

San Diego City College

Student Equity and Achievement Plan

2022-2025

Campus-Wide Equity Approach

Race Consciousness in Equity Plan Development

San Diego City College has a long history of supporting social justice and recognizing the impact of race on equitable student outcomes. We continue to maintain that focus even as we hone our practice of supporting students from historically marginalized populations through an increasingly nuanced understanding of their needs and the specific challenges they face as they pursue their education at our institution.

This commitment is reflected in the draft of our most recent Strategic Plan, which focuses our campus on growing and maintaining a learning culture built on Social Justice and Equity. Additionally, we have undergone a governance reorganization intended to recenter the student journey and equitable outcomes for students at the heart of all governance and oversight activities.

In developing the current plan, we have drawn on lessons learned from our previous plan about interventions that supported closures in disproportionate impact—particularly for Black or African American students and Latinx students—and have applied those lessons to the current plan.

Interventions for DI populations under the metrics of the plan are designed based on what we currently know about why specific groups experience disproportionate impact. The plan also recognizes that, regardless of successes, we are deficient in our knowledge and strategies for serving groups that experience disproportionate impact, and that must be accounted for in the plan through continuing research and professional development.

Interventions that are specific to the disproportionately impacted population are included under each metric. Where a more general intervention is discussed under a specific population, it is a component of our guided pathways work that, much like the math and English reforms of the last few years, has been shown to close equity gaps for racially marginalized groups when applied universally.

Our plan also reflects our commitment to maintaining interventions that have been put in place to support historically marginalized groups, particularly Black or African American and Latinx, regardless of observed closures in disproportionate impact from our last equity plan.

Summary of Target Outcomes for 2022-25

Successful Enrollment

White

- 1-year outcome: Improve the institutional understanding of subgroups represented within the White group at City College. Measured by the institutional ability to create and implement data collection tools to determine DI within subgroups of the White population.
- 2-year outcome: Improve the institutional understanding of DI within the White group. Measured by the institutional capacity to identify if and where DI exists within subgroups of the White population.
- 3-year outcome: Improve the institutional ability to determine the needs of the White group. Measured by the ability to design and implement an informed intervention plan for the White group.

Completed Transfer-Level Math & English

Female

- 1-year outcome: Improve campus understanding of math pathways and math course options as measured by survey, and by the successful deployment and proficient use of improved informational and support tools across key student services departments and instructional programs including General Counseling, Outreach, Promise Program, EOPS, DSPS, English Department, and Math Department. Improve ability of faculty to deliver math instruction that responds to the challenges and needs of females in mathematics courses; measured by survey.
- 2-year outcome: Decrease the observed equity gap by 1% and raise the math and English completion rate for Females to 6.5%
- 3-year outcome: Decrease the observed equity gap by 2% and raise the math and English completion rate for Females to 7.5%

Female: Filipino

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- 1-year outcome: Improve the institutional understanding of the Filipino Female subgroup and needs of the subgroup in Math and English completion. Measured by the ability to identify factors producing DI within the Filipino Female subgroup and to create a data informed intervention plan that is specific to Filipino Females.
- 2-year outcome: Decrease the observed equity gap by 2.1% and raise the math and English completion rate for Females to 7%
- 3-year outcome: Decrease the observed equity gap by 3% and raise the math and English completion rate for Filipino Females to 10% (eliminate disproportionate impact)

Female: Black or African American

- 1-year outcome: Maintain equitable outcomes for African American Female students.

- 2-year outcome: Maintain equitable outcomes for African American Female students.
- 3-year outcome: Maintain equitable outcomes for African American Female students.

Persistence: First Primary Term to Secondary Term

Female: LGBTQ+

- 1-year outcome: Improve the institutional understanding of subgroups represented within the LGBTQ+ Female group at City College. Measured by the institutional ability to create and implement data collection tools to determine DI within subgroups of the LGBTQ+ female population. Decrease the observed equity gap by 1% and raise the Retention rate for LGBTQ+ females to 48.3%.
- 2-year outcome: Improve the institutional understanding of DI within the LGBTQ+ Female group. Measured by the institutional capacity to identify if and where DI exists within subgroups of the LGBTQ+ female population. Decrease the observed equity gap by 2% and raise the Retention rate for LGBTQ+ females to 50.3%.
- 3-year outcome: Improve the Institutional ability to determine the needs of the LGBTQ+ Female group. Measured by the ability to design and implement an informed intervention plan for the LGBTQ+ Female group. Decrease the observed equity gap by 2% and raise the Retention rate for LGBTQ+ females to 51.3%.

