general, 70% of Lemoore students who submit a FAFSA are financially eligible for a Pell grant, so getting students to submit a FAFSA is an important first step. As a college, we discourage students from completing the California College Promise Grant (CCPG) application and instead normalize completing the FAFSA, because nearly any student who qualifies for CCPG using the state application can qualify for a Pell grant or additional forms of financial aid.

Additionally, the Financial Aid Office has developed a series of reports to identify students who have submitted a FAFSA but need to submit corrections or additional forms to be eligible to be awarded. Staff conduct direct, repeated outreach to these students via email and phone so that they're aware of the additional steps required before they can be awarded. Staff also identify students who have an EFC that is close to being Pell-eligible, especially for students who were awarded a Pell grant in a prior year and contact students to discuss their financial situation to see if a referral for a Special Circumstances appeal is appropriate.

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)

Lemoore has used the Emergency Financial Assistance funds to provide emergency grants to students on an application basis. An application is available to students in our financial aid forms system and is advertised through our Basic Needs Center. Emergency grants are awarded using the criteria outlined in the spending guidelines. Grants are awarded for $500 to $2,000 per semester, depending on student need.

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)

Our campus currently provides a food pantry which includes hygiene products. We offer mental health counseling with two contracted vendors whose services are available on campus or virtually. We provide a laptop and hotspot checkout program. Our campus provides information and referrals to CalFresh, community resources such as 211, and campus resources such as CalWORKs, DSPS, EOPS/CARE, and Financial Aid.

We plan on extending our community partnerships to include regular campus visits. Community representatives would meet with students to assist with applications to CalFresh, MediCal, General Assistance and other social services programs.

Participation

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

Our campus created a Basic Needs syllabus statement and will continue to encourage instructional faculty to include it in their syllabi. Basic Needs Center staff have done campus presentations to faculty and classified professionals. Staff will expand presentations to ensure all constituent groups are reached including adjunct faculty. Our campus is participating in the CCC Student Ambassador program. We have two ambassadors who will be doing classroom presentations. We will provide additional training to our campus student ambassadors and student workers on basic needs services offered to further reach students.

Food Pantry

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

In spring 2022 our campus established a food panty with the support of a partnership with Kings Community Action Organization (KCAO). The pantry is located in the Student Union which is a high traffic area and easily accessible to students. During the months of February-May we had 1,600 student visits. In addition to our food pantry efforts, the campus provided monthly drive-thru food distributions with donations from our partnership with the Central California Food Bank. These distributions are open to students and the community with priority given to

students. During the months of xx-xx, we had xx attend. Prior to the establishment of the food pantry, we provided grocery gift cards to students with financial need in the amount of $50 to $100 to a local supermarket.

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)

WHCL's ZTC program, #OERevolution, started with the original ZTC Degree Grant Program in 2017 where the college developed a zero-textbook cost Psychology AA-T pathway. The college now has 18 zero-cost pathways and has saved students $5.8 million dollars in textbook costs since 2017. With 70% of course section offerings being zero- or low-textbook cost already, WHCL plans to use the funding from the new ZTC Program to complete several other zero-cost certificates of achievement and degrees pathways. The funding will also include providing professional development opportunities for faculty, providing technical support via OER Librarian, and supporting faculty as they adopt, adapt, and author OER for their courses.

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)

Our campus plans on providing professional development opportunities to all stakeholders on campus. The purpose of the professional development is to educate and raise awareness to create a welcoming and supportive college environment for our LGBTQ+ students. Our campus provided virtual Safe Zone training in 2021 primarily for full-time faculty. We will provide Safe Zone training again but in person and include all constituent groups on campus. We will develop additional professional development opportunities such as a speaker series with members of the LGBTQ+ community. We will support our Rainbow Alliance club with event costs and advocacy. Our campus will work with institutional research to develop a survey to identify the barriers and needs of our LGBTQ+ students.

