



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

Planning Resources & Development Template

Deadline to Submit in NOVA: November 30, 2022

Questions? Please contact seaprograminfo@cccoco.edu

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PRELUDE

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

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

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

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

In solidarity,

The 2022-25 Student Equity Plan Task Force

CCCCO	CCC Practitioners
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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2022-25 STUDENT EQUITY PLAN TEMPLATE

Landing Page/Details

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

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

This 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.

Throughout the equity planning and implementation process, WHCC will be committed to race conscious practices. WHCC will be more race conscious by being intentional about actively engaging disproportionately impacted students inside and outside the classroom. WHCC will provide engagement activities that appeal to and validate racial minority students. Furthermore, the College will take responsibility for engaging students and work to shift the focus of minority student engagement and success ownership from the student to the institution. The College will provide faculty with professional development on culturally responsive teaching and learning with the objective of implement these practices inside and outside the classroom. WHCC acknowledges the differences in student experience and seeks to institutionalize equity minded practices rather than focus on equality.

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 (Dr. Angela Tos)
- Alternate: Javier Cazares
- Approver: Dr. Carla Tweed
- Approver: Shanna Ahrens
- Approver: Dr. Samasoni Aunai
- Approver: Dr. Angela Tos
- Approver: Matt Magnuson

Equity Plan Reflection

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

2019-22 ACTIVITIES SUMMARY

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

KEY INITIATIVES/PROJECTS/ACTIVITIES

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

Activities detailed within the 2019-2022 SEA Plan centered on access, retention, transfer, and completion. For activities related to **Access**, West Hills College Coalinga executed community meetings and listening tours for Coalinga and Firebaugh residents to share their feedback on how the college serves the community. The College holds College Days each Fall semester to welcome new students. **Retention** activities outlined in the 19-22 plan included increased campus-wide utilization of the Civitas platform whereby faculty enter Early Alerts for struggling students that prompt Counselor interventions. Additionally, WHCC library department held Study-A-Thons each semester and transitioned its model of tutoring from having SI Leaders available to students at-large to embedding tutors directly into classes. Retention activities also included various departments holding student-facing workshops on topics such as Time Management and Study Tips. To support students on the journey to **Transfer**, WHCC teams coordinated Transfer Fairs for students to meet and work with 4-year university partners. Another activity aimed at ensuring students preparedness for transfer to 4-year universities and colleges was through bolstering the library periodicals maximizing student exposure to university-level rigor. The activities related to the implementation of AB705 included developing co-requisite non-credit courses for college-level Math and English designed to provide students access to additional support while taking these courses. Activities related to **Completion** of Certificates and Degrees included developing Meta Majors and Guided Pathways, establishing Success Teams by meta major, and performing regularly scheduled degree audits by Admissions and Records identifying students close to completion and intervening with intrusive counseling.

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

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

For first-time students in 2018-2019 academic year, persistence from first term to second-term was 68% which was consistent with the two prior academic years demonstrating a plateau. As expected, during the COVID pandemic, for 2019-2020 academic year persistence dropped significantly to 57% as the college moved to remote operations. In the 2019-2022, females were identified as the largest disproportionately impacted group in terms of retention. With the new data metrics released by the Chancellor's Office, this group is now persisting from first term to second-term at a higher rate, at 59% compared to the overall rate at 57%.

Regarding transfer to four-year institutions, among the 2017 cohort of first-generation student, 28% transferred compared to the rate of transfer for the total 2017 cohort at 24%.

With the implementation of AB705 and having made systemic changes across the institution, the rate of completion of transfer-level Math and English for first-time students saw an increase from prior years. Whereas the rate in 2018-2019 academic year was 6% (70 of 1173), the 2019-2020 academic year saw a notable increase to 10% (77 of 806). The trend is continuing upward for the 2020-2021 academic year with a rate of completion of 12% (72 of 586).

The 2017-2018 cohort who matriculated during the 2019-2022 SEA Plan implementation increased in three-year completion of first-time students. The rate of completion was 15% compared to prior cohorts which peaked at 12%.

