



**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: Guide for Selecting Equity-Oriented Members](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021
- [Structured Reflections: Documenting the Progress of Student Equity and the Need to Align with Guided Pathways Efforts](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021

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

In solidarity,

The 2022-25 Student Equity Plan Task Force

CCCCO	CCC Practitioners
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2022-25 STUDENT EQUITY PLAN TEMPLATE

Landing Page/Details

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

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

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

ASSURANCES:

Help Text: Please attest to the following assurances:

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

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

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

We will continue our data collection and analysis of disaggregated data based on race and ethnicity. We will also pursue an intentional focus on racial and ethnic-based disparity in our equity gaps with priority of addressing disproportionate impact for our most vulnerable students. Finally, we will provide professional development on race-conscious awareness and strategies that support student success.

Contacts

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

DISTRICT CONTACT INFORMATION FORM

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

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

Equity Plan Reflection

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

2019-22 ACTIVITIES SUMMARY

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

KEY INITIATIVES/PROJECTS/ACTIVITIES

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

Research and Assessment

- Increased access to data through the development of robust data dashboards.
- Expanded access and practical implementation of data-informed practices (data coaches, data dashboards, data snippets, Equity Retreat with Jordan Horowitz, book club on 20-21).

Academic Supports

- Academic tutoring and embedded tutoring.
- Guided pathways efforts in strong alignment with equity efforts (success teams).
- AB705 – implementation (no dev ed in English; full implementation; put more students of color in transfer level English). Creation and increasing offerings of ENGL 100S, MATH 112S. Expanded offering of non-credit support courses (AED 90.06, 90.07), AED 42.98, 48.05.
- Math and English coordinated effort to improve success rates with Deans – need to focus

more on DI.

Outreach and Engagement

- Student Se Student convocation – administration attempting to connect and feel welcome of students.
- Public affairs initiated a DI outreach effort.
- Calling campaigns to DI groups we lost (priority).

Student Services

- Program Facilitators hired to support special populations.
- Falcon’s Nest – food and housing insecurity: Village, manager position; relationship with community agencies: Jovenas, Straight Talk.
- Student Services conducted an inventory of equity-based practices and policies. The area then identified equity goals and integrated them into planning and overall goals.

Professional Development

- Equity in the Classroom training.
- Academic support keys mentorship program – intentional outreach to DI groups to be matched up with mentors.
- Professional development: On course; grading for equity; equitable syllabus; annual Equity retreat.

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

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

During the last Equity Plan Cycle, we did not create individual control groups or matched samples for our initiatives. As such, our collective efforts from the last equity plan have led to the following improvements and outcomes:

- DI for Successful Enrollment in first year between the 19-20 and 20-21 cohorts decreased for Black or African American students (.0110) and DI was eliminated for White students overall and specifically White Females.
- DI for Persistence (primary terms) was eliminated between the 19-20 and 20-21 cohorts for males identifying having two or more races and homeless males.
- DI for Transfer Math or English between the 19-20 and 20-21 cohorts decreased for Black or African American students (.015) and DI was eliminated for Pacific Islander or Hawaiian Native students and specifically females, homeless students, LGBT males, and veteran males.
- DI for Vision Completion goal in 3 years between the 16-17 and 17-18 cohorts decreased for economically disadvantaged students (.032), foster youth (.018), and first-generation students (.008) and DI was eliminated for White males.
- DI for Transferred in 3 years between the 16-17 and 17-18 cohorts decreased for Hispanic students (.0020), first generation males (.025), male students receiving SAS (.025), economically disadvantaged males (.001). DI was eliminated for LGBT students and White males.

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)

- We will create individual control groups or matched samples for our initiatives to measure our effectiveness.
- More intentional strategies and interventions about the populations we are serving. We have an impressive outreach team. The next step is more strategic and focused activities for specific DI Groups.
- Alignment of our equity goals and plan with the college's Key Performance Indicators (KPI's), Aspen data, and accreditation efforts.
- Conduct both internal and external data analysis (e.g., Multiple data dashboards: Student Equity, Momentum Points, Aspen).
- We have overall impact on whether we closed DI or not – so we need to now use an RFP process with a control group for initiatives being proposed. *Small projects – did it work; large scale projects – did it close a gap?*

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

- Some work moved forward, while some was delayed due to our remote learning environment.
- The Pandemic had a dramatic impact on our overall enrollment which also prevented any substantial gains in decreasing disproportionate impact or closing equity gaps.
- In addition to race, socio-economic disadvantages and intersections between these groups needed to be considered and addressed. In this example, the Pandemic catalyzed our efforts in providing greater technology and basic needs support for students (e.g., laptops, hotspots, food assistance, and emergency relief).
- Other interventions that were catalyzed by the Pandemic included more convenient learning modalities; eliminating library fines; and reducing enrollment fees.

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 \(cerritos.edu\)](https://www.cerritos.edu/ExecutiveSummary)

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.

LGBTQ+	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Add population)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Populations detailed in [Education Code 78220](#)

STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT & METRICS

Enrollment

Female

Reference Rate: 0.4480 (overall rate excluding subgroup)

Subgroup Rate: 37.2% (1,981 out of 5,319)

PPG-1: -0.0760

PPG Threshold: -0.0200

Full Equity: 404 students needed to achieve full equity.

Asian

Reference Rate: 0.4170 (overall rate excluding subgroup)

Subgroup Rate: 22.6% (129 out of 571)

PPG-1: -0.1910

PPG Threshold: -0.0340

Full Equity: 109 students needed to achieve full equity.

* **Black or African American** – no gap for 20-21 but historical gaps from 2014-2020

***White:** – no gap for 20-21 but historical gaps from 2015-2016; 2017- 2020

Completed Transfer-Level Math & English

Current or Former Foster Youth

Reference Rate: 0.1370 (overall rate excluding subgroup)

Subgroup Rate: 7.1% (7 out of 99)

PPG-1: -0.0670

PPG Threshold: -0.05000

Full Equity: 7 students needed to achieve full equity.

Black or African American

Reference Rate: 0.1390 (overall rate excluding subgroup)

Subgroup Rate: 9.0% (30 out of 335)

PPG-1: -0.0500

PPG Threshold: -0.0310

Full Equity: 17 students needed to achieve full equity.

White

Reference Rate: 0.1470 (overall rate excluding subgroup)

Subgroup Rate: 5.1% (31 out of 607)

PPG-1: -0.0960

PPG Threshold: -0.0200

Full Equity: 59 students needed to achieve full equity.

* **Pacific Islander or Hawaiian Native** - no gap for 20-21 but historical gaps from 2017- 2020

Foster Youth

Reference Rate: 0.1370 (overall rate excluding subgroup)

Subgroup Rate: 7.1% (7 out of 99)

PPG-1: -0.0670

PPG Threshold: -0.05000

Full Equity: 7 students needed to achieve full equity.

