

Student Equity and Achievement Program Produced: 10/26/2022 04:02 PM PDT Jose Rocha

# Modesto Junior College - Student Equity Plan (2022-25): Draft

## Details

### Assurances

#### Legislation

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

 [EDC 78220.pdf](#)

#### Additional 78220 Acknowledgement

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

### Campus-Wide Equity Approach

[View Memo](#)

#### Race Consciousness in Equity Plan Development \*

With the recent challenges of the pandemic and the historical marginalization of many of our student communities, we must continue examining our practices, policies, and institutional cultures to offer better and more adaptive resources. The data for the college shows that we have five main groups that have a disproportionate impact in the four identified areas for the Student Equity and Achievement plan. Although we are experiencing an overlap, our African-American, first-generation, Latino, LGBTQ+, and male student groups are experiencing some of the highest needs. As a college and an open-access institution, it is our obligation to continue to serve our students and develop intentional interventions that address their respective needs.

This SEA plan aims to continue our work from the first plan. The plan is to evolve our resources and services by adapting how we deliver resources and services to the college, students, and families. The metrics of this plan are to guide the college in five areas: 1) Successful Enrollment, 2) Completed Transfer Level Math and English, 3) Persistence: First Primary Term to Second Semester, 4) Transfer, and 5) Completion. As a Minority-Serving Institution, specifically a Hispanic-Serving Institution, it is important that the SEA plan is driven by the student's journey. From enrolling students and providing a smoother transition to college; persistence and involving wraparound services and resources so students can be successful in and out of the classroom; to completing/transfer and giving students the necessary tools to understand and know their options past Modesto Junior College. This equity-driven and race-focused plan involves the entire college by also providing professional development opportunities to learn more about our students and their experiences at all levels during their academic journey. We are poised to use specific objectives, measurable outcomes, and an action plan driven to impact our students by providing intervention and support that will be a vehicle for their success.

## Summary of Target Outcomes for 2022-25

### Successful Enrollment

### **Black or African American**

1-year outcome: Increase successful enrollment of African American degree-seeking students to 5%. (Baseline = 174)

2-year outcome: Increase successful enrollment of African American degree-seeking students to 10%.

3-year outcome: Increase successful enrollment of African American degree-seeking students to 20%.

### **Completed Transfer-Level Math & English**

#### **Black or African American**

1-year outcome: Increase %age of African American students who successfully complete transferable Math and English courses by 50% points. (Baseline = 10)

2-year outcome: Increase %age of African American students who successfully complete transferable Math and English courses by 60% points.

3-year outcome: Increase %age of African American students who successfully complete transferable Math and English courses by 70% points.

#### **LGBT**

1-year outcome: Increase %age of LGBTQ+ students who successfully complete transferable Math and English courses by 5% points. (Baseline = 14)

2-year outcome: Increase %age of LGBTQ+ students who successfully complete transferable Math and English courses by 10% points.

3-year outcome: Increase %age of LGBTQ+ students who successfully complete transferable Math and English courses by 15% points.

#### **Hispanic or Latino**

1-year outcome: Increase %age of Latino students who successfully complete transferable Math and English courses by 5% points. (Baseline = 320)

2-year outcome: Increase %age of Latino students who successfully complete transferable Math and English courses by 10% points.

3-year outcome: Increase %age of Latino students who successfully complete transferable Math and English courses by 15% points.

### **Persistence: First Primary Term to Secondary Term**

#### **Black or African American**

1-year outcome: Increase fall semester to spring semester persistence of African American students to 10%. (Baseline =158 )

2-year outcome: Increase fall semester to spring semester persistence of African American students to 20%.

3-year outcome: Increase fall semester to spring semester persistence of African American students to 25%.

#### **LGBT**

1-year outcome: Increase fall semester to spring semester persistence of LGBTQ+ students to 5%. (Baseline =220)

2-year outcome: Increase fall semester to spring semester persistence of LGBTQ+ students to 10%.

3-year outcome: Increase fall semester to spring semester persistence of LGBTQ+ students to 15 %.

#### **Male**

1-year outcome: Increase fall semester to spring semester persistence of Male students to 5%. (Baseline =1461)

2-year outcome: Increase fall semester to spring semester persistence of Male students to 10%.

3-year outcome: Increase fall semester to spring semester persistence of Male students to 15%.