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)

The college implemented the Student Success Committee (SSC), a participatory governance committee charged with oversight of SEAP plan efforts and tracking student success, achievement, and monitoring disproportionately impacted groups. Upon review of the plan and metrics, it became clear that utilizing raw numbers and the data perimeters of the 2019-22 plan made it difficult to truly assess the progress the college was making. To improve accuracy of program assessment and accountability, SSC identified specific metrics that they review regularly at their meetings. These metrics became the baseline for planning and measurement for the current efforts (SEA Plan 2022-2025). The 2019-2022 activities and interventions proved successful. Those activities and interventions will be continued throughout the course of this current plan.

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

The COVID pandemic and stay-at-home orders impacted the delivery of activities detailed in the 2019-2022 SEA Plan. For example, face-to-face workshops for CCCApply, Financial Aid, and Priority Registration activities intended for high schools, prisons, and community locations were

postponed during the COVID pandemic. First-time freshmen enrollments decreased during the pandemic as high schools limited access to their campus for face-to-face workshop in accordance with social distancing protocols.

Inmate Education Program (Rising Scholars) transitioned to correspondence modality.

Although essential industries such as healthcare facilities remained opened to patients, the COVID pandemic protocols interrupted students pursuing degrees aligned with this industry. In particular, students enrolled in the Psychiatric Technician program that otherwise would begin clinical rotations with local agencies in the Fall 2020 were delayed until Summer 2021. Counseling and educationally planning for these students with external program partners occurred virtually.

Transfer activities detailed in the SEA Plan experienced interruptions during the COVID pandemic. Workshops and Transfer Fairs that involve the participation of representatives from 4-year colleges and universities were postponed due to remote operations.

However, federal relief funds enabled WHCC to purchase critical technology such as laptops and hotspots making them available to students to checkout each semester in an effort to ease the transition to remote instruction.

Tutors transitioned from face-to-face to both virtual/online available option.

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

Executive Summary:

The college implemented a taskforce to review and plan the 2022-2025 West Hills College Coalinga (WHCC) SEA plan using local data of specific metrics that are regularly reviewed by the college's Student Success Committee. The local data helped identify that males overall are experiencing the largest disproportionate impact. Below provides brief summary of the disproportionately impacted group by metric and the College's goals and plans for addressing the gaps.

Enrollment: Hispanic/Latinx

The goal is to increase the overall student population of Hispanic/Latinx (40% enrollment at the College) in comparison to the community population of 70-80%. To achieve this goal, the college plans to utilize outreach components such as: Falcon Ambassador program while encouraging students to complete ed plans and FAFSA prior to the start of term and updating the WHCC Homepage to make it more user friendly.

Completed Transfer-Level Math / English: Hispanic/ Latinx Males

The overall goal is to eliminate the gap of 13.5% between Hispanic/Latinx Males and all other students. The college plans to provide outreach at feeder schools to increase enrollment in Math and English, initiate outreach and in-reach activities to increase awareness, and maintain Puente offerings for English courses.

Retention: Males

The college would like to narrow the existing equity gap (14.3%) by year three between Males and all other students to within 4% at most. To help narrow the equity gap the college plans to implement registration workshops for returning students and explore establishing a male mentorship program. WHCC also plans to execute retention strategies from the marketing and outreach plan such as calling all students who are enrolled in the current term but not future terms.

Completion: Hispanic/Latinx Males

Using local cohort tracking it was identified that there was a gap of 4.9% between Males and all other groups. The goal by 2025 is to eliminate the equity gap between Hispanic/ Latinx Males and all other students. The college plans to use efforts to implement graduation application workshops for students. Also, WHCC plans to provide intentional graduation and transition plans for male students such as externships, internships, and work-based learning experiences to achieve this goal.

Transfer: Hispanic/ Latinx Males

Hispanic/Latinx Males' three-year transfer rate shows a gap of 5.5% in comparison with all other students. Between 2022-2025 the college plans to eliminate the equity gap between Hispanic/Latinx Males and all other students. Some of the activities to help reach this goal are to invite university representatives to educate and inform students about the opportunities available. Additionally, the college plans to explore the possibility of bringing university cohorts to the campus and raise awareness by inviting alumni who have transferred to come back to the campus and share their experience.

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.