First Generation

Reference Rate: 0.1590 (overall rate excluding subgroup)

Subgroup Rate: 11.3% (290 out of 2,564)

PPG-1: -0.0460

PPG Threshold: -0.02000

Full Equity: 118 students needed to achieve full equity

Not Homeless

Reference Rate: 0.2000 (overall rate excluding subgroup)
Subgroup Rate: 13.6% (703 out of 5,165)
PPG-1: -0.0640
PPG Threshold: -0.0200
Full Equity: 330 students needed to achieve full equity.

LGBTQ+

Reference Rate: 0.1390 (overall rate excluding subgroup)
Subgroup Rate: 6.0% (10 out of 168)
PPG-1: -0.0790
PPG Threshold: -0.03600
Full Equity: 14 students needed to achieve full equity.

SAS

Reference Rate: 0.1380 (overall rate excluding subgroup)
Subgroup Rate: 8.6% (13 out of 152)
PPG-1: -0.0520
PPG Threshold: -0.04400
Full Equity: 8 students needed to achieve full equity.

Not economically disadvantaged.

Reference Rate: 0.1610 (overall rate excluding subgroup)
Subgroup Rate: 8.9% (157 out of 1,774)
PPG-1: -0.0730
PPG Threshold: -0.02000
Full Equity: 129 students needed to achieve full equity.

Not veteran

Reference Rate: 0.1760 (overall rate excluding subgroup)
Subgroup Rate: 13.6% (698 out of 5,136)
PPG-1: -0.0410
PPG Threshold: -0.0200
Full Equity: 209 students needed to achieve full equity.

Retention: First Primary Term to Secondary Term
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Male

Reference Rate: 0.71400 (overall rate excluding subgroup)

Subgroup Rate: 67.5% (1,897 out of 2,811)

PPG-1: -0.0390

PPG Threshold: -0.0200

Full Equity: 110 students needed to achieve full equity.

Not SAS

Reference Rate: 0.8200 (overall rate excluding subgroup)

Subgroup Rate: 68.9% (3,830 out of 5,561)

PPG-1: -0.1320

PPG Threshold: -0.02000

Full Equity: 733 students needed to achieve full equity.

Not Economically Disadvantaged

Reference Rate: 0.7590 (overall rate excluding subgroup)

Subgroup Rate: 53.8% (912 out of 1,696)

PPG-1: -0.2220

PPG Threshold: -0.02400

Full Equity: 377 students needed to achieve full equity.

Black or African American

Reference Rate: 0.7030 (overall rate excluding subgroup)

Subgroup Rate: 58.1% (208 out of 358)

PPG-1: -0.1220

PPG Threshold: -0.0510

Full Equity: 44 students needed to achieve full equity

White

Reference Rate: 0.7010 (overall rate excluding subgroup)

Subgroup Rate: 60.8% (228 out of 375)

PPG-1: -0.0930
PPG Threshold: -0.0490
Full Equity: 35 students needed to achieve full equity

First Generation

Reference Rate: 0.71100 (overall rate excluding subgroup)
Subgroup Rate: 68.0% (1,990 out of 2,928)
PPG-1: -0.0310
PPG Threshold: -0.02000
Full Equity: 91 students needed to achieve full equity.

Completion

Male

Reference Rate: 0.12900 (overall rate excluding subgroup)
Subgroup Rate: 9.1% (216 out of 2,381)
PPG-1: -0.0380
PPG Threshold: -0.0200
Full Equity: 91 students needed to achieve full equity.

Hispanic

Reference Rate: 0.1540 (overall rate excluding subgroup)
Subgroup Rate: 9.3% (328 out of 3,509)
PPG-1: -0.0600
PPG Threshold: -0.0200
Full Equity: 212 students needed to achieve full equity.

First Generation

Reference Rate: 0.12700 (overall rate excluding subgroup)
Subgroup Rate: 9.6% (252 out of 2,628)
PPG-1: -0.03100
PPG Threshold: -0.02000
Full Equity: 81 students needed to achieve full equity.

***Economically Disadvantaged** - - no gap for 17-18 Cohort but historical gaps from 2012-2017 cohorts

***Not veteran** - no gap for 17-18 Cohort but historical gaps from 2011-2017 cohorts

Transfer

Male

Reference Rate: 0.19700 (overall rate excluding subgroup)

Subgroup Rate: 14.7% (147 out of 1,003)

PPG-1: -0.0510

PPG Threshold: -0.02200

Full Equity: 51 students needed to achieve full equity.

Hispanic

Reference Rate: 0.22600 (overall rate excluding subgroup)

Subgroup Rate: 15.1% (223 out of 1,474)

PPG-1: -0.0740

PPG Threshold: -0.0200

Full Equity: 110 students needed to achieve full equity.

First Generation

Reference Rate: 0.2170 (overall rate excluding subgroup)

Subgroup Rate: 13.4% (150 out of 1,116)

PPG-1: -0.0830

PPG Threshold: -0.02000

Full Equity: 93 students needed to achieve full equity.

Not veteran

Reference Rate: 0.3640 (overall rate excluding subgroup)

Subgroup Rate: 17.0% (345 out of 2,035)

PPG-1: -0.1940

PPG Threshold: -0.0200

Full Equity: 395 students needed to achieve full equity.

Not LGBTQ+

Reference Rate: 0.2770 (overall rate excluding subgroup)

Subgroup Rate: 17.0% (344 out of 2,021)

PPG-1: -0.1060

PPG Threshold: -0.0200

Full Equity: 216 students needed to achieve full equity.

Metric: Successful Enrollment

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

Population Experiencing the Most Significant Disproportionate Impact:

Asian

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you would 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 the number of Asian students applying to the college to 2,150 (2020-2021 Number of Asian applicants = 2,043).
Year 2 (2023-24)	Of the Asian students who apply, increase the percentage of those who enroll to 38%. (2020-2021 Percentage of Asian students who apply and enroll at the college = 5%).
Year 3 (2024-25)	Of the Asian students who apply, increase the percentage of those who enroll to 40% (2020-2021 Percentage of Asian students who apply and enroll at the college = 7%).

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

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

Instruction

Student Services

Business Services

Other

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

The following college processes, policies, practices, and culture are impeding the outcomes for Asian student population.

Asian student representation in college materials could be improved.

- Current college materials have limited Asian student images.
- Some students shared that they do not see students that look like them on college advertising materials.

Perception of community college as an option and comparable to CSU/UC systems.

- A community college education is sometimes perceived as a last resort option when students are making decisions about college.
- There is a limited understanding regarding the quality education available in the community college system.

Limited Accessibility to Data Regarding High School Makeup of Asian Students.

- Data regarding the demographics of our surrounding high school students is needed to understand where additional outreach efforts can be provided.
- Conducting inquiry groups to understand why students choose to or choose not to attend Cerritos would aid in achieving equitable outcomes.