#### **First Generation**

1-year outcome: Increase fall semester to spring semester persistence of First Generation students to 5%. (Baseline =1860)

2-year outcome: Increase fall semester to spring semester persistence of First Generation students to 10%.

3-year outcome: Increase fall semester to spring semester persistence of First Generation students to 15%.

## Transfer

### Male

1-year outcome: Increase % of Male students transferring successfully to a 4-year institution to 5%. (Baseline =292)

2-year outcome: Increase % of Male students transferring successfully to a 4-year institution to 10%.

3-year outcome: Increase % of Male students transferring successfully to a 4-year institution to 15%.

### First Generation

1-year outcome: Increase % of First Generation students transferring successfully to a 4-year institution to 5%. (Baseline =292)

2-year outcome: Increase % of First Generation students transferring successfully to a 4-year institution to 10%.

3-year outcome: Increase % of First Generation students transferring successfully to a 4-year institution to 15%.

### Hispanic or Latino

1-year outcome: Increase % of Latino students transferring successfully to a 4-year institution to 5%. (Baseline = 322)

2-year outcome: Increase % of Latino students transferring successfully to a 4-year institution to 10%.

3-year outcome: Increase % of Latino students transferring successfully to a 4-year institution to 15%.

## Completion

### LGBT

1-year outcome: Increase the %age of LGBTQ+ students first-time, degree-seeking students who graduated within 3 years with a degree/certificate to 5%. (Baseline = 10)

2-year outcome: Increase the %age of LGBTQ+ students first-time, degree-seeking students who graduated within 3 years with a degree/certificate to 10%.

3-year outcome: Increase the %age of LGBTQ+ students first-time, degree-seeking students who graduated within 3 years with a degree/certificate to 15%.

### Male

1-year outcome: Increase the %age of Male students first-time, degree-seeking students who graduated within 3 years with a degree/certificate to 5%. (Baseline = 160)

2-year outcome: Increase the %age of Male students first-time, degree-seeking students who graduated within 3 years with a degree/certificate to 10%.

3-year outcome: Increase the %age of Male students first-time, degree-seeking students who graduated within 3 years with a degree/certificate to 15%.

### First Generation

1-year outcome: Increase the %age of First Generation students first-time, degree-seeking students who graduated within 3 years with a degree/certificate to 5%. (Baseline = 246 )

2-year outcome: Increase the %age of First Generation students first-time, degree-seeking students who graduated within 3 years with a degree/certificate to 10%.

3-year outcome: Increase the %age of First Generation students first-time, degree-seeking students who graduated within 3 years with a degree/certificate to 15%.

### Hispanic or Latino

1-year outcome: Increase the %age of Latino students first-time, degree-seeking students who graduated within 3 years with a degree/certificate to 5%. (Baseline = 426)

2-year outcome: Increase the %age of Latino students first-time, degree-seeking students who graduated within 3 years with a degree/certificate to 10%.

3-year outcome: Increase the %age of Latino students first-time, degree-seeking students who graduated within 3 years with a degree/certificate to 15%.

## District Contact Information Form

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## Equity Plan Reflection

### 2019-22 Activities Summary

- Access-Successful Enrollment: Culturally-Themed and Specialized Programs Efforts
- Retention - Fall to Spring: Student Ready College (Professional Development and Student Support Efforts)
- Transfer to a Four-Year University: Transfer Efforts
- Development of Revised Placement and Completion of Transfer Level Math and English
- Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree
- Clarifying Pathways to Goal Completion

### Key Initiatives/Projects/Activities \*

The Equity Plan from 2019-22 has encompassed various activities, initiatives, and programs that have given the college community the necessary tools to impact the student experience. These initiatives, projects, and activities focus on providing students access to college; and its resources; retention efforts to help students continue to enroll in the college; transfer to a four-year college; support for transfer-level math and English courses; support students to meet their educational goal(s) by earning a degree; and Pathways work. Below are some fundamental projects:

- Equity Speaker Series: In this flex activity, we hosted different speakers to present and converse on equity work and student experiences.
- Counseling: Expand counseling services for students to learn and plan for curricular and co-curricular activities
- Umoja activities
- Women's Empowerment Luncheon
- Include the LGBTQ+ PRIDE Conference, Hispanic Education Conference, and African American Conference: These conferences are community focus events to support and give students access to college-bound information.
- Enrollment Activities
- Tutoring: To support students increase completion of targeted math and English courses.
- Starfish: student platform to help with Early Alert, case management, and operations analytics to tactfully help students continue to persist and complete their academic goals
- UMOJA Ayeye Graduation, Pride Graduation and Latino Graduation: To celebrate students for their academic goal completions.
- Student engagement and activities target our Asian, Latino, African-American, Foster Youth, students with disabilities, Veterans, LGBTQ+ students, and communities.