Male: Black or African American

- 1-year outcome: Decrease the observed equity gap by 2% and raise the Retention rate for Black or African American Males to 54.7%.
- 2-year outcome: Decrease the observed equity gap by 3% and raise the Retention rate for Black or African American Males to 57.7%.
- 3-year outcome: Decrease the observed equity gap by 3% and raise the Retention rate for Black or African American Males to 60.7%.

Transfer

Male: Hispanic or Latino

- 1-year outcome: Decrease the observed equity gap by 1% and raise the transfer rate for Latino males to 11.9%.
- 2-year outcome: Decrease the observed equity gap by 1.5% and raise the transfer rate for Latino males to 12.4%.
- 3-year outcome: Decrease the observed equity gap by 3.1% and raise the transfer rate for Latino males to 14%. Close the equity gap.

Foster Youth

- 1-year outcome: Decrease the observed equity gap by 2% and raise the transfer rate for Foster Youth to 7.6%.
- 2-year outcome: Decrease the observed equity gap by 3.5% and raise the transfer rate for Foster Youth to 9.1%.
- 3-year outcome: Decrease the observed equity gap by 5.4% and raise the transfer rate for Foster Youth to 11%. Close the equity gap.

Completion

Male: Hispanic or Latino

- 1-year outcome: Decrease the observed equity gap by 1.6% and raise the Completion rate for Latino Males to 5.3%
- 2-year outcome: Decrease the observed equity gap by 3.2% and raise the Completion rate for Latino Males to 6.9%
- 3-year outcome: Decrease the observed equity gap by 1.6% and raise the Completion rate for Latino Males to 8.5%. Fully close the Completion gap for Latino Male students.

Equity Plan Reflection 2019-22 Activities Summary

Key initiatives that support student equity at San Diego City College under the previous plan include:

- Puente, Umoja, and additional population specific learning communities that integrate instruction with dedicated student support services.
- Professional development for faculty, classified professionals, and administrators focused on improving design and delivery of classes and student support services that support disproportionately impacted groups.
- Cultural hubs developed as student engagement spaces and peer mentoring locations.
- Counseling and additional population-specific support services for Veterans, DSPS, and EOPS students. Mental health counseling and related services with a focus on disproportionately impacted groups.
- Student engagement programming such as our Social Justice Conference, HUBU (Hermanos Unidos/Brothers United) Conference and City Women Rock Conference integrated with instruction in high enrollment courses to support retention of disproportionately impacted groups.
- In-center and supplemental instruction tutoring for ELAC, ENGL, Math, and additional disciplines with high demand for student academic support.
- Peer mentoring support for disproportionately impacted students through regular meetings, progress reports, etc. to ensure that students are meeting their educational goals.
- Comprehensive education planning available through General Counseling and specific support programs. Career workshops and other workshops that support successful completion of educational goals.
- Accelerated Math and English class offerings, curriculum redesign of transfer-level math and English courses. Degree-applicable and transfer-level concurrent support courses in mathematics.

- Counseling service to all first-time-to-college students through general counseling and population specific support programs to ensure students receive career counseling, and an abbreviated and comprehensive education plan that outlines courses needed to meet educational goals. Assessment and career planning to ensure placement in appropriate English and Math courses.
- Transfer Center and Career Center collaboration to ensure participants benefit from services and utilize center resources. The Transfer Center (TC) provided sophomore students with seminars and workshops designed to explain the application, financing, and transfer process. The Transfer Center sponsored campus tours and provided on-campus transfer fairs.

Evidence of Decreased Disproportionate Impact

Though disproportionate impact continues to persist for some populations from our 2019-2022 plan, there are significant areas where disproportionate impact has been eliminated. Black or African American Males are no longer disproportionately impacted in Retention or Completion, and Black or African American Females are no longer disproportionately impacted in completion of transfer-level math and English. Students participating in programs such as Umoja and HUBU (Hermanos Unidos/Brothers United) report that these programs increase their sense of belonging in an academic environment, provide them with mentors, and improve their academic outcomes. Students from these populations also report benefits derived from student engagement programming such as the Social Justice Conference. Faculty engaging in professional development focused on the educational outcomes and needs of Black and African American students report a stronger understanding of this population in their classroom and an improved ability to design instruction that supports this group.

Additionally, in the area of Math and English Completion disproportionate impact was eliminated for 6 out of the 7 groups identified as disproportionately impacted. Groups where DI was eliminated include Male Foster Youth, White Females, Some Other Race Males, Black or African American Females, DSPS Supported Males, and Veteran Males. Data indicates that acceleration in math and English played a role in the closure of these gaps in addition to tutoring services. Less directly clear from quantitative data is the role of program specific support services and counseling but instructional faculty and students report that counseling and support services for special populations are crucial for student retention and successful course completion in Math and English.