	Metrics					
Student Population* for Metric Workflow	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low-income students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Veterans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian or Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black or African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic or Latino/a/x	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native Hawaiian or other Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some other race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than one race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homeless students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LGBTQ+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Add population)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

*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:

Hispanic/ Latin (o/a/x) 40% enrollment vs 80% in the population (closer to 70% to 80%)

TARGET OUTCOMES FOR 2022-25

Target Outcomes

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

Timeframe	Measurement Output
Year 1 (2022-23)	Increase of 3% points of Hispanic/ Latin(a/o/x) student population to work towards achievement of parity with community population (for 73-75%).
Year 2 (2023-24)	Increase of 3% points of Hispanic/ Latin(a/o/x) student population to work towards achievement of parity with community population (for 76-77%).
Year 3 (2024-25)	Increase proportion of Hispanic/ Latin(a/o/x) student population to achieve parity with community population (for example in 2021 the community population was roughly 80%)

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

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

- Instruction
- Student Services
- Business Services
- Other

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

Business Services practices- payment in full prior to semester, drop for nonpayment prior to semester, and financial aid like a paycheck impedes access since students cannot receive financial aid until the start of semester and they receive it in 5 installments throughout the semester. They must pay their balance in full before they can access any money. This makes enrollment difficult for students with financial need. Student Services- there are still some prerequisite issues within self-service and issues related to placement for students who have been out of high school for more than 10 years. Educational Services- some curriculum still needs to be updated to address prerequisite and registration issues.

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)

Discuss with marketing a way to increase bilingual access for the website
 Explore offering catalog in Spanish
 Diversity statement
 Enrollment Checklist in Spanish
 Make sure curriculum is updated for prerequisite obstacles
 Explore disbursement of financial aid prior to the semester beginning
 Explore disbursing financial aid twice per semester rather than aid as a paycheck (5 disbursements in total)
 Explore creating a payment plan
 Explore eliminating drops for nonpayment before the term begins and instead implementing registration holds

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 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)

Utilizing the work already being done campus wide via the guided pathways pillar organizational structure, the following activities will be completed:

Pillar 1

- Complete and maintain all program pathways
- Utilize pathway mapping routing form
- Adding faculty to pathways to make more readily available
- Print and distribute Binders that with pathways to bring awareness in different areas of the campus ex: front counter staff student services, library, lounge, etc...

Pillar 2

- Update WHCC Coalinga Homepage
- Enrollment Banner
- Financial Aid Banner
- Redesign Online Orientation

Falcon Huddle

- Execute WHCC Marketing for Enrollment Cycle

Pillar 3-

- Falcon Ambassador (outreach components)
- Ed plans completion, and FAFSA outreach prior to term start

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)

Professional Development on best practices for reaching and onboarding the Latin (a/o/x) community.
 Deeper disaggregated enrollment data for (DI group overlap)
 Research on best practices for reaching and onboarding the Latin (a/o/x)
 More delivered technology in Spanish (SIS,etc).

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:

Using local cohort tracking, Hispanic/Latinx Males' Math and English completion rate in 2020-2021 was 8.2% compared to 21.7% for all other students (a gap of 13.5%)

TARGET OUTCOMES FOR 2022-25

Target Outcomes

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

Timeframe	Measurement Output
Year 1 (2022-23)	Reduce equity gap between Hispanic/Latinx Males and all other students to 8% or less
Year 2 (2023-24)	Reduce equity gap between Hispanic/Latinx Males and all other students to 4% or less
Year 3 (2024-25)	Eliminate equity gap between Hispanic/Latinx Males and all other 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
- Student Services
- Business Services
- Other

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

Some students are funneled to the support classes based upon their transcripts or self-reported grades. This could perhaps be a barrier to completion. Therefore, it is important to review the data to determine how effective are the support classes. It is important to determine that the support classes provide meaningful intervention since they require more time from students. The modalities of the support classes need to be explored as well since the support classes tend to be online. Ensure alignment between the support class and the transfer course. There is a face-to-face tutor shortage. Student supplies affordability (math codes). Civitas utilization, intervention practices and early alert process can be improved. Limited face to face support classes. Requirement of enrollment in NC100 for virtual tutoring services.