#### **Evidence of Decreased Disproportionate Impact \***

The college has created a data dashboard that is connected to the original Student Equity and Achievement plan that allows us to understand and interpret our impact. This source of information has been key to measuring our success and shortfall. We noticed the leveling off of some student groups, whereas, the negative impact in others. To continue to evolve as a campus, we are also currently using this tool to measure the disproportionate impact of this new plan. Although the pandemic has created new challenges, it gave us enough information to understand the challenges our students are still facing.

For reference, here is a link to the equity data dashboard we used as a tool to measure our impacts for the college.

[https://www.mjc.edu/general/research/dashboards/student\\_equity.php](https://www.mjc.edu/general/research/dashboards/student_equity.php)

#### **2022-25 Planning Efforts \***

The 2019-22 Student Equity Plan allowed the college to learn and understand some of our students' victories and challenges. The COVID pandemic added to the existing challenges our students face. As a college, we had to pivot our services and resources to close further inequities our students face. Being in a small city/ rural region, we had to act fast to adjust from in-person to online platforms. As a result, this decreased student enrollment and engagement. However, the next SEA plan has informed us to reach our goal of closing the equity gaps and continuing to elevate student resources and student achievement. We continue to examine our student experience and pivot services and resources where need it.

Example highlights from the 2019-22 SEA plan, which has set the foundation and continued work for the 2022-25 SEA plan:

- Traditional in-person to online delivery of services and resources
- Student coaching and supporting students on enrollment
- Creating access for prospective students and families
- Offering workshops to reflect our surrounding communities and families
- Continue to attend cultural rich events on and off campus
- Proactive counseling and support services/resources
- Alert systems and triggered intervention and resource allocation

## Pandemic Acknowledgement

✓ Interrupted Work Fully

### Provide an explanation (optional)

Due to the pandemic, services and activities experienced a dramatic shift in execution. The college shifted from an in-person to an online platform. This impacted student engagement and a shift in resources for our students. For example, our older students or students with disabilities experienced a challenge with remote work making it difficult to engage in curricular and co-curricular activities. Also, services and programs like Comunidad, Umoja, RSN, and many others had a difficult time engaging with students, through learning and trials, programs began to adjust their methods and found ways to continue to work with students. They moved from in-person to online workshops by continuing to create a community.

✗ Catalyzed Work

✓ Delayed Work

### Provide an explanation (optional)

The pandemic created a delay in rolling out the transition of all Pathways work. The college was gearing up to transition to schools, however, we had to move it from Fall 2020 to Fall 2022.

### Executive Summary URL \*

[https://www.mjc.edu/student-services/equity/documents/equity\\_achievement\\_plan\\_2019\\_22.pdf](https://www.mjc.edu/student-services/equity/documents/equity_achievement_plan_2019_22.pdf)

## Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	✓	✓	✓	✗	✗
LGBT	✗	✓	✓	✗	✓
Male	✗	✗	✓	✓	✓
First Generation	✗	✗	✓	✓	✓
Hispanic or Latino	✗	✓	✗	✓	✓

## Successful Enrollment

## Black or African American

### Structure Evaluation: Friction Points

#### Friction Points

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

#### Friction Points: Current Structure \*

- The complex enrollment process for students can be difficult for some students to understand and navigate our enrollment processes.
- Like many of our students, COVID impacted our students to enroll in the college, we had a dip in colleges enrollment.
- With a limited outreach team, it created a challenge, however, we used wraparound services and partnered with local schools to enroll prospective students in the college.

### Structure Evaluation

#### Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

#### Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

### Structure Evaluation: Necessary Transformation to Reach Ideal

#### Necessary Transformation to Reach Ideal \*

- Continue to evolve our enrollment practices and look at easier ways to enroll our students

- Look at our enrollment funnels and create target outreach methods to support our students and families to ease the enrollment process.
- Continue to work with local schools and agencies to enroll students. Using additional resources to help students with the enrollment process.
- Continue to target specific groups, support them with the enrollment process, and proactively outreach and support students from application to successful registration.