Our college has also experienced the elimination of disproportion impact for multiple student groups in the area of Completion. Groups where DI was eliminated include LGBTQ+ Females, Male Foster Youth, White Males, Some Other Race Males, Some Other Race Females and Black or African American Males. Increased counseling, career planning and education planning activities made available to a

wider range of students through various programs that support at-risk populations is a likely contributor to these outcomes.

2022-25 Planning Efforts

The new plan reflects both the accomplishments of the old plan and the areas where we did not succeed in closing disproportionate impact. Areas where the connections between the elimination of equity gaps and specific practices or programs are clear inform the interventions planned for the upcoming 3 years. Support for learning communities and for programs that serve special populations is critical. Providing quality professional development is a key strategy that will be employed in multiple areas of the plan. The importance of improving and expanding tutoring services is evident from the previous plan and has been adopted as a continued strategy in the new plan. Improvements based on principles of acceleration in Math and English classrooms will continue under the new plan and additional supports intended to promote early enrollment in math courses are strategies included in the new plan to reduce remaining disproportionate impact and maintain the gains we have made.

An increased focus has been developed for populations where disproportionate impact is significant and it has not been eliminated by interventions in the old plan. Two notable populations are females in the area of Math and English Completion and Latino Males in transfer. The persistent disproportionate impact in these populations indicates that the previous plan was not sufficiently focused on the specific struggles and needs of these groups in the specific areas where they experience disproportionate impact.

Pandemic Acknowledgement

✓ Interrupted Work Fully

The primary area where work was fully interrupted was the development of Cultural Hubs as student engagement spaces and peer mentoring locations. For the obvious reason that campuses were almost completely shut down over the pandemic, these spaces languished and the existing momentum behind them that was the product of a robust on-campus population of students making use of the resources was extinguished. The Cultural Hubs have been slow to recover that momentum because the overall population of students on campus still remains low.

✓ Catalyzed Work

The pandemic catalyzed engagement in professional development focused on populations that historically experience disproportionate impact in education. The pandemic revealed the societal inequities experienced by the groups that are disproportionately impacted on our campus. Increased professional development programming, made available through both the Chancellor's Office and our own district and college, was heavily promoted and accessed by faculty and staff.

✓ Delayed Work

The pandemic delayed and redirected work focused on building a robust completion services program. This initiative was in the preliminary stages of development at the onset of the pandemic and work was halted as staff and financial resources were redirected towards addressing support needs specific to pandemic learning. Transformations in student support services plans resulting from Guided Pathways work and new tools and technologies made available through opportunities arising as a result of the pandemic have provided new directions for the campus to pursue in support of completion and transfer goals.

Guided Pathways Framework

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

Student Populations Experiencing Disproportionate Impact and Metrics ⌵					
Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
White	✓	✗	✗	✗	✗
Hispanic or Latino	✗	✗	✗	✓	✓
Female	✗	✓	✓	✗	✗
Black or African American	✗	✓	✓	✗	✗
Foster Youth	✗	✗	✗	✓	✗

Successful Enrollment Structure Evaluation: White

Friction Points

Disproportionate impact is observed primarily with females in the White subgroup under this metric. Equitable outcomes for this population are impeded because the college is currently unable to determine what factors are producing disproportionate impact in the White Female group. The subgroup is large enough that the DI is not likely to be random, but it is not a subgroup that typically experiences DI in college enrollment, and we do not have historic institutional data under this metric to determine if there is an existing trend associated with this group. Developing interventions hinges on determining what is driving the DI.

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

First, we do not have access to disaggregated data from our service area high schools on post-graduation college enrollment that would provide context for the DI we are observing for white females at our college.

Second, the college does not disaggregate data within the White group into sub-categories. Designing interventions to improve the outcomes of white females is difficult because we know that students of backgrounds other than Anglo-European are included within this group. Of particular interest to City College are the Middle Eastern students who are included under the broad “white” category. White female students of Middle Eastern descent, especially those who may be immigrants to the United States, or who may come from immigrant families, face different educational challenges and require a different support system than white female students of European descent who are more likely to have multigenerational family roots.

To make informed decisions about what type of intervention is necessary, we need a better understanding of the variety within this group and their more general post-high school college enrollment trends. This requires a more robust institutional data collection system along with data sharing to be able to determine how best to address this equity gap.

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Data sharing partnerships with our service area high schools and more robust data collection at the college level will allow us to understand the enrollment trends and the ethnic variation within the current white subgroup. This would enable us to better determine an appropriate enrollment intervention.

Necessary Transformation to Reach Ideal

The college needs to develop its ability to gather, interpret, and act on information about this population in order to develop appropriate supports. New data collection tools and protocols need to be developed through a collaborative project of our Institutional Effectiveness Office, area high schools, our district Research Office, and the Student Services areas where data collection tools related to enrollment are deployed.