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)

ME first initiative momentum (increase number of students attempting). Math and

Writing Center established. Need to increase awareness of services available at math/writing center. Email not effective. Need to expand services at center. Increase faculty support at the Math/Writing Center. Ongoing training on early alerts. Balance of courses with/without support classes. Organize/Formalize support classes. Offer face to face support classes. Consider student athletes (support in study hall). Implementation of falcon pathways and transition to electronic ed plans. Develop Teaching and Learning Center (old workforce area). Implementation of pillar 3 retention plan. Embed registration of NC100 into the activities of the Math and English classes during the first week of the term.

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 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)

ME First campaign consistent (events emphasizing enrollment/completion throughout each term). Completion celebration. Will continue to spread awareness/accessibility of falcon pathways. Training for staff on electronic ed plans. Open house for math/writing center at the beginning of each term. Faculty can take class on tour of math/writing center to go over available services. Explore other methods to connect students with tutoring services. Hire additional tutoring staff.

Pillar 2-

- Outreach at feeder schools to increase enrollments in Math and English

*Pillar 3-

- Increase student enrollment in Math and English through intervention
- Increase student participation in Ed plan completion, FAFSA, Tutoring, Math & English registration in the first year
- Work with subgroups – primarily focusing on students who are living in res halls.
- Optimize and institutionalize Early Alerts

Puente-

- Maintain Puente Offerings for English Courses
- Consider adding Puente Math Cohort

Math and Writing Center-

- Workshops to support student success

- Services to support students with their classes
- Initiate outreach and in-reach activities to increase awareness

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)

PD on SEM to schedule classes to best support Hispanic male students. Culturally responsive counseling practices. Culturally responsive teaching and learning practices in Math and English.
Technology – Comprehensive online tutoring platform.

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:

Using local cohort tracking, Males' Fall-to-Spring Persistence rate in Fall 2020 was 66.5% compared to 80.8% for all others (a gap of 14.3%)

TARGET OUTCOMES FOR 2022-25

Target Outcomes

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

Timeframe	Measurement Output
Year 1 (2022-23)	Reduce equity gap between Males and all other students to 8% or less
Year 2 (2023-24)	Reduce equity gap between Males and all other students to 6% or less
Year 3 (2024-25)	Narrow equity gap between Males and all other students to within 4% at most

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

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

- Instruction
- Student Services
- Business Services
- Other

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

Sense of belonging/imposter syndrome
 Dropped for non-payment
 Diversity of staff and faculty
 Challenges navigating the registration process
 Culture- low sense of urgency to register for the entire year or even the upcoming term until the last minute

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)

Focus on diversifying the faculty and staff through intentional and strategic hiring plans.
 Implement incentives for Reg 365 utilization
 Implement registration holds after financial aid disbursement rather than drop for non-payment prior to the term
 Update self-service for ease of student use
 Review out of state cost of attendance

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 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)

Implement registration workshops for returning students
 Execute retentions strategies from the marketing and outreach plan such as calling all students who are enrolled in current term but not future terms.
 Identify and implement strategies to retain male athletes.
 Establish lowest cost threshold for non-residence tuition and cost of attendance
 Explore establishing a male mentorship program
 Student ambassador program
 Intentional outreach and onboarding of male students
 Explore further ways to engage students through first semester activities

***Pillar 3-**

- Falcon Ambassador (Focus on retention)
- Early Alerts

***Pillar 4**

- Formalizing and providing workbased learning opportunities

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)

Pilot for a male mentorship program. Pilot athletic retention program.
 Qualitative data to identify reasons males retain at lower rates.
 Culturally responsive practices related to male retention.

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:

Using local cohort tracking Hispanic/Latinx Males' Degree/Certificate Completion rate in 2017-2018 was 17.6% compared to 22.5% for all other groups (a gap of 4.9%).