## Action

### Action Steps \*

- Develop a communication and marketing plan and promotional material in multiple languages for prospective students and families
- Targeted messaging for student groups
- Provide workshops and collaborate with school partners for school visits
- Offer professional development opportunities for the college community
- Continue to leverage culturally-themed programs and provide outreach/in-reach activities to our BIPOC communities.
- Provide community-based outreach programs, for our targeted student communities (e.g. African-American Education Summit, dual-enrollment, and other programs)

## Chancellor's Office Supports

### Supports Needed

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

### Explanation of Supports Needed

- Continue to provide targeted professional development opportunities for the college to evolve as a better service provider.
- What are some of the best practices other community colleges and agencies using to create better access and enrollment for our marginalized student communities



## Completed Transfer-Level Math & English

### Black or African American

#### Structure Evaluation: Friction Points

##### Friction Points

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

##### Friction Points: Current Structure \*

- Students are not completing transferable Math and English, the need for additional resources to support students.
- The need to learn more about our African-American student experience.
- Provide resources that fit our student's needs.
- The need for more students to attend tutoring sessions and support-focused workshops
- Understand and learn more about our students' experiences, journeys, and needs.

#### Structure Evaluation

##### Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

##### Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

## Structure Evaluation: Necessary Transformation to Reach Ideal

### Necessary Transformation to Reach Ideal \*

- Offer more professional development opportunities for the college community.
- Continue to learn more about our BIPOC communities and adapt services and resources to better fit their academic needs.
- Hire more Supplemental Instruction and tutors, and offer tutoring sessions across the college campuses.
- Continue to provide additional professional development resources for the campus community and understand

## Action

### Action Steps \*

- Offer additional tutoring, Supplemental Instruction, and Embedded Tutors for our students.
- Intervention programs and resources to support our students
- Target professional development opportunities for the college community
- Create a cohort class model to isolate students' experiences

## Chancellor's Office Supports

### Supports Needed

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

### Explanation of Supports Needed

- Learn more about best practices across the California community college system. What adjustments have colleges made, and what are some of the teachable moments for students and the campus community.

## LGBT

## Structure Evaluation: Friction Points

### Friction Points

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

### Friction Points: Current Structure \*

- The need for additional resources not only to get more students to enroll in both courses but to support them in passing both
- Understand students from the LGBTQ+ community and develop resources to support LGBTQ+ students and MJC LGBTQ+ community.
- LGBTQ+ students are more likely to be homeless, and not have access to course resources, like computers.
- To submit and complete required financial aid documents but do not have access to documents and/or parent/guardian information.
- Data not accurately collected and reported

## Structure Evaluation

### Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

### Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

## Structure Evaluation: Necessary Transformation to Reach Ideal

### Necessary Transformation to Reach Ideal \*

- Increase LGBTQ+ student sense of belonging through institutionally funded intentional interventions and measure using survey data

- Accurately measure enrollment of LGBTQ+ students at MJC
- Dedicated Space, Printing, food, supplies, facilities, promotional materials
- Faculty Curriculum Support Centering LGBTQ+ scholarship

## Action

### Action Steps \*

- Invest in infrastructure to sustain direct student support through Student Services interventions.
- Provide LGBTQ+ specific resources and support services, such as, mental health resources, housing, basic needs, etc.
- Professional development for the college focusing on LGBTQ+ student community experiences

## Chancellor's Office Supports

### Supports Needed

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

### Explanation of Supports Needed

Not Entered

## Hispanic or Latino

### Structure Evaluation: Friction Points

#### Friction Points

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

learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

#### Friction Points: Current Structure \*

- Limited tutoring opportunities for our students
- The need to learn more about our BIPOC student experiences from professional development and research lenses
- The need to work more beyond the students, also their families
- Offer more student resources to meet our student's needs
- With a great number of students being first-generation, the need to orient families on their student's academic journey, experiences, and how to navigate the college

## Structure Evaluation

### Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

### Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

## Structure Evaluation: Necessary Transformation to Reach Ideal

### Necessary Transformation to Reach Ideal \*

- Implement English and Math innovative pilot programs
- Expand Supplemental Instruction, Embedded Tutoring, and Tutoring
- Offer more student resources to meet student needs
- Offer workshop series that will help students and families understand what it means to be a college student and beyond