Action Steps

During Year 1 the college will review current data collection tools embedded within the enrollment and orientation systems for points where more detailed information about the White and White Female group can be collected. Additionally, during Year

1 we will gather information on distinct ethnic groups that currently report within the White group and any currently known educational challenges experienced by those groups. Where possible, we will modify college data collection systems to provide a more detailed picture of the ethnic groups represented in the White group and begin data collection on subgroups at the end of Year 1. Additionally, we will reach out to our service area high schools for more detailed information about disaggregated post-graduation enrollment trends.

In year 2 we will begin analyzing disaggregated data to determine the size and identity of distinct populations within the White Female group, and determine where, if any, disproportionate impact exists between subgroups.

In year 3 we will research appropriate interventions and develop an intervention strategy based on an analysis of ethnicity subgroup data in the White population.

Chancellor's Office Supports Needed

Additional disaggregation of the White Student population within State compiled data and examination of local and statewide post-high school enrollment trends within this population would support our efforts to determine effective interventions for this group. For example, should we discover through disaggregation of our data that DI exists among white females of Anglo-European descent (a group that generally is directly entering and completing 4-year college programs at relatively high rates), we would need resources to determine if that trend holds true within our specific service area if local high schools are not able to provide adequate data. If DI is determined to exist for white females of Anglo-European descent as a result of higher enrollment rates at 4-year universities, we would also need guidance to determine if interventions to increase white female enrollment at our college are necessary.

Completed Transfer-Level Math & English Female: Structure Evaluation

Friction Points

Equitable outcomes for this population are impeded because of factors connected to math course completion. Data from the 2020-2021 cohort indicates that females are completing transfer-level English within one year at a 4% higher rate than males, but they are completing transfer-level math within one year at a 3% lower rate than male students. Within the larger Female population, we are also seeing disproportionate impact in the Filipino Female subgroup. Again, this appears to be related to reduced outcomes in math completion.

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Multiple factors contribute to these outcomes. Of note is that data from the 2020-2021 cohort includes outcomes influenced by students' ability to access college level coursework prior to transfer-level coursework regardless of educational goal. This will no longer be the case under new guidance concerning AB705 and AB1705 but will not influence data until the 2022-2023 cohort. In addition to multiple exit points, traditional mathematics instruction also presents an impediment for female students who often find the discipline alienating. This results in delayed enrollment combined with lower success rates in courses.

In the case of Filipino Females equitable outcomes are impeded because this is the first time the college has been able to examine data disaggregated for this subgroup. Outcomes for Filipino female students have been neglected because they were not specifically identified as a separate subgroup. No targeted instructional interventions have been in place. Services and interventions for this population have been developed under the broader Asian and Pacific Islander group. Though many programs for Asian and Pacific Islander students are currently in place, specific supports that integrate instruction with student services are only just now in development.

The existence of multiple discipline specific math pathways also contributes to delayed and/or inappropriate enrollment for all students and lowers successful outcomes for females when combined with other noted factors. At our college there is now one entry-level mathematics course for the majority of STEM majors—majors where males are often over-represented—making the choice of math course relatively clear for a subpopulation that skews male. Correct math course choices are less clear for majors in Arts and Humanities and Social Sciences because there are more course options that serve these majors. This makes educational planning difficult if students are undecided. Many majors in these areas skew female, increasing the chance that a female student may struggle to determine which math course is most appropriate thereby delaying enrollment or resulting in withdrawal.

In the case of Filipino Females equitable outcomes are again impeded because data on disproportionate impact has not been available.

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Math and English completion rates for this population would be improved by a campus environment that recognizes the specific struggles of female students in mathematics courses and provides appropriate instruction and support for their learning needs.

In the case of Filipino Females equitable instruction-related outcomes would be improved by a clearer understanding of the needs and educational goals of the student population. Being able to determine if there are any specific trends that would enable us to target specific math course options for this group would allow us to design more specific support structures such as cross-disciplinary linked learning communities that include culturally relevant and responsive pedagogy and are contextualized around students' educational goals.

Female completion of transfer-level Math and English can be further improved by developing a campus culture and specific practices that encourage and facilitate early enrollment in math courses for female students, and pursuit of STEM majors by more female students. Clarification of math pathways and development of additional tools, resources, and programs that assist students in determining areas of study would support early enrollment and informed decision making about math course options. This will benefit all students but will impact those populations, including females, that experience greater uncertainty about their math enrollment options.