Areas of Completion

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

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

TARGET OUTCOMES FOR 2022-25

Target Outcomes

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

Timeframe	Measurement Output
Year 1 (2022-23)	Reduce equity gap between Hispanic/Latinx Males and all other students to 3% or less
Year 2 (2023-24)	Reduce equity gap between Hispanic/Latinx Males and all other students to 2% or less
Year 3 (2024-25)	Eliminate Equity gap between Hispanic/Latinx Males and all other 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
- Student Services
- Business Services
- Other

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

Sense of belonging/imposter syndrome:

- lack of engagement opportunities
- micro/macroaggressions
- Diversity of staff and faculty

Dropped for non-payment

Challenges navigating the registration process

Culture- low sense of urgency to register for the entire year or even the upcoming term until the last minute

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)

Focus on diversifying the faculty and staff through intentional and strategic hiring plans
 Implement incentives/communication strategies for graduation application and ceremony participation
 Implement registration holds after financial aid disbursement rather than drop for non-payment prior to the term
 Explore completion grants utilizing state emergency grant aid disbursed via financial aid processes
 Update self-service for ease of student use
 Review out of state cost of attendance

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 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)

Implement graduation application workshops for students
 Execute completion strategies from the marketing and outreach plan such as identifying students close to graduation and encouraging them to apply and/or reenroll
 Identify and implement strategies to graduate male athletes.
 Explore establishing a male mentorship program
 Implement Student ambassador program with a focus on supporting male students
 Intentional graduation and transition plans for male students (externships, internships, work-based learning experiences, career readiness workshops, and career placement)

***Pillar 3-**

- Falcon Ambassador (Focus on retention)
- Early Alerts

***Pillar 4**

- Formalizing and providing workbased learning opportunities
- Partnering with faculty to support student completions (increased faculty awareness of key points in the student journey and faculty encouragement of student participation in the key points)

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)

Field guidance and implementation support on the topic of work-based learning experiences to improve male completion
Pilot for a male mentorship program. Pilot athletic graduation program.
Qualitative data to identify reasons males graduate at lower rates.
Culturally responsive practices related to male graduation.

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:

Using local cohort data, Hispanic/Latinx Males' three-year transfer rate in 2016-2017 was 6.8% compared to 12.3% for all other students (a gap of 5.5%).

TARGET OUTCOMES FOR 2022-25

Target Outcomes

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

Timeframe	Measurement Output
Year 1 (2022-23)	Reduce equity gap between Males and all other students to 3% or less
Year 2 (2023-24)	Reduce equity gap between Males and all other students to 2% or less
Year 3 (2024-25)	Eliminate Equity gap between Hispanic/Latinx Males and all other 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
- Student Services
- Business Services
- Other

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

Sense of belonging/imposter syndrome:

- lack of engagement opportunities
- micro/macroaggressions
- Diversity of staff and faculty

Dropped for non-payment

Challenges navigating the registration process

Limited staffing designated towards transfer

Lack of dedicated space for transfer

Limited transfer culture

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)

Focus on diversifying the faculty and staff through intentional and strategic hiring plans.

Implement incentives/communication strategies for transfer application and transition

Implement registration holds after financial aid disbursement rather than drop for non-payment prior to the term

Offer more transfer scholarships

Explore creating a transfer center

Explore designating staff to support transfer

Encourage the regular review and updating of associate degrees for transfer to increase ADT options for students

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 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)

Invite university representatives to educate and inform students about the opportunities available.

Increase marketing/visibility of transfer partnerships, university representatives, and opportunities

Provide CSU/UC/Private Universities Application Workshops

Raise awareness by inviting alumni who have transferred to come back to the campus and share their experience.

Provide educational planning that includes transfer information

Explore the possibility of bringing a university cohort to our campus

Explore offering a bachelor's degree

Explore available programmatic transfer data

Explore university partnerships for data sharing

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)

Qualitative data to identify reasons males transfer at lower rates.
Culturally responsive practices related to male transfer.

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)

As you can see from the action plans weaved throughout this document, there is alignment between the College's SEAP and Guided Pathways. The College has structured itself strategically so that the programs align. This alignment occurs through the SSC. This committee is charged with implementation and monitoring of both plans for the college. Within the structure of the committee there are workgroups for each of the four pillars of guided pathways. The workgroups identify the actions and interventions to be implemented by the college to fulfill the goals of both Guided Pathways and SEAP. The goals for both plans are basically the same, to increase student achievement while decreasing achievement gaps among student groups. Additionally, SSC approves plans, reports, and track data for both programs.