## Action

**Action Steps \***

- Offer targeted courses off campus
- Expand Supplemental Instruction, Embedded Tutoring, and Tutoring to meet student needs
- Pilot cohort courses to support students
- Offer more programming to involve student's families
- Offer more workshops and services to meet student needs

**Chancellor's Office Supports****Supports Needed**

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

**Explanation of Supports Needed****Persistence: First Primary Term to Secondary Term****Black or African American****Structure Evaluation: Friction Points****Friction Points**

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

**Friction Points: Current Structure \***

- The need to identify students that are not enrolled in courses
  - The need for a more robust enrollment process, and finding the gaps to support students
- 

**Structure Evaluation****Current Structure**

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

**Ideal Structure**

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

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

- Develop an enrollment data dashboard that will provide contact information
- To get up-to-date data to provide targeted inreach
- Identify target support for students and resources to build on their success. Also, identify their challenges and provide the necessary intervention
- Data dashboard to target student groups for enrollment and intervention opportunities

**Action****Action Steps \***

- Build enrollment dashboards and target students that are not enrolled for the semester
  - Host a series of workshops and events to support students in the enrollment process
  - Coach students with resources and empower them to learn how to navigate the college resources and experience
-

## Chancellor's Office Supports

### Supports Needed

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

### Explanation of Supports Needed

Not Entered

## LGBT

### Structure Evaluation: Friction Points

#### Friction Points

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

#### Friction Points: Current Structure \*

- Increase Enrollment of LGBTQ+ students to reflect on the community served
- Anecdotal information shared by students shows that homophobic comments made by employees have lasting negative impacts that may lead to students leaving the campus
- The need to establish a space and support program for our LGBTQ+ community

### Structure Evaluation

#### Current Structure

- × Instruction



- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

#### Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

## Structure Evaluation: Necessary Transformation to Reach Ideal

### Necessary Transformation to Reach Ideal \*

- Have a space for our LGBTQ+ campus community
- Continue to evolve and develop support and wraparound resources and services for our LGBTQ+ community

## Action

### Action Steps \*

- Part-time student employees and staff member time to train to support the LGBTQ+ community
- Highlight the LGBTQ+ student and community voice in training and activities offered at the college
- Identify and open space for our LGBTQ+ community to host activities, workshops and other college engagement opportunities

## Chancellor's Office Supports

### Supports Needed

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

### Explanation of Supports Needed

Not Entered

## Male

### Structure Evaluation: Friction Points

#### Friction Points

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

#### Friction Points: Current Structure \*

- Supporting and access to resources
- Students are unaware of how to navigate the college and its resources
- Unaware of the importance of institutional deadlines
- The need for students to feel included in the college
- The challenges of being a male in the college setting
- The lack of representation in tutoring services
- Low enrollment in the college
- Students are unaware of the different services and resources that will support them
- Challenges for students to understand and navigate the college and its resources

### Structure Evaluation

#### Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

#### Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

## Structure Evaluation: Necessary Transformation to Reach Ideal

### Necessary Transformation to Reach Ideal \*

- Additional support resources to target male students by supporting them to enroll in the college
- Develop intervention programs that target male student needs
- Target enrollment initiatives and provide wrap-around services
- Provide male-driven initiatives that can be used as best practices for students across the campus. For instance, the REACH/ Collaborative project focuses on African-American and Latino males over 25 years old.

## Action

### Action Steps \*

- Target professional development opportunities for the college
- Offer targeted enrollment workshops, counseling appointments, and student coaching for success

## Chancellor's Office Supports

### Supports Needed

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

### Explanation of Supports Needed

- Offer professional development programs

## First Generation

### Structure Evaluation: Friction Points

#### Friction Points

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#### Friction Points: Current Structure \*

- Students are not registering for their classes on time
  - Students are not leveraging the necessary resources
  - Challenges of transitioning as a college student and the sense of belonging to the college
  - The need for students to work on themselves and their families
  - Finding and enrolling in the student-supporting resources
  - The challenges for students to find their identity at the college
- 

## Structure Evaluation

### Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

### Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

## Structure Evaluation: Necessary Transformation to Reach Ideal

### Necessary Transformation to Reach Ideal \*

- Offer more programming for first-generation college students
- Use culturally relevant techniques and approaches that meet the students where they are
- Develop targeted programming and resources for student group