For Filipino Females equitable wraparound-services outcomes would be improved by a clearer understanding of the needs and educational goals of the student population. Being able to determine if there are any specific trends that would enable us to target specific math course options for this group would improve educational planning services and allow us to design more specific support structures.

Necessary Transformation to Reach Ideal

Clear and simplified math pathways are necessary to address this problem along with improved classroom instruction and assessment practices, and greater integration of student support services in math classrooms. Improved and updated web-based tools that support career exploration and math placement are necessary in tandem with early career planning activities and education planning.

For Filipino females, increasing the campus-wide understanding of the specific experiences and needs of the general Filipino population and Filipino Females specifically will support improved outcomes for this subgroup. Conducting cyclic research and internal data exploration around this subgroup will allow us to more specifically identify where the points of struggle are for Filipino Female students within math and English completion and enable us to create targeted interventions to address their needs. Improving their visibility on campus as well as the visibility of our Filipino faculty and staff who can serve as mentors will also support improved outcomes. Until specific data-informed interventions can be designed and put in place, targeting this group specifically for interventions being developed for the broader AAPI population will support improved outcomes in Math and English completion.

Action Steps

The college will continue to refine and clarify post-AB1705 math pathways and develop tools and resources that enable students to clearly identify and enroll in appropriate math courses. Math and Counseling faculty will collaborate to broaden awareness of and enrollment in alternate math pathways in female dominated majors such as education. The college will provide professional development opportunities that build a campus understanding of the specific challenges faced by female students in math courses and the instructional practices and student support services needed to improve enrollment and completion for female students. Math Department faculty, and Math Center faculty and staff, will participate in faculty professional learning cohorts to improve teaching practice and facilitate the integration of support services into math classrooms. The college will launch the TPC (Test Proctoring Center) and provide professional development to faculty and staff on Test Proctoring Center best practices. The college will strengthen Supplemental Instruction practices in math classrooms through professional development focused on the faculty/tutor working relationship and best practices for supplemental instruction in math. We will expand supplemental instruction tutoring with an emphasis on coverage for concurrent support math courses. The college will also develop a campus-wide Women in STEM campaign that encourages female students to explore STEM fields and connects them to mentors. We will develop a Homeroom program which will leverage participating Personal Growth classes and courses in the primary English composition sequence to support appropriate math enrollment. Students in participating Personal Growth courses and first semester, transfer-level composition courses will receive just-in-time interventions focused on education and career planning, and math enrollment. The Math Department will partner with Mental Health to provide classroom interventions designed to reduce stress and anxiety.

For Filipino females, the college will conduct research and review internal data available to determine if there are specific points of struggle for this group in Math and English completion. Depending on findings, a plan of interventions will be

developed for supports where specific areas of struggle are identified. Because of the relatively small size of the subgroup population, interventions may be targeted directly to Filipinos or Filipino Females or may include a specific focus on Filipino students within broader AAPI interventions such as an AAPI learning community or AAPI perspective classes (classes such as ENGL 101 that are taught from an AAPI perspective by AAPI identifying faculty), AAPI focused tutoring, etc. Additionally, the college will provide professional development opportunities that build a campus understanding of the specific challenges faced by Filipino Female students and the instructional practices and student support services needed to improve math and English Completion for this specific population and for AAPI students in general. In year 2 we will design interventions for Filipino Female students based on findings from year 1 research and data exploration. Filipino Female students will be included as a focal population in support efforts developed through our AANAPISI Grant Initiative. The college will continue to provide professional development opportunities focused on AAPI and Filipino students. In year 3 the college will continue to provide professional development opportunities focused on AAPI and Filipino students and implement the specific supports for Filipino Female students in Math and English completion designed during year 2. Filipino Female students will continue to be included as a focal population in support efforts implemented through our AANAPISI Grant Initiative.

Chancellor's Office Supports Needed

Colleges continue to need professional development focused on how to support the needs of students in post-AB1705 math and English classrooms, and continued support of statewide communities of practice in this area.

Because disaggregation by Filipino ethnicity is newly available through state data, colleges would benefit from professional development focused on how to support the specific struggles and needs of Filipino students under all metrics.

Black or African American: Structure Evaluation

Friction Points

African American Female students are not disproportionately impacted; however, we do not feel confident that this trend is fully stable and intend to continue and improve interventions that have been put in place to support them.

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Though in the most recent data under consideration we no longer see disproportionate impact for Black or African American Females, this population experienced a trend of disproportionate impact in the three cohort years prior to 2020-2021. While Black or African American Females share some of the needs and

challenges of the general female population, they have specific needs and face unique challenges associated with traditional mathematics instruction and exclusion from majors and career paths.