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)

Beginning with the 2021-2022 academic year, improving FAFSA completions rates became an ongoing annual goal for the financial aid department. The three strategies deployed to achieve this goal were:

1. Provide FAFSA workshops to local area high schools
2. Provide targeted FAFSA workshops to continuing students
3. Provide weekly FAFSA workshops on campus every Wednesday

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)

Beginning with the 2021-2022 academic year, improving Pell Grant participation rates became an ongoing annual goal for the financial aid department. The three strategies deployed to achieve this goal were:

1. Utilizing CampusLogic to improve and streamline awarding processes for students and staff.
2. Increasing follow up communication with students regarding missing financial aid documents.
3. Tracking students who have applied for admission but have not yet been awarded financial aid.

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)

The American Rescue Plan Act of 2021 provided and continues to provide great help to support colleges and universities to retain students. West Hills College Coalinga is a prime example of an institution that serves a tremendously diverse and rural student population. Hence, the strategy that was implemented reflected an equity-minded approach to support all students actively enrolled at the college. The awarding criteria were developed to ensure that all students received some form of economic relief to help support their educational goals.

STRATEGY:

West Hills College Coalinga adopted and implemented an awarding and disbursement strategy that provided a tangible revenue source for all students to receive relief funds based on their active 2021-22 academic year enrollment. The awarding criteria is noted below:

- 12+ units = \$1500 per academic year (\$500 fall 2021 + \$1000 spring 2022)
- 9-11 units = \$750 per academic year (\$375 fall 2021 + \$375 spring 2022)
- 6-8 units = \$500 per academic year (\$250 fall 2021 + \$250 spring 2022)
- Less than 6 units = \$250 per academic year (\$125 fall 2021 + \$125 spring 2022)

The strategy was to ensure that all students received some form of economic relief in a timely manner to support their current and future educational pathway. Faculty at West Hills College Coalinga provided valuable feedback in fall of 2021 that revealed that many students often started the semester without the critical books and supplies needed to be successful in the classroom. Thus, the decision was made to provide students with an early disbursement prior to the start of the semester for spring term 2022 and this disbursement model will continue through Spring of 2023 when all ARF funds will be expended.

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)

West Hills College Coalinga (WHCC) Basic Needs Center provides the following services:

- Food and Hygiene Pantry
- TimelyCare Medical and Mental Health Services
- Access to a safe space to hang out

The Firebaugh Center of WHCC provides the following services:

- Food and Hygiene Pantry
- TimelyCare Medical and Mental Health Services

WHCC has had a food and hygiene pantry for several years. Additionally, the College has also had a clothing closet. All these services are available to any registered student regardless of demonstrated need. In the 2021/2022 academic year, the College added 24/7 on demand medical and mental health services via TimelyCare. Beginning fall of 2022, WHCC is centralizing all services to one location on campus. The new basic needs center is centrally located and adjacent to the Student Lounge and ASB offices. WHCC is also planning to hire a licensed mental health clinician whose office will be located within the basic needs center.

WHCC is one of the California Community Colleges that has residence halls. Additionally, the campus is in a very rural location. Students do not have easy access to state and county resources due to the distance to such services. The College has been intentional about providing basic needs to its students.

The plan outcome is full implementation of an operational basic needs center that includes food, clothing, hygiene, and mental health support. Once the center is open and operational, WHCC plans to track student usage to identify a baseline and create usage targets for the following year. The center will be marketed via student email, text messaging, social media, canvas, student services syllabus, and via referral. By providing these services, the expected outcomes for students are increased retention and completion rates. The college is also exploring ways to equitably support the Firebaugh Center.

Participation

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

WHCC plans to increase participation in the College's Basic Needs Center through marketing, orientation, referrals, and outreach campaigns. The center was intentionally centrally located and houses the student lounge. Since the college is a residential campus with dorms, the center is next to the cafeteria and connected to a lively space often occupied by students. It is also accessible off the main drive. Additionally, there are well advertised student activities and events involving the center that increase traffic and visibility. In Firebaugh, the food pantry can be accessed via a separate entrance for easier accessibility and also utilizes activities and events to increase visibility.

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)

As indicated, WHCC has had a food pantry for several years. This academic year the pantry has been moved to a more centrally located space. The Coordinator of the Basic Needs Center has established a contract with the Central California Food Bank to ensure maintenance and viability of the program through procurement of food at a reduced cost. One-time funds are being used to improve the infrastructure and environment of the center so that it both operational and welcoming.