## Action

### Action Steps \*

- Offer professional development programs for first-generation college students
  - Develop programs that target first-generation students and their families
  - Invite more students to enroll in courses like College Skills, and Guidance course to better prepare their student experiences
  - Support and offer parent-focus workshops so families can be better equipt to help their student
  - Develop a parent-focused webpage
- 
- 

## Chancellor's Office Supports

### Supports Needed

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

### Explanation of Supports Needed

- Share data and research on some of the trends across the state and similar colleges across the country

## Transfer

### Male

## Structure Evaluation: Friction Points

### Friction Points

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#### Friction Points: Current Structure \*

- The need for students to be consistent in updating their education plans
- Students have a fear of the unknown and the possibility of transferring to a four-year university
- The challenges to afford a four-year university and the hesitation students face to transfer
- The engagement and push for students to complete their financial aid application so the college can be affordable
- Creating financial literacy for students to better understand what financial aid is and how it can support them at college and beyond
- Student make their own appointments to see a counselor

## Structure Evaluation

### Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

### Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

## Structure Evaluation: Necessary Transformation to Reach Ideal

### Necessary Transformation to Reach Ideal \*

- Continue to offer workshops and opportunities to support students fill out financial aid applications
- Continue to offer financial literacy workshops for students and financial aid options beyond the college
- An easier process to fill out financial aid applications
- Students would connect with a counselor on a more consistent basis to check in on their course progress

## Action

### Action Steps \*

- Inreach and outreach to students and continue to offer counseling opportunities
- Promote transfer opportunities through programs and departments, such as, TRIO-SSS, Umoja, Transfer Center, EOPS, and others
- Continue to build on partnerships with local, regional, state, and national universities to create transfer opportunities for our students

## Chancellor's Office Supports

### Supports Needed

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

### Explanation of Supports Needed

Not Entered

## First Generation

### Structure Evaluation: Friction Points

#### Friction Points

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#### Friction Points: Current Structure \*

- The challenge for students to complete the right courses to transfer to become eligible
- Have access to available resources either via an in-person or online platform

- The need to work beyond the students and with their families to become aware and familiar with the transfer process
- The void to offer a family component, so students are working in concert with their families
- To continue to work with students and ensure that they are taking the right courses
- Continue to evolve our student experience and offer the delivery of online and in-person services

## Structure Evaluation

### Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

### Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

## Structure Evaluation: Necessary Transformation to Reach Ideal

### Necessary Transformation to Reach Ideal \*

- With the move to schools, continue to offer specialized services and resources to help students transfer
- Offer a family component of workshops, website, and events to support families with the transfer process
- Offer more family-oriented programming
- Continue to promote different delivery of resources and services to meet our student wants and needs
- Counseling and student coaching to understand and engage in the transfer process

## Action

### Action Steps \*

- Inreach and outreach to students and continue to offer counseling opportunities
- Promote transfer opportunities through programs and departments, such as, TRIO-SSS, Umoja, Transfer Center, EOPS, and others
- Continue to build on partnerships with local, regional, state, and national universities to create transfer opportunities for our students



- Create a workshop, events and website focusing on families and the transfer process
- Have cross-campus collaboration to visit four-year colleges and universities

## Chancellor's Office Supports

### Supports Needed

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

### Explanation of Supports Needed

Not Entered

## Hispanic or Latino

### Structure Evaluation: Friction Points

#### Friction Points

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#### Friction Points: Current Structure \*

- Students are not completing gateway courses
- The need for additional classroom resources to give students the necessary tools to be successful in the classroom
- Available student support at different hours
- The need to learn more about our student's experiences
- The need to work to support self and families

## Structure Evaluation

### Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

### Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

## Structure Evaluation: Necessary Transformation to Reach Ideal

### Necessary Transformation to Reach Ideal \*

- Offer additional support and remove barriers to gateway courses
- Continue to partner with local four-year colleges
- Offer resources and workshops so students can become more familiar with the transfer process and options

## Action

### Action Steps \*

- Inreach and outreach to students and continue to offer counseling opportunities
- Promote transfer opportunities through programs and departments, such as, TRIO-SSS, Umoja, Transfer Center, EOPS, and others
- Continue to build on partnerships with local, regional, state, and national universities to create transfer opportunities for our students
- Create culturally relevant workshop series, events, and website focusing on families and the transfer process
- Have cross-campus collaboration to visit four-year colleges and universities