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

While we believe the inclusion of math in the UMOJA learning community and the integration of the UMOJA program with the Math Center and general math tutoring has contributed to closing the equity gap, we feel it would be detrimental to divert focus from this subpopulation in our equity planning and that doing so would impede equitable outcomes.

Necessary Transformation to Reach Ideal

Maintaining focus on continuously improving outcomes for Black and African American Females regardless of DI status will ensure that the gains that have been made for this population remain in place.

Action Steps

The college will continue to support the UMOJA program, the inclusion of math in the UMOJA learning community, and the UMOJA/tutoring collaboration. Additionally, the college will continue to provide professional development opportunities that build a campus understanding of the specific challenges faced by Black or African American Female students in math courses and the instructional practices and student support services needed to improve enrollment and completion for this population. Math Department faculty, and Math Center faculty and staff, will participate in faculty professional learning cohorts to improve teaching practice and facilitate the integration of support services into math classrooms. Cohort work will allow faculty to explore their individual course equity data. The college will launch the TPC (Test Proctoring Center) and provide professional development focused on using the Test Proctoring Center to support innovative assessments that support Black or African American Female students in math courses.

Persistence: First Primary Term to Secondary Term
Female: Structure Evaluation

Friction Points

In the female population under the Persistence metric, disproportionate impact is detected specifically with LGBTQ+ females. Equitable outcomes for this population are impeded because this is the first time the college has been able to examine data disaggregated for this subgroup that identify LGBTQ+ females as DI. Up to this

point, the college has created interventions for the larger population of LGBTQ+ students without a focus on females.

In addition, the LGBTQ+ population is more likely to experience ruptures to their familial support networks than other populations. Because of this they require stronger basic needs support, and may struggle more with general structural impediments at the College that impact all students such as course scheduling that does not efficiently allow students to complete programs of study quickly or may not meet student educational needs, and reduced hours for services that limit access particularly for students that are pursuing evening and weekend courses or are part-time. There is a significant delay for transcripts to be evaluated and applied to a student's program, which not only delays students' ability to enroll in classes but can also be a financial barrier, and students have had difficulty accessing counseling services and financial aid during peak enrollment periods. While City College has waived drops for non-payment, some of our business processes and enrollment holds for non-payment may still affect the ability of our students to enroll successfully.

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Though supports such as mental health programs and services targeting LGBTQ+ students have been put in place, services and interventions for the general LGBTQ+ population have not been available for as many years as other populations that historically experience disproportionate impact and, as a result, these supports, including our new Pride Center, are just being developed and are not yet fully integrated into the campus. LGBTQ+ females have not specifically been targeted under the general supports for the LGBTQ+ population. The lack of visibility for this subgroup has meant that they have not been systematically targeted for supports such as food, housing, and other basic needs resources that may improve their retention rates, nor have they been intentionally connected to female LGBTQ+ campus mentors who can provide them with guidance and support a sense of connection to the campus. While the work of creating a campus environment that supports and welcomes LGBTQ+ students is underway, faculty and staff lack a nuanced understanding of the needs of this subgroup.

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

A campus environment that is welcoming to and supportive of LGBTQ+ females and an increased campus-wide understanding of the specific experiences and needs of LGBTQ+ females specifically will support improved outcomes for this subgroup. Conducting cyclic research and internal data exploration around this subgroup would allow us to more specifically identify where the difficulties for LGBTQ+ female students arise within the area of retention and enable us to create targeted

interventions to address their needs. Increased LGBTQ+ visibility on campus for both students and LGBTQ+ faculty and staff who can serve as mentors would also support improved outcomes.

Improved retention outcomes for this group would also be supported by greater access to basic needs resources and by removing the known structural impediments to general student retention.

Necessary Transformation to Reach Ideal

Continued data collection on the LGBTQ+ population and females specifically is necessary to be able to develop specific interventions. Targeted professional development is needed to create a campus environment that is welcoming to and supportive of LGBTQ+ females and to develop an increased campus-wide understanding of the specific experiences and needs of LGBTQ+ females. LGBTQ+ females need to feel safe, supported and validated on campus, and they need to be able to easily connect to other LGBTQ+ individuals so that they develop a sense of belonging that encourages persistence towards their academic goals. LGBTQ+ females need convenient access to basic needs supports that reduce instability in their lives and enable them to focus on their learning.

Action Steps

The college will conduct research and internal data exploration around this subgroup to identify where the difficulties for LGBTQ+ Female students arise within the area of retention and create targeted interventions to address DI. The college will work with the district to ensure that tools are created and processes are in place to capture additional data on our LGBTQ+ student population. Depending on findings, a plan of interventions will be developed for supports where specific areas of struggle are identified.