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)

Our campus partners with the Depression, Reduction, Achieving Wellness (DRAW) program to provide no-cost personal counseling services to students with a licensed therapist. During the 21-22 academic year, 141 students attended a DRAW session. In response to COVID, DRAW services were provided virtually and have remained so while the campus has returned to in-person services. To address the need for in-person counseling services, our campus has contracted with a local and private therapy group, Onyx Trauma Healing Center, to provide no-cost personal counseling. They offer personal counseling on campus, at their local center, and virtually. Information on campus mental wellness resources is shared with instructional faculty during mandatory training and at the adjunct orientation. Instructional faculty have been encouraged to include a Mental Wellness statement provided by the college in their syllabus. Our campus will host a Mental Health First Aid training for faculty and classified professionals throughout the district.

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)

Access to academic and non-academic support is one of the colleges main priorities. The college has made strides in offering students access to cost effective instructional material such as Open Educational Resources (OER) and Zero Textbook Cost (ZTC) degrees and programs. OER has saved students millions throughout the years and will continue to expand. Students needing access to online courses will also receive more options through the colleges involvement with the California Virtual Campus Online Education Initiative (CVC OEI).

A major initiative, mainly sparked by the pandemic, but which has proven to be very useful for student is the availability of laptops and hotspots to check out. The system has provided students access to technology that would normally create a challenge.

Faculty continue to discover ways to develop and apply innovative approaches to teaching. Access to teaching trainings such as @One has provided a robust toolset to learn online environments. The college has also implemented resources for faculty such as Canvas Ally, which provides access to on-campus personnel to assist with the development and refinement of virtual course content.

INSTITUTIONAL PLANNING

Ongoing Engagement

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

West Hills Community College District Board of Trustee Members are participating in training as specified in Section 53005 as part of the District's Equal Employment Opportunity (EEO) plan. Training components include:
- Requirements of State and Federal non-discrimination laws;
- Identification and elimination of bias in hiring practices.
- The educational benefits of workforce diversity; and
- The role of the advisory committee in carrying out the District EEO plan

As part of developing and ongoing efforts, WHCDD Board of Trustee members are also participating in Diversity, Equity, and Inclusion (DEI) training and utilizing the Intercultural Development Inventory (IDI) to advance effectiveness and results. The IDI is an online cross-culturally valid, reliable, and generalizable measure of intercultural competence. Overarching outcomes for developing and ongoing efforts to advance inclusive excellence with Board of Trustee members include (but are not limited to):
- Developing a shared language and understanding of baseline diversity, equity and inclusion concepts and practices
- Developing a shared understanding of intercultural competence and steps to develop DEI objectives that will increase individual and collective levels of cultural competency
- Increase and advance objectives into the West Hills Community College District EEO Plan

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)

At the college the Institutional Effectiveness and Student Success Committee (IESSC) monitors and informs on campus-wide services and activities as they relate to guide pathways (Strong Framework). Decisions are based on data and recommendations made ensure fiscal alignment across various programs. Programs include the Student Equity and Achievement Program, Guided Pathways, Categorical programs, and others. A product of the committee is the review and reporting of information in support of Student Equity and is pushed out to other campus committees, subgroups.

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

The college takes pride in having an active student body. Students are engaged with the campus shared governance process and other areas where their contribution impact on how and what decisions are made. The campus leverages students voice through:

- Data gathering through focus groups
- Student representation in Shared Governance
- Associated Student Government (ASG)
- Student Engagement through student clubs and organizations
- Institutional planning such as the Educational Master Plan, Facilities Master Plan, Student

Equity plan, Vision for Success Plan, Strategic Plan and others.
- o Umoja program participation
- o Student Ambassador Program
- o Instructional Support (Student Instructional Support – Tutoring)

ADDENDUM

WHCL SEA Plan Task Force
- Kyle Crider
- Fidela Becerra
- Leslie Flaming
- Mariadelaluz Gonzalez
- Val Garcia
- Rene Paredes
- Jacqueline Shehorn
- Nestor Lomeli
- Elmer Aguilar
- James Preston
- Rachel Cassiman
- Kelsey Smith
- Amber Avitia
- Kathleen Schoenecker
- Joshua Simon
- Aaron Villareal

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

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

Recommended Viewing:

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