

additional tailored support in order to be successful and we are serving an increased number of these students at the college.

Student Success Metric Definitions:

- **Access: Success Enrollment** - Among all applicants in the previous or selected year, the proportion who enrolled at the same college.
- **Retained from Fall to Spring at the Same College** - Among all students, the proportion retained from Fall to Spring in the selected year, excluding students who completed an award or transferred to a postsecondary institution.
- **Transfer to a four-year institution** - Among all students, the number of students who transferred to various types of postsecondary institutions.
- **Completed both math and English within the District in the First Year** - Among all students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the District. Passing grade includes C, Pass or better.
- **Attained the Vision Goal Completion Definition** - Among all students, the unduplicated count of students who earned one or more of the following: A Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected previous year.

Activities to Address Equity Gaps:

The activities outlined in the Student Equity Plan are committed to supporting inquiry and dialogue, working to eliminate equity gaps for all our minoritized students addressed in the five Student Success Metrics. This work includes the development of inquiry teams to systematically review services, activities, and structures that support targeted groups and implement key strategies, particularly addressing racial/ethnic equity. Utilizing the principles of equity-minded inquiry, training and professional assistance will be supported and prioritized to address practices and policies that contribute to inequities. Working closely with Institutional Research, disaggregated student success data will be shared with inquiry teams, who will assist with the development of key recommendations for changes and improvements. These changes will be made with intentionality, and will focus specifically on our Latinx students, our largest disproportionately impacted group.

Professional Development:

Professional Development is an activity/strategy that is central to addressing equity gaps for all success measures. For a true shift to a student-centered college to occur, professional development needs to be ongoing and targeted to areas that support faculty and staff to improve their efforts in helping our minoritized students succeed.

Equity-focused training will continue building on past and current efforts to increase the capacity of faculty and staff to address the needs of minoritized students, including examination of the

impact of white privilege in education, how best to support men of color, culturally relevant pedagogy/contextualized learning, implicit bias and hiring, equity-minded syllabi review, and anti-racist/social justice strategies for teaching. Equity-minded professional development will be partnered with the work of Guided Pathways to ensure that systems as well as services are addressing racial/ethnic equity. The expected outcomes of professional development will be improved enrollment, retention, and completion for minoritized students.

Some activities to address this need include professional development in the following areas:

- Continuous campus-wide examination of disaggregated data targeting all equity gaps, with a priority on racial/ethnic equity, including inquiry within academic departments
- Flex workshops offered that focused on whiteness, white privilege¹¹, and racial/ethnic competency/fluency¹²
- An increase of faculty capacity to utilize culturally relevant pedagogy
- Continuing the development of contextualized learning, expanding on work in autobody courses, noncredit culinary, and welding CDCP certificate sequences
- Training to build capacity for implementing inclusive classroom practices
- Training in academic counseling, focusing on the needs of the “whole student”
- Faculty training/support to expand OER offerings
- Fall and/or Spring Opening Day speakers focused on Equity and Guided Pathways
- Hosting College-wide/regional equity conference in 2019-20
- Using Canvas college-wide as an early alert mechanism
- Using embedded tutors to support disproportionately impacted student populations
- Equity-focused hiring practices
- Showcasing “Help One Student Stay” videos the first weeks of the semester
- Continuing to provide equity training in areas such as reducing micro-aggressions, identifying implicit bias, and creating equity-minded syllabi
- Continued AB 705 professional development
- Training and implementation of restorative justice practices for student issues

Examination of our hiring practices will also be a focus within this Student Equity Plan. This includes supporting Human Resources to build their capacity to improve and expand institutional practices that support equitable practices related to hiring. We have a strong commitment to uphold EEO guidelines but need assistance with implementation. Key areas include strengthening recruitment strategies to increase diverse applicant pools, expanded implicit bias and EEO trainings, and support and retention of minoritized faculty and staff.

¹¹White privilege are historical and current advantages, rights, and benefits afforded for being White in a racially stratified society. McIntosh, P. (1992). White Privilege: Unpacking the invisible Knapsack. In A. M. Filor (Ed.) *Multiculturalism*. Schenectady, NY: NYSCEA. <https://nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack>

¹² Harris III, F. (2019). “Advancing Equity in a Climate of Resistance: Implications for Academic Leadership in Community Colleges.” San Diego: The Community College Equity Assessment Laboratory.