To create a campus environment that is welcoming and supportive to LGBTQ+ females, the college will provide professional development to support a campus-wide understanding of the specific experiences and needs of LGBTQ+ females. The college will provide courses taught from an LGBTQ+ perspective, and the new Pride Center will be leveraged as a point of connection for LGBTQ+ students where they can access resources tailored to their needs and work with mentors. We will continue to provide student engagement programming along with mental health programs and services for the LGBTQ+ subgroup, and we will target basic needs resources to this population.

To address the known structural impediments to general student retention that may impact this group more significantly, the college will examine course offerings to determine which courses are in high demand, and which classes are required for completion of programs, and sequential offerings. The College's curriculum

committee will meet to review offerings to determine which are current and remove those that are no longer being offered. These efforts will coincide with meetings with program faculty, department chairs and deans to pre-determine semester and annual schedules and course offerings. Program faculty, department chairs, and deans will examine educational plan data to design program maps for each of their academic programs that detail which courses students should take each semester to complete their program either at a full-time or part-time rate and ensure that courses are scheduled to be offered in the semesters suggested. Instructional service meetings will also include discussions of any potential catalog changes or revisions to curriculum. Program faculty, department chairs and deans will review course offerings and examine the extent to which courses are filling in each modality to determine whether or not changing course offerings is appropriate in the current term and utilize this data for planning offerings in upcoming semesters.

Student services leadership will assess student needs and offer flexible hours of service that coincide with hours of instruction and allow students to receive services both in-person and remotely. Leadership within student services will also meet with district leadership to discuss the need for more timely evaluation services and determine whether additional staffing in evaluations is feasible. Leadership within student services and institutional research will meet to redesign point of service surveys, implementation, and modality.

The college will expand the availability of food services across the campus and examine vendor possibilities where in-house services are not feasible. Business services will also examine areas that are easily accessible to students at various hours of the day to determine where additional printers can be installed to meet student needs. Campus leadership will also meet with district leadership to examine payment-related business processes and holds and determine where changes can be implemented to facilitate equitable practices for our students.

Chancellor's Office Supports Needed

The College believes that CCCApply tutorials and videos would be helpful for our students to be able to use as resources while working on their application. In addition, data on all of our students, not just first-time students, is crucial for planning given that the majority of our students are part-time and continuing on their academic journey with us. It may also be helpful to have an automated LMS system to access data on the students who have applied to our institution, but have not registered in a timely manner so that our outreach team can connect with these students and provide support. In addition, having access to a statewide template or system for program mapping for our students would be beneficial to get all of our programs on board with creating maps that both part-time and full-time students could use to plan out their program of study each semester. Lastly, support for colleges in the adoption of a single sign on system for students to be able to sign into

all different platforms for a variety of services would be a significant benefit to the students that we serve.

Black or African American Males: Structure Evaluation

Friction Points

Instructional, Student Service, and Business Service areas and departments impede equitable outcomes for our Black or African American male population. There is a continuous need for improved adoption of culturally responsive and culturally relevant pedagogy. Learning community support programs such as Umoja or HUBU (Hermanos Unidos, Brothers United) have been limited to entry during the Fall semester, leaving some interested Black or African American students without the comprehensive support that program participants receive. Additionally, the structural impediments associated with our program and course offerings that we know impact all students, have an outsized impact on student populations, like Black or African American Males, that often experience alienation in education. Our course schedule may not meet all of our student needs, particularly students like Black or African American Males, who are more likely to be first-generation and who may need to make progress quickly towards career/transfer outcomes. The College does not frequently examine course taking patterns to determine which courses are in high demand, which classes are required for completion of programs, and which need to be offered sequentially. Some courses are consistently full and students have to wait to enroll in the course in a subsequent semester, while others are canceled for not filling. Educational plan data is also not accessible so we can see what classes students are taking in conjunction with others. The College curriculum is often overwhelming for students and includes programs and certificates which are no longer being offered on a regular basis. Campus-based support for students such as food service and access to study spaces have been reduced because of COVID 19 and continued low enrollment making it difficult for students who need support to stay on campus and access it in modalities that work for them.

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

In instruction, adoption of culturally responsive and relevant pedagogy specifically focused on Black or African American males is not universal in courses and support programs that combine instruction and student services have had limited entry points. Program and course scheduling needs to be improved to increase course accessibility and promote subsequent enrollment.

In student services, awareness of the specific needs of Black or African American Males and practices that are responsive to those needs are not universal. Additionally, the hours that are offered may not meet our student needs especially for working students or those with family support obligations, or those who are pursuing evening and weekend courses or are part-time. There is a significant delay

for transcripts to be evaluated and applied to a student's program, which delays enrollment in classes, and can also become a financial barrier. Students have also had difficulty accessing counseling services and financial aid during peak enrollment periods which can delay enrollment in courses and pursuit of their academic endeavors.