Lacking a student support services and instructional programs for our Asian student population.

- Colleges have established identity-based programs to provide supportive services for the specific populations to address issues of equity.
- We have limited student support programming for our students who identify as Asian. Also, our non-credit course offerings for our Asian student population are limited.

Community involvement or community agency collaborations could be improved.

- Asian inspired art exhibits and theater are limited and could be utilized to encourage community involvement and highlight the facilities.
- Collaboration with community organizations that serve the Asian community are needed to further improve the awareness of the college programs and services.
- Being intentional in staffing the events with college representatives who are Asian and can speak the language is critical to develop strong relationships in the community (faculty ambassadors).

Disaggregated data is needed.

- Additional data is also needed regarding the distinct groups within the Asian group to further understand who is represented at the college and who may not be represented. Current data does not disaggregate "Asian" by specific ethnic groups.

STRUCTURE EVALUATION: Ideal Structure

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

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

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

- Review and update our publications (brochures, banners, and webpages) to intentionally showcase our Asian student population, where students and future students can see themselves as active members of this campus.
- Demystify the myth that Asian students know how to navigate the college experience and be successful. With that being said, we will promote the transfer process for Asian students and how students can leverage financial aid to achieve their academic goals.
- Explore options to enhance our current practices to include a student service/access program for Asian students, like Umoja for Black students, and Puente for Latinx students. This program can offer outreach to the Asian students and their families. This student service program can serve as the hub in identifying, and referring, Asian students to the appropriate resources on and off campus. For our international students who identify as Asian, we can refer them to this student service program, where we provide additional supportive services for them.
- Expand our study abroad programs where students can take credit courses abroad, this will attract who wish to diversify their cultural understanding while working towards their academic goals.

PLANNING & ACTION

Intended Audience/Recipient:

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

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

Action Steps:

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

- Research and Assessment**
- Increase the awareness and understanding of the needs of our Asian students by conducting a survey and focus group where we gather data on our incoming high school students who identify as Asian.
 - Examine and have a better understanding of their immigration/generation status, income-level, parents' educational level and what student services/instructional programs our students need.

Marketing and Outreach

- Work with public affairs and school relations to better represent our diverse Asian student population.
- Increased intentionality by School Relations regarding the assignment of student ambassadors when outreaching to our Asian communities by assigning Asian identified student ambassadors to our feeder high schools where we have a high Asian student population.

Engagement and Retention Efforts

- Explore the possibility of developing a student service program on campus, like Umoja and Puente where we target Asian students.
- Program can be directed by a faculty coordinator who identifies as Asian.
- Coordinator will be involved in intentional community outreach, such as attending culturally specific events in the community, such as Lunar New Year, Diwali events in the community.
- Explore finding a physical space on campus for our Asian students.

Identify additional mechanisms through our new Request for Funding Program.

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 is critical to understand the Asian culture and how to be supportive to students and families. Establishing an awareness and understanding of the identity development of our Asian student population will enable college representatives to understand how to be culturally responsive.
- Establishing communities of practice within the region will enable colleges to exchange information, knowledge and best practices and discuss areas of interest that need support at the system level. As a college interested in developing a student support program for Asian students the opportunity to engage with other professionals with similar goals will be beneficial.
- Disaggregated data from the Chancellor's Office will be needed to obtain the goals outlined in this plan and implement evidence-based practices that support our Asian

students.

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:

Black/African American Students

TARGET OUTCOMES FOR 2022-25

Target Outcomes

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

Timeframe	Measurement Output
Year 1 (2022-23)	1-year outcome: Increase the percentage of Black or African American students completing transfer-level math by 2% in their first year (based on GP momentum point data) 1-year outcome: Increase the percentage of Black or African American students completing transfer-level English by 2% (based on GP momentum point data)
Year 2 (2023-24)	2-year outcome: Increase the percentage of Black or African American students completing transfer-level math by 4% (based on GP momentum point data) 2-year outcome: Increase the percentage of Black or African American students completing transfer-level English by 4% (based on GP momentum point data)
Year 3 (2024-25)	3-year outcome: Increase the percentage of Black or African American students completing transfer-level math by 6% (based on GP momentum point data) 3-year outcome: Increase the percentage of Black or African American students completing transfer-level English by 6% (based on GP momentum point data)

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The

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

Instruction

Business Services

Student Services

Other

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

Lack of Focused Outreach

- The outreach to the students is all-inclusive, focusing on high school students, not on specific demographic groups.
- When notifying the students about academic and student services available on campus, the campus has opportunities for growth in expanding its current efforts to outreach to BIPOC students and provide additional spaces that incorporate their identities.
- As a result of the broad appeals to students, there is room for improvement helping Black/African American students increase their sense of belonging on campus.

Deficit-Minded Practices

- When students enroll at the college, they are sometimes confronted with a general culture of deficit-model thinking; that is, many administrators, faculty, and staff begin with the presupposition that our students are not prepared for our college-level courses.
- Comments mentioned by students in the workgroup included statements from faculty like, "some of you will fail this course" or "you can only retake this course two times." Students of color tend to be impacted more from deficit-model practices (Chambers & Spikes, 2016).

Academic and Student Services

- The campus has seen significant increases in student success in both math and English.
- We have yet to see our Fall-to-Fall retention rates improve at similar levels. It is unclear whether the limited first-year success is linked to math or English progress.
- We can continue to innovate around critical courses (including math and English). At present, we do not have a 100% director over the tutoring center. Hiring someone with a Faculty Service Area (FSA) in math or English could help to better link services with math/English classes.

Noncredit Math and English Support Courses

- The college has not fully integrated noncredit math and English support courses into the credit courses.
- No-fee support courses offer additional skills gap attainment and faculty led content support to students for math and English. We could research whether students taking these courses are more likely to succeed in their credit courses.

- The courses have not been coordinated with the credit math and English courses so that before students begin their college journey, or when students drop courses, they can enroll in a no-fee course.

STRUCTURE EVALUATION: Ideal Structure

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

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

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

- Equitable outcomes will come because of changes in outreach, instruction, academic support, and professional development.
- The college should increase its intentional outreach/communication with the Black/African American students starting with high school and/or dual enrollment opportunities.
- Recent research shows that Black/African American students who complete transfer-level math and English in the first year increases their chances of completing their degree by 310%. With this percentage in mind, it is incumbent upon the college develop partnerships with high percentage of BIPOC student populations for dual enrollment.
- Provide professional development for the math and English faculty that introduces the faculty to policies and processes for offering an equitable classroom. In developing an equitable classroom, the college will be on the way to becoming a student ready college.
- We may also consider linking counselors to math and English courses for additional support.
- Explore the possibility of offering three-week math and English readiness/scholar start for all students before entering the course. The Scholars Start could be offered through as a noncredit offering so that it is no-fee, and it will be paired a fifteen-week transfer-level math or English course. In addition, the college will support Faculty Inquiry Groups (FIGs) that develop contextualized course materials around of the Learning and Career Pathways (LCPs).
- Work on scheduling embedded tutors who hold tutoring sessions right after the class. For those not able to attend tutoring with the embedded tutor, the Success Center will provide high-quality tutoring.
- Examine the possibility of offering math and English courses in 9-week blocks, so that the student can focus on one course and complete the other. A model to try with this is 9-week hybrid course. For example, teaching the course in 9-week sessions meeting two days a week for two-hours each day. The remainder of the course would be offered online.