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)

WHCC will continue to reduce costs for students through providing alternative textbook options and creating a lending library for students. The college has initiated work toward developing 2 associate degrees for transfer with zero textbook costs in general education disciplines. A task force was established during the 2022-2023 academic year consisting of discipline faculty, counseling, and administration. This team will determine the use of funds awarded to the college for work associated with developing degrees with zero textbook costs. In addition to reducing costs with ZTC degrees, WHCC has begun to create a library textbook collection available for students at no cost for the entire semester. The goal is to have more textbooks available in major courses and general education courses. Textbooks available so far are in the subjects of AOJ, Biology, English, Math, History, Humanities, and Political Sciences.

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)

West Hills Community College District's plan is to create a welcoming and supportive college environment for LGBTQ+ students by educating faculty and staff through professional development. All constituent groups will have the opportunity to participate in Safe Zone training. Additional professional development opportunities will exist in the form of a speaker series with members of the LGBTQ+ community. Support will be provided to expand current LGBTQ+ student groups and develop LGBTQ+ student groups on campuses where none exist. In collaboration with our Institutional Research office, we will develop surveys to identify the barriers and needs of our LGBTQ+ students. Our outcomes include a better understanding of the needs of our LGBTQ+ students and creating a welcoming college environment resulting in greater academic success for our LGBTQ+ students.

The college encourages students who are interested, to start a LGBTQ+ club. The college has made students aware of the process for starting the club and the college supports them in this endeavor. Additionally, the basic needs center includes the student lounge/ASB offices. The college is exploring refurbishing the student lounge and turning that space into a cultural center that celebrates students (including LGBTQ+) and creates a safe space for them.

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)

WHC Coalinga has adopted the TimelyCare Platform. TimelyMD developed its proprietary TimelyCare technology to offer students access to 24/7 health and counseling resources that are as easy and convenient as making a video or phone call. Through the TimelyCare app on their phone or other device, West Hills College Coalinga students can select from a wide-ranging menu of virtual care options from licensed physicians and counselors in all 50 states – at no cost to them and without the hassle of traditional insurance – including:

- On-demand medical care
- Appointment-based medical care
- On-demand mental health support (TalkNow)
- Appointment-based mental health counseling

TimelyCare allows students to see the profiles, faces and specialty care details of a diverse range of licensed physicians and counselors available to them. They can choose to meet with a specific

provider or select the first available. Typical consultations begin within 5-10 minutes.

TimelyCare staff will be available to conduct training and demonstration on the platform.

Our Mental/Medical Health office will be located in the Basic Needs center to ensure students remain aware of available resources.

WHCC has established the Behavioral Assessment Team (BAT) to assist in addressing incidents in which students are displaying behaviors that are concerning, disruptive, or threatening in nature and that potentially impede their own or others' ability to function successfully or safely. Objectives are designed to help identify persons whose behavior potentially endangers their own or others' health and safety or is disruptive to the educational or administrative processes of the institution. The team meets on a monthly basis to review active cases and develop plans for action. The team attends applicable training on an annual basis. The BAT team also reviews the monthly TimelyCare usage and satisfaction data.

Aria Community Health Center will continue to be available for referrals as needed.

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)

WHCC provides the following services:

- 508 compliance trainings held by WHCC staff.
- Dynamic Forms reviewed for accessibility compliance.
- Syllabus includes a required disability statement.
- WHCC has implemented Blackboard Ally which allows faculty to see an automatic accessibility evaluation score of any item uploaded/post to their Canvas shell.
- WHCC is in the processes of implementing AIM.

INSTITUTIONAL PLANNING

Ongoing Engagement

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

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)

- Leveraged Guided Pathways
- Work with other programs to support their equity efforts
 - Puente
 - Professional Development Committee
 - Faculty Stipends to Equity Trainings
 - Dream Conferences annually- ATD
 - Veterans
 - Dream Resource Center for Undocumented Students

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)

WHCC conducts student surveys including SENSE, CCSSE, and focus groups. WHCC is intentional about including student voice on its participatory governance committees through student representation. Additionally, students have served as representatives on the various workgroups and taskforces charged with strategic planning including the taskforce that wrote this equity plan and the Educational Master Plan.

ADDENDUM

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

Planning Resources:

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

Recommended Reading:

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

Recommended Viewing:

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