## Chancellor's Office Supports

### Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research

- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

**Explanation of Supports Needed**

Not Entered

## Completion

### LGBT

#### Areas of Completion

**Areas of Completion \***

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

#### Structure Evaluation: Friction Points

**Friction Points**

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**Friction Points: Current Structure \***

- The need for community-specific targeted resources and support
- Students do not complete due to the lack of basic needs and resources

## Structure Evaluation

### Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

### Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

## Structure Evaluation: Necessary Transformation to Reach Ideal

### Necessary Transformation to Reach Ideal \*

- A space for students to provide wraparound resources and services
- Team of Student Initiated Support
- Increase the sense of belonging through institutional-driven resources by using data-driven measures

## Action

### Action Steps \*

- Invest in infrastructure to sustain direct student support through Student Services interventions.
- Develop inclusive campus policies and practices by highlighting LGBTQ+ voices and taking into account needs

## Chancellor's Office Supports

### Supports Needed

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

#### Explanation of Supports Needed

Not Entered

## Male

### Areas of Completion

#### Areas of Completion \*

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

### Structure Evaluation: Friction Points

#### Friction Points

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#### Friction Points: Current Structure \*

- Campus engagement and presence online or in-person
- Students need more structure and the need to provide more guidance
- The need to learn more about our male students and their needs

## Structure Evaluation

### Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

### Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

## Structure Evaluation: Necessary Transformation to Reach Ideal

### Necessary Transformation to Reach Ideal \*

- Targeted services and resources to expedite their needs (e.g. enrollment, rescues, support, etc.)
- Professional development for the college to know and understand their support and needs

## Action

### Action Steps \*

- Professional development opportunities for the college and the connection with Flex hours
- Increase the number of workshops and resources to target our male student's needs
- Host student engagement events, workshops, and activities that focus on male student initiatives and support outcomes

## Chancellor's Office Supports

### Supports Needed

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

× Strategic and Operational Communication

#### Explanation of Supports Needed

Not Entered

## First Generation

### Areas of Completion

#### Areas of Completion \*

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

### Structure Evaluation: Friction Points

#### Friction Points

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

#### Friction Points: Current Structure \*

- Students are over-enrolling in courses and do not finish on time
- The challenges of knowing how to navigate the college's resources and support
- Beyond students, and families, learning how to engage with their student college experience
- The college has a high number of part-time student enrollment
- Students have the need to work to support themselves and families

### Structure Evaluation

#### Current Structure

- × Instruction

- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

#### Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

## Structure Evaluation: Necessary Transformation to Reach Ideal

### Necessary Transformation to Reach Ideal \*

- Data on students that are over-enrolled in total units
- Continue to work with students to enroll into full-time status
- Continue to work with local employers for student job placement

## Action

### Action Steps \*

- Offer workshops that are student and family oriented
- Create onboarding services to new students by ensuring a smoother transition to the college
- 

## Chancellor's Office Supports

### Supports Needed

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

### Explanation of Supports Needed

Not Entered



## Hispanic or Latino

### Areas of Completion

#### Areas of Completion \*

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

### Structure Evaluation: Friction Points

#### Friction Points

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#### Friction Points: Current Structure \*

- Students are not enrolling in full-time course load
- Students are not enrolling and passing gateway courses to help them efficiently complete their educational plan
- The need to learn more about our student's experiences
- The need to work to support self and families

### Structure Evaluation

#### Current Structure

- ✗ Instruction
- ✗ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✗ General Operations (A&R, Parking, Campus Policing, etc.)
- ✗ Other

#### Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

## Structure Evaluation: Necessary Transformation to Reach Ideal

### Necessary Transformation to Reach Ideal \*

- Work with students and help them enroll in a full-time status courseload
- Provide wraparound resources and services for students enrolled in gateway courses
- Adapt and provide services to meet our student's needs
- Provide coaching and support for students and families

## Action

### Action Steps \*

- Support and offer parent-focus workshops so families can be better equipt to help their student
- Counseling and coaching for students
- Continue to assist students in participating in student engagement activities, such as department programs, workshops, and other department acitivities

## Chancellor's Office Supports

### Supports Needed

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

### Explanation of Supports Needed

Not Entered

## Student Support Integration Survey



California  
Community  
Colleges



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