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)

Professional Development

- The Center for Teaching Excellence will recruit math and English faculty to participate in the “Equity in the Classroom” seminar.
- Faculty will complete all three modules, “Equity Minded Syllabus,” “Equity Minded Assignments,” “Equity Minded Grading” and in doing so, these faculty will develop equity minded course materials for their courses.

Math and English Scholars Start

- Provide students a targeted recruitment effort for Black/African American students to participate in the Math and English Scholars Start program. English, math, and counseling faculty could each participate teaching in The Scholars Start program.
- Explore creating a Scholars Start can be offered in the summer or early fall/spring semesters.

Enhanced Outreach and Engagement Efforts

- The math and English faculty will review discipline specific material.
- The counselor will discuss the various resources available and the importance of college generally and math and English specifically.
- Provide opportunities such as successful BIPOC students (successfully passed math & English and are thriving in their programs) serving as guest speakers to elevate BIPOC student voices and math/English achievement.

Wrap Around Support Services

- Math and English courses will have a host of wrap around support services.
- Explore offering noncredit/no fee math and English support courses offered in conjunction with the transfer-level math and English courses so that students can receive assistance from a noncredit instructor.
- Continue to provide in-person and online math and English tutoring services.
- Explore linking counselors to math and English courses.

Math and English Faculty in the Success Center

- Explore hiring a full-time position in the Success Center. This person would have a math or English FSA.

Launch a Request for Funding Proposal, which will require submissions to submit methods for researching efficacy (e.g., control groups) and will directly impact a specific equity gap. Approved programs may replace or change any current goals/programs.

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)

- Funds for stipends for faculty who participate in the Equity in the Classroom. There will be indirect costs in with smaller classes and Scholars Start prep courses.

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:

African American and Black Students

TARGET OUTCOMES FOR 2022-25

Target Outcomes

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

Timeframe	Measurement Output
Year 1 (2022-23)	Implement evaluation and assessment of Umoja program to determine

	the baseline for the following measures: sense of belonging, academic progress, program needs, etc.
Year 2 (2023-24)	<p>Based on Year 1 evaluation and assessment, build the Umoja program structure to support the identified needs: effective data collection, sense of belonging, and financial needs for African American and Black students. Measure by staffing level, resources, number of students served, and activities implemented.</p> <p>Create partnerships across campus with Umoja to practice key strategies to increase sense of belonging for African American and Black students. Measure by number of partnerships, activities, and students served.</p>
Year 3 (2024-25)	<p>Increase African American and Black students' sense of belonging. Measure our outcomes using survey and focus group data.</p> <p>Increase African American and Black student retention by 2%</p>

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)

Data and Research

- Improve data collection, validation, and publication related to equity and DI groups.
- Continue developing institutional research on African American and Black student retention.

Sense of Belonging

- Despite improvements with the campus climate, some students have expressed feeling invisible and unwelcome on campus.
- We recently created an Equity Center, which provides safe spaces for students, but there is room for growth to provide spaces fostering positive relationships between students, faculty, and staff.

- There has been minimal outreach or communication specific to African American and Black students regarding their experiences on campus and in the local community.

Recruitment and Hiring

- The college has improved the diverse makeup of its managers (52% ethnic minorities), faculty (52% ethnic minorities) and staff (75% ethnic minorities) since 2015.
- Some African American students still argue that there is a lack of African American representation among the college's employee composition.

Student Financial Needs

- Students have raised concerns regarding their lack of knowledge about deadlines, an unwieldy application process, and a need for student debt awareness training.

Courses

- Some students are unaware of the pathway they need to take, and some do not feel confident taking college level English and math.

Academic probation

- The Tipping Point studies found that academic probation was a significant barrier for African American and Black students.
- Communication to students when they are placed on academic probation is poor. A message simply appears on MyCerritos.
- Students need increased guidance on the requirements of academic probation on another page.

STRUCTURE EVALUATION: Ideal Structure

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

Instruction

Business Services

Student Services

Other

Data and Research

Cerritos College could continue to improve data collection and dissemination. This includes the following:

- Publicizing methods to support data integrity.
- Institutional research on Black student retention.
- Continuous reflection on disaggregated student success and support usage data to identify how the college is and is not effectively supporting Black students.
- Recruitment and retention strategies for research analysts.

- Additional staff or support for the Umoja program to effectively track and report data.
- Provide disaggregation of data on early alerts by ethnicity.

Sense of Belonging

- Use inclusive marketing strategies, activities, events, literature, posters, messaging, art, and communication related to Black students.
- Personable methods to recruit and integrate students.
- Explore opportunities to create a more welcoming environment that respects and represents Black students.
- Continue to work with students and other stake holders on identifying additional physical space for Black students.
- Explore options for enhancing the Umoja program that includes staffing, and other resource.
- Emphasize that Black students are not the sole responsibility of Black employees.
- Consider incentives for faculty to increase professional development, develop anti-racist pedagogy, and culturally responsive curriculum with assignments reflective of BIPOC student experiences.

Course Pathways That Connect with Career Goals for Black Students

There are additional steps the college can provide to help coursework connect with Black students' goals:

- Emphasize transfer to Black-friendly institutions.
- Provide internship/apprenticeship options for students exploring early employment.
- Continue to increase English and math support. provide mentoring programs (like the current ASK program).
- Have success coaches follow up with students in the Early Alert program. and explore options for cohorted classes (like COUN 200 or 101B) to introduce students to college.

Student Financial Needs

- Develop effective outreach and marketing methods to disseminate information about financial aid deadlines and debt awareness.

Academic Probation

- Explore changing the term "probation" (e.g., "advisory").
- Re-envision from a student's lens. Improve communication to students (e.g., phone students).
- Establish direct interventions, such as emergency funding. Regularly check in on students.

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

PLANNING & ACTION

Intended Audience/Recipient:

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

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

Action Steps:

Help Text: How 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)

Data and Research

- Increase institutional research on African American & Black student retention.
- Continuous reflection on disaggregated student success and support usage data.
- Develop recruitment and retention strategies for research analysts.
- Request student equity data disaggregated by student level from CCCCO.
- Analyze early alerts and disaggregate by ethnicity; focus on anti-deficit terminology and kudos messages to students.
- Evaluate and implement best practices.
- Collect disaggregated data on ethnicity for LCP & majors.

Sense of Belonging

- Reflect on and intentionally alter environments across campus to increase welcome for African American & Black students.
- Increase institutional support for Umoja.
- Explore dedicating physical space on campus for African American & Black students.
- Increase professional development for all employees on implicit bias, prejudice, and anti-racism.
- Explore expanding ASK peer mentoring and connect with LCPs.
- Explore expanding Counseling 200, 101B, or similar courses.
- Use equitable and inclusive marketing strategies for African American & Black students.
- Create and post-college activities and events, literature, posters, messaging, art, and communication related to African American & Black students.
- Promote CTE courses and certificates alongside transfer options.
- Inventory and make public equity efforts.

Recruitment and Hiring

- Reflect and promote sense of belonging for African American & Black employees.
- Explore additional staff or counselors for Umoja.
- Explore hiring Research Analysts.
- Explore hiring Financial Aid counselors.

Student Financial Needs

- Develop effective outreach and marketing methods to disseminate information about financial aid deadlines and debt awareness to African American & Black students (e.g., class visits).
- Establish one-on-one appointments with African American & Black students.
- Increase zero-cost textbooks.
- Consider funding hotspots and laptops for students.

Academic and Progress Probation

- Explore alternative terms for academic and progress “probation” (e.g., “advisory”).
- Personalize communication to students when placed on probation (e.g., phone).
- Establish direct interventions for students on probation, such as financial support.

- Check in on students on probation regularly.

Launch a Request for Funding Proposal, which will require submissions to submit methods for researching efficacy (e.g., control groups) and will directly impact a specific equity gap. Approved programs may replace or change any current goals/programs.

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)

- Funding for colleges to support African American and Black students.
- Provide emergency financial assistance to students who lose financial aid after being placed on academic probation.
- Increase Chancellor's Office support to Umoja statewide.
- Student equity data disaggregated by student level.
- Professional development on implicit bias, prejudice, and anti-racism.
- Support for zero-cost textbooks.
- Grant funds and support available for hotspots and laptops for students.

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:

Male students

Areas of Completion

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

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

TARGET OUTCOMES FOR 2022-25

Target Outcomes

Help Text: What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you would 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)	1-year outcome: Conduct a broader evaluation and assessment of our existing success rates that includes greater analysis of the data, as well as focused student feedback. Identify baseline data from 2020-21. Develop instructional and student service strategies as well as implementation of interventions to increase male completion.
Year 2 (2023-24)	2-year outcome: Increase the number of male students who complete a certificate or degree by 2% (based on SEA data). Implement a campaign on the value of completion of their degree/certificate goals. Increase male students' value and understanding of the completion of their degree/certificate goals by 5%.
Year 3 (2024-25)	3-year outcome: Increase the number of male students who complete a certificate or degree by 5% (based on SEA data)

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. Please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

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

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

Culture and Climate

- Several prevailing factors are impacting the experiences of our male students on campus. Male students are less likely to request for needed help; and are less inclined to be open to new opportunities, resources, or services.
- Many of our male students are faced with external pressures such as choosing work over

school to support themselves and their families. Related to this is a lack of understanding or value of investing in their education.

- Male students may also feel pressure to finish and transfer as soon as possible (end goal is to go to the 4 year). “Is it worth my time and effort or just move on?”
- The college’s return to campus after COVID has been challenging for male students to balance school with other competing priorities (e.g., returned to work and attend school remotely).
- Male students at Cerritos have higher than female success rates when taking traditional (on-campus) classes.

Professional Development

- The college’s current professional development for instructors on curriculum development, teaching techniques, and grading lack focused support strategies for male success.

Outreach and Engagement

- The college conducts general outreach to the broad base of our student population, but it lacks dedicated outreach and support efforts, specifically for male students.
- There are limited, intentional efforts designed to promote male student success strategies.
- There is also limited student exposure to other successful male peers or role models.

Navigating Their Educational Journey

- Despite our ongoing efforts with Guided Pathways, more could be done to promote the benefits of successfully earning their degree or certificate (earning potential), as well as the potential added point value an AA or ADT has for CSU applications.
- Male students are 1.5% less likely to complete Math courses than their female counterparts, and they may take these classes later in their tenure.

STRUCTURE EVALUATION: Ideal Structure

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

Instruction

Student Services

Business Services

Other

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

To reach completion, we need to focus on the beginning. This will include retention and outreach efforts geared towards first-time-to-college male students. These efforts will encourage completion of comprehensive student education plans, self-placements, and completion of orientation.

- Work to increase campus awareness and understanding of the ecology and broader

socialization of our male students. This could be done through workshops and other professional development offerings, but fundamentally, we will develop a comprehensive male success program.

- Explore ways to develop and implement a more intentional commitment to asset-based, anti-deficit practices that support male success.
- Create opportunities for support systems that encourage connections and relationships for male students with faculty, staff, administrators, and peers.
- Review existing processes and practices, and where needed, adopt a student-lens approach to improving its services and support for students. This will include personal connection in our communication; and reconciling the tension between academic rigor and supportive course design.

PLANNING & ACTION

Intended Audience/Recipient:

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

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

Action Steps:

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

Research and Assessment

- Continue to examine and analyze completion data for male students from the college dashboards.
- Seek out feedback from male students about our existing processes, communication, and services.

Outreach and Engagement

- Continue to foster a sense of welcome, belonging, and trust that includes male support groups, student participation in programs like A2MEND and other men of color conferences.
- Develop intentional outreach efforts designed for male engagement and support.
- Create opportunities for support systems such as mentors and “buddies/big brothers”
- Adopt identified “Caring Campus” strategies to better connect with and serve male students
- Increase awareness of existing resources for students (e.g., laptop loan program).

Policies and Practices

- Review classroom practices that may prevent trust and a sense of being invested or supported.
- Increase faculty representation that reflects our student population.

Student Success

- Offer intentional efforts to promote and acquaint male student with other successful men

and success strategies.

- Provide awareness of the value of successfully earning their degree or certificate (earning potential): workshops, focused trainings, or presentations in some of our male-present programs (e.g., Athletics, EOPS, Puente, Umoja, Cerritos Complete, VRC).
- Create opportunities to increase awareness and understanding for value of investing in education. (e.g., mentoring, workshops, exposure to successful men).
- Educate male students that they can transfer with a degree (AA/ADT). This may also include texting, emailing, and other in-reach activities.
- Actively encourage taking and supporting the passing of transfer-level math and English in their first year.
- Adopt community-based projects that encompass ideal outcomes: sense of belonging, role modeling, purpose, connecting education to future goals.

Professional Development

- Professional development for employees on how to foster a more inclusive and authentic environment
- Provide professional development for instructors on curriculum development, teaching techniques and grading that supports male success.
- Celebrate students by name (e.g., banners, electronic signs)

Launch a Request for Funding Proposal, which will require submissions to submit methods for researching efficacy (e.g., control groups) and will directly impact a specific equity gap. Approved programs may replace or change any current goals/programs.

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)

- Comprehensive campus climate survey.
- Technology (to assist with application-tracking, scheduling, enrollment, retention efforts, Early Alert, student engagement, completion, and transfer).
- Professional development for faculty, staff, and administrators on how to increase male student success.
- Meal cards to keep students on campus and increase engagement.
- Employment opportunities, especially during the summer to ensure retention from Spring to Fall.

- Scholarships to support male student persistence.
- Internship opportunities – community-based.
- Funding for a male success program.
- Partnerships with employers (e.g., Amazon Career Choice Program, Retail Management Program) - students can work and take classes free of charge.
- Laptops and hotspots for lower income students.
- Free internet from local internet providers for lower income families.

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:

First generation African American/Black and Latino males.

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)	<ul style="list-style-type: none"> • Start working on increasing the sense of belonging for African American/Black and Latino students. • Coordinate and execute transfer awareness events for African American and Latino communities to increase awareness of significance of transfer
Year 2 (2023-24)	<ul style="list-style-type: none"> • Increase number of African American/Black and Latino students males who complete 30 transferrable units by end of first year at Cerritos. • Increase by .5% the number of African American/Black and Latino students obtaining an ADT.
Year 3 (2024-25)	<ul style="list-style-type: none"> • Increase by 1% the number of African American/Black and Latino students obtaining an ADT.

STRUCTURAL EVALUATION

STRUCTURE EVALUATION: Current Structure

Help Text: The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls

practitioners to analyze existing college structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes across instruction, student affairs, business services, or other divisions. With this in mind, please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

Instruction

Business Services

Student Services

Other

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

Data Accuracy

- The campus made great strides in improving its institutional research and data analysis. Based on current data, Cerritos sees between .25% to .5 % increments on the transfer of first generation. For the 2014/15 cohort, the 7-year transfer rate was 32.5% (with males at 30.3%). African American males transferred at 26.5% and Latino males transferred at 28%. African American/Black male students are not transferring at the same rate as other students. Additionally, the data on Latino males shows that there is an equity gap between the number of units Latino males attempts and those they complete which lead to a lower transfer rate.
- There were historical inaccurate numbers reported for African American/Black students which caused for inaccurate resource distribution. The college also struggled in its ability to identify those students who are "near the gate" or "at the gate" for transfer. Being unable to identify these students impedes targeted outreach and strategic programming.

Lack of Targeted Resources and Support

- There has been limited fiscal resources dedicated specifically towards targeted strategies for African American/Black and Latino males.
- While Cerritos is a Hispanic Serving Institution, there has also been limited resources allocated for specific transfer programming or the college's transfer center.
- There is room for growth for the college to do more work specifically with certain group of students. The efforts to support African American/Black students largely stems from Black faculty and staff acting outside of the core functions of their jobs.

Student Awareness of Transfer Potential

- There is a lack of understanding and awareness within Cerritos College's feeder high schools regarding the transfer potential for those students who attend Cerritos.

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)

The college’s commitment to closing equity gaps through its Equity Plan has helped the campus focus on disproportionate impact in many key areas. The next step is to continue the challenging work of training the campus to 1) understand the impact of race in our transfer trends, and 2) develop specific transfer programming to increase success rates.

In terms of practices, the campus can focus on the following practices.

- Working across divisions to help increase the transfer culture for African American/Black and Latino males.
- The Transfer Center can incorporate and add into their yearly plan targeted programming for this population but will need the assistance of academic departments such as the English and Math department to drive the message of transferring to a university. Additionally, campus departments, such as the LCP Success Teams, Schools Relations, Umoja, Puente, Scholar’s Honors Program will also need to support the messaging of the importance of transferring and include work alongside the Transfer Center to help the Transfer Center by bringing students to transfer specific events, assisting with campaigns and programs, and promoting the transfer going culture.
- Increase transfer rates for African American/Black and Latino males. The Transfer Center and programs such as Puente and Umoja obtain most of its programming budget from soft funds, while this provides some resources, these funds can cease. Additionally, there is a strong message conveyed by the institution when there’s institutional fiscal support for programs and center. That message will also help shift the overall culture of the campus.

PLANNING & ACTION

Intended Audience/Recipient:

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

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

Action Steps:

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

Inclusive Outreach and Engagement

Methods of improving Black and Latin connection to campus could include some of the following:

- Coordinate campus wide events that connect the campus with the student’s families and the overall surrounding community.
- Coordinate events to increase awareness of importance and impact transferring can have for African American/Black and Latino male students.

- Intentionally promote the connections and tag programs Cerritos has with Historically Black Colleges and Universities (HBCU's) and Minority Serving Institutions (MSI's)
- Developing parent programs to support and address the unique dynamics of first-generation students and their family members.

Unit Completion

Improve academic support to assist the group in completing their academic courses. This includes the following:

- Assist tutoring center in providing training for tutors on implicit biases and working through these to create a welcoming environment in the tutoring center.
- Offer additional spaces for African American/Black and Latino males that support their academic success.
- Increase funding for specialized programs such as Umoja and Puente to provide academic support to their students.
- Cross collaborates with academic departments such as the English and Math department to provide classroom presentations and increase knowledge and awareness of the important of transfer the process and the resources available on campus to support students on this path.

Increasing Transfer Awareness

- Coordinate and execute transfer awareness events for African American and Latino communities to increase awareness of significance of transfer.
- Increase the number of staff available to support early alert programming to reach out to the students who need additional support to continue moving forward.
- Implement an automated system to identify African American/Black and Latino males who are near or at the gate to transfer so they can be reach via targeted strategies.

Launch a Request for Funding Proposal, which will require submissions to submit methods for researching efficacy (e.g., control groups) and will directly impact a specific equity gap. Approved programs may replace or change any current goals/programs.

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)

There are several ways the Chancellor's Office can assist Cerritos College with its restructure to assist the population indicated in the metrics above.

- Providing guidance on best practices used in the field to create a transfer going culture is one of the ways to aid. As Cerritos College works towards increasing the collaboration across divisions, it is important to obtain guidance on steps needed to create a partnership between the academic and student services division.
- The college continues to need data and research to guide the work with this population. Since there is limited data on African American/Black males and their transfer, the data provided by the Chancellor's Office is needed.
- Provide software and other programs to identify the students who are at the transfer gateway.
- Enhanced technology to maximize auto-awarding process (e.g., messaging, outreach, identification and processing, and related activities).
- Provide professional development that includes the creation of programs and strategies across campus divisions; how instructional faculty can include and embed the concept of transfer within their classes; and how those working with early alert can better aid the students.
- Launch a Request for Funding Proposal, which will require submissions to submit methods for researching efficacy (e.g., control groups) and will directly impact a specific equity gap. Approved programs may replace or change any current goals/programs.

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)

Guided Pathways efforts at Cerritos College began with a student-centered focus, keeping marginalized student populations in mind as equity-based reforms are developed and implemented to support the four pillars of guided pathways and student equity metrics.

Key efforts that connect equity work to our guided pathways goals include:

- **Mapping pathways to student end goals:** We organized equity metrics of enrollment, transfer and completion, programs of study into meta-majors, which we call Learning & Career Pathways (LCPs). We have worked diligently to develop program maps that make our pathways clear to students. We embedded the LCPs into our marketing efforts including our website, brochures and information provided to feeder K-12 districts.
- **Helping students choose a path and enter a program pathway:** Recognizing that students may not declare a major and many change their major multiple times, we formed an LCP for undeclared students with a support team dedicated to this group, leading to increased outreach to and support. LCP information is embedded into orientation, augmented CCAP and articulation agreements, and expanded our promise program, which requires its students to take counseling classes that include career exploration and educational planning. Additionally, special support is provided to help students succeed in gateway math and English courses such as embedded tutoring, corequisite courses, non-credit courses, and an academic peer mentoring program. These efforts address all five-equity metrics.
- **Keeping students on the path:** Addressing equity metrics of retention, transfer, and completion, we have programs and offices such as EOPS, Umoja, Puente, LINC, Veterans and Student Accessibility Services that advise, encourage, and monitor students, as well as celebrate student identity and promote a sense of community. New tools and existing technology are used to help identify both students who are close to completion and those at-risk of falling off path to provide timely interventions. The tools allow students to track their own progress toward completion and enables the college to better plan course offerings that align with students' needs. Success Teams have been implemented for each LCP, consisting of academic managers, instructional faculty, counseling faculty, data coaches, success coaches, academic support experts and social work interns working to increase support to students.
- **Ensure that students are learning:** Supporting the metrics of retention, transfer, and completion, we regularly assess course, program and institutional SLOs. Data dashboards have increased access to disaggregated data for faculty, staff, and administrators to better

understand and track student success data, which we use to inform college goals and unit plans. Last, employees are provided with equity-based professional development opportunities.

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)

To increase the number of financial aid applicants, FAFSA or CADAA, the financial office is implementing the following strategies:

Community Outreach and Engagement

- The office of Public Affairs is sending materials to the community regarding the financial aid resources available at the college.
- In-person outreach presentations, workshops and participation in fairs and events continue to increase after the pandemic. We are assisting students firsthand in the high schools and community organizations with applications.

Internal outreach to Enrolled Students

- Outreach through emails, text messages and phone calls to students enrolled at the college who have not completed a FAFSA or CADAA to encourage them to apply and offer supportive services.

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)

To increase the number of Pell grant recipients and completion, the financial office is implementing the following strategies:

Enrollment Campaigns

- Inform Cal Grant A and Cal Grant B eligible students regarding the benefits of enrolling in 15 or more units including the financial aid resources available and reduced time to completion.
- Contact students awarded a federal Pell grant and are not enrolled at the college to encourage enrollment at the college.
- Utilize social media platforms, Motimatic campaign, to re-engage students who withdrew from the college during the pandemic. If they do a FAFSA/CADAA and enroll, they will receive \$1,500. The purpose is to increase enrollment and increase FAFSA completion and # of Pell Recipients.

Campus Collaboratives

- We will be working with the Learning & Career Pathways (LCP) to disseminate information and create awareness around application deadlines and resources available.
- We are collaborating with the Veteran Resource Center (VRC) to increase awareness about financial aid with our student Veterans. Financial Aid staff meet regularly with VRC staff and do presentations for students to increase FAFSA completion among Veterans.
- We work closely with our LINC foster youth program and other special populations to provide support and information about financial aid.

- We collaborate regularly with our Falcon's Nest Basic Needs Center to support our students with food and housing insecurity.

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)

In addition to the federal aid the college has committed the following resources to support student enrollment and completion:

1. Book voucher funds assist students with being prepared for courses leading to success and completion.
2. California College Promise (AB-19) funds help cover tuition and fees for students who participated in the college promise program (Cerritos Complete).
3. Funds from the college foundation are being utilized to support the college promise program and offer scholarships to students. The college also offers the following state and institutional programs to support students:
 - Cal Grant
 - California DREAM Act Service incentive Grant
 - CalWORKs
 - Chafee Grant
 - EOPS/CARE
 - Falcon's Nest
 - Golden State Education & Training Grant
 - Leaders INVolved in Creating Change
 - Promise Grant
 - Puente
 - Student Success Completion Grant
 - Umoja

BASIC NEEDS

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

Basic Needs Center

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

- Yes

No

Services

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

The Falcon's Nest is the basic needs program at Cerritos College with the following program components:

Food Access

- Franco's Market is a fully stocked marketspace for students to receive fresh and self-stable grocery items.
- Market items provided through an online platform, Pantry Soft.
- Provide a "grab and go" section of ready to eat meals as well as monthly grocery cards for \$50.
- Continue comprehensive CalFresh Outreach program designed to ensure the outreach, education on, and support in application of CalFresh benefits.
- Provide a monthly food distribution to students and community members through a partnership with the LA Regional Food Bank.

Hygiene Supplies

In our marketspace, we also provide a comprehensive supply of hygiene items for students, which includes equity-based hair care products to meet all hair types.

Professional Clothing

- Franco's Closet is our clothing store of gently used professional clothing.
- Students are encouraged to "shop" for free in our gender inclusive space where clothes are organized by type and not gender.
- We partnered with the campus Costuming Department to ensure students receive tailoring.
- We also carry shoes, accessories, and new undergarments. We are currently working with the campus Equity Center on purchasing chest binders to support gender affirming undergarments.

Housing

- Since 2020, we have had a formal partnership with Jovenes, Inc., a local non-profit housing provider.
- We have been the first community college in the state to open the off-campus housing program for unhoused students - The Village.
- This program provides 28 students with affordable and bridge housing.
- We have expanded to also include a Rapid Rehousing and Prevention program for students who are either unhoused or housing insecure.

Emergency Aid

- Continue providing emergency financial aid for students struggling with expenses.
- This may include \$1000 in HEERF support, \$50 in gas cards (monthly), laundry support (monthly), and access to alternative resources.
- Invite students provided with emergency aid to meet with a social worker to establish their monthly budget and explore options for financial sustainability.

Needs Assessments

- Each student who comes to the Falcon's Nest is linked to a social worker who meets 1:1 with the student to better understand that student's individualized needs.
- This social worker then remains the student's personal point of contact for the rest of the academic year.

Participation

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

- In the 2021-2022 academic year, the Falcon's Nest launched the master's in social work (MSW) Intern program by partnering with local graduate schools. The plan is to continue a new cohort of graduate interns every academic year.
- The MSW Interns not only provide case management support for the student's accessing the Falcon's Nest, they also are members of the Guided Pathway teams that focus on the various meta majors on campus. By placing our MSW Interns on these vital teams, we have institutionalized the basic need program into the campus outreach and early alert systems. Further, each MSW Intern also serves as a liaison to special populations and student focused programs.
- The Falcon's Nest manager serves as the homeless liaison for students. In this role, there is a partnership with Financial Aid to identify through FASFA applications, any student who may benefit from the Falcon's Nest.

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)

Food Access

- Franco's Market is a fully stocked marketplace for students to receive fresh and self-stable grocery items.
- In Spring 2022, we launched our market items through an online platform, Pantry Soft. This allows all students to access the inventory regardless of remote or on-campus coursework.
- Franco's Market is supported through our partnerships with the LA Regional Food Bank, Food Finders, and various local community organizations. Food Finders is a vital partner as they are a food rescue non-profit that links our program to receive non-perishable items from local grocery stores, at no cost!
- While we are proud to provide a comprehensive market space for students, we also recognize that not all students have access to store grocery items in a kitchen. For students who are better met with daily access to small food supplies, we provide a "grab and go" section of ready to eat meals as well as monthly grocery cards for \$50.
- We have a comprehensive CalFresh Outreach program designed to ensure the outreach, education on, and support in application of CalFresh benefits.
- We provide a monthly food distribution to students and community members through a

partnership with the LA Regional Food Bank.

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)

A group comprising of the OER coordinator, the Dean of Academic Affairs and Strategic Initiatives, the Faculty Senate President, DE Coordinators, and the CTX Coordinator are developing a Zero-Textbook Cost (ZTC) Program for the college. We are in the beginning stages and are currently focusing on developing a process by which to develop and implement the ZTC Program using the initial \$20K that is being granted this year. We are hoping to onboard an instructional designer as well (once that position has been filled).

The college has also received a small amount of funding to support faculty in developing ZTC courses. We will offer faculty teaching GE courses on the IGETC GE course pattern a one-time \$1000 stipend for developing the course and sharing the materials in ZTC Teams folder and with the departments.

Criteria

- Full-time faculty.
- Regularly teach a course in the IGETC transfer curriculum.
- Commitment to teach the course using the ZTC materials and noting the course as ZTC in the class schedule.
- Commitment to share materials in a ZTC Teams.

Application Process

- Complete the interest form no later than January 11, 2023.
- Faculty will be identified from the interest forms giving priority to those who teach GE courses with high enrollment numbers.
- Faculty will be notified of their approved mini-grant application on January 20, 2023.

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)

The LGBTQ+ Program at Cerritos College is committed to a multitude of efforts conducive to the support and overall wellbeing of the LGBTQ+ population on campus. These efforts include:

- The integration of a system to support the formal acquisition of student data on sexual orientation, gender identity, or gender expression.
- The LGBTQ+ Program plans to assure transparent communication on the needs of LGBTQ-identifying students on campus by providing greater access to items that address and support the needs of LGBTQ+ students.
- Health/mental health challenges remain a risk factor. The LGBTQ+ Program hopes to develop an infrastructure conducive to promoting LGBTQ+ student wellness by creating spaces in which LGBTQ+ students, including allies, can engage in cultural conversation, fostering mental wellness through community and connectedness; holistic mental/emotional support linkage on and off campus in collaboration with Student Health on campus. Additionally, the LGBTQ+ Program will assure proper linkage to financial aid support and dependency appeals options.
- The LGBTQ Program will work with Title IX/ HR department to ensure ongoing revision of campus forms, documents, and protocols to include practices in alignment with LGBTQ+ inclusion, promoting safety and sense of belonging for LGBTQ+ students.
- The LGBTQ+ Program will track the success of its LGBTQ+ students through resource engagement, tracking completion and graduation rates, assessing the correlation between barrier mitigation, and increased or decreased personal sense of resilience or agency during potentially life-altering events which may impact LGBTQ+ students. This may also include employment, housing, or a shift in system of support.

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)

- Cerritos College seeks to embed mental health and wellbeing into all aspects of campus culture, across student life, administration, operations, and academic mandates. Our approach is informed and constructed by two complementary frameworks.
- The Collective Impact Framework is a network of community members, organizations, and institutions who advance equity by learning together, aligning, and integrating their actions to achieve population and systems-level change.
- Together with an Action Framework for Higher Education (Okanagan Charter), Cerritos College will identify, promote, and advance key action areas and overall principles that together guide the development for a culture of positive Health and Wellbeing, including mental health & professional development, for students & faculty/staff. CCCC Mental Services Support Allocation SB 129 will be used to, not only build programs & services, but embed wellness into our campus culture.
- Develop and promote research & assessment, both qualitative & quantitative, guide to our services & practice. Continue to operate based on findings from needs assessments and outcome evaluations, mapping to priorities and comparing to priority areas along the way.
- Everyone at CC plays a role in creating a wellness campus environment. Continued integration and interconnectedness of programs and services to include program

development, provision, and coordination, both within the department and with partners around campus.

- Develop and promote partnership & collaborations in creating a healthy campus. Continued integration and interconnectedness of programs and services to include program development, provision, and coordination, both within the department and with partners around campus.
- Develop and promote access to health & wellness resources is integral to personal success & well-being. Committed to hiring LCSW to increase access and expanding clinical internship programs.
- Professional development activities to build equity, leadership, & accountability.

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)

The Universal Access Task Force was established in 2014 to address accessibility to electronic information and technology for individuals with disabilities and compliance with Section 508 of the Rehabilitation Act. Accessibility involves two key issues: how users with disabilities access electronic information and how web content designers and developers enable web pages to function with assistive devices used by individuals with disabilities. Universal Access includes EIT “products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.” ([Cerritos College Universal Access](#)). All procurement of innovative technology software and products undergo the section 508 review and, when necessary, the submission of an Equally Effective Alternative Access Plan (EEAAP).

Center for Teaching Excellence

- Offers faculty support with selecting accessible websites when assigning online resources to students.
- Ensures word documents are accessible by screen readers.
- Assists with learning how to provide alternate text for images.

Cerritos College Media Services

Provides video captioning to all faculty and staff.

Student Accessibility Services

- The SAS program provides support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers.
- Students receive an Academic Accommodation Plan (AAP) which links student’s goals, curriculum program, and academic adjustments, auxiliary aids, services and/or instruction to his/her disability related educational limitation.

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)

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)

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)

We will be engaging students through new student surveys, qualitative studies in student life, and hiring “secret shoppers” to identify areas for improvement.

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)