The lack of availability of resources in a concentrated area on campus makes it more difficult for students to seek services and get to their classes in a timely manner. While City College has waived drops for non-payment, some of our business processes and enrollment holds for non-payment may still affect the ability of our students to enroll successfully in additional courses in a semester. Despite significant improvements on our website throughout the pandemic, there is still a need to make information more readily accessible to students online. Instructional, Student Service and Business Service areas and departments need to ensure that their webpages are up-to-date with the most current information and develop a variety of methods to reach out to students and get information to them in a more timely manner.

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Full adoption of culturally responsive and relevant pedagogy specifically focused on Black or African American males in courses and programs, and increase access to support programs focus on Black or African American students. Program maps that specify when key classes are offered would help students better plan which semesters they can enroll in particular courses required for their program of study. Scheduling that takes into account which courses are in high demand, and which are required for completion of programs, and sequential offerings, and that takes into account courses that need to be taken in conjunction with one another for both full-time and part-time students to ensure the College minimizes scheduling conflicts. Courses offered at times and in modalities that meet student need.

Culturally responsive services offered in multiple modalities and times throughout the day will allow the College to address the needs of Black or African American males. Additionally, having a fully-staffed evaluations office would reduce barriers for students awaiting a transcript review prior to being able to enroll in courses. Systematically collecting data on the programs and services that we offer at point of service will enable us to make informed decisions that support student success and ensure that we are meeting students' needs.

The lack of availability of resources in a concentrated area on campus makes it more difficult for students to seek services and get to their classes in a timely manner. While City College has waived drops for non-payment, some of our business processes and enrollment holds for non-payment may still affect the ability of our students to enroll successfully in additional courses in a semester. Instructional,

Student Service and Business Service areas and departments ensure that their webpages are up-to-date with the most current information and utilize a variety of methods to reach out to students and get information across to them in a more timely manner.

Necessary Transformation to Reach Ideal

Instructional and student support practices need to universally respond to the needs and experiences of Black or African American Males. The educational culture of the Umoja, and HUBU programs needs to be adopted at a larger scale within the campus community to increase belonging for Black or African American males. Inefficiencies in our course and program offerings need to be addressed to streamline the process of enrolling in courses. Student Services hours and access modalities need to be driven by student needs. Responsiveness in key areas needs to be improved to stabilize and streamline enrollment in classes, and a campus infrastructure needs to be reestablished that enables students to utilize the physical campus as a support resource.

Action Steps

The college will continue to offer learning community programs such as Umoja, and HUBU (Hermanos Unidos, Brothers United) that support Black or African American Males through integrated instruction and student support services. These programs have broadened access points to allow students who are not formally enrolled in the course offerings to affiliate with the program, receive support and participate in events and other services. We will maintain the UMOJA/PUENTE/HUBU Center as a welcoming campus space for Black or African American males, and we will continue to provide student engagement programming such as our Social Justice Conference that include a focus on societal and educational inequities faced by African Americans. Additionally, professional development focused on the needs of Black or African American males will continue to be provided to faculty and staff.

The College's curriculum committee will meet to review offerings to determine which are current and remove those that are no longer being offered. These efforts will also need to coincide with meetings with program faculty, department chairs and deans to pre-determine semester and annual schedules and course offerings. Program faculty, department chairs, and deans will examine educational plan data to design program maps for each of their academic programs that detail which courses students should take each semester to complete their program either at a full-time and part-time rate and ensure that courses are scheduled to be offered in the semesters suggested. Instructional service meetings will also include discussions of any potential catalog changes or revisions to curriculum. Program faculty, department chairs and deans will review course offerings and examine the extent to which courses are filling in each modality to determine whether or not

changing course offerings is appropriate in the current term and utilize this data for planning offerings in upcoming semesters.

Student services leadership will continue to meet on a regular basis to assess student needs and offer flexible hours of service that coincide with hours of instruction and allow students to receive services both in-person and remotely. Leadership within student services will also meet with district leadership to discuss the need for more timely evaluation services and determine whether additional staffing in evaluations is feasible. Leadership within student services and institutional research will meet to redesign point of service surveys, implementation and modality.

Our business service leadership is already working with Student Accounting and Parking Services to ensure that decals are accessible to students at our Student Accounting office. Business services is also developing a master calendar for the Student Accounting office to utilize during peak times to create outdoor waiting areas with tents and chairs when offices are at capacity. Business services and campus leadership will also meet to discuss the expansion of food services across the campus and examine vendor possibilities where in-house services are not feasible. Business services will also examine areas that are easily accessible to students at various hours of the day to determine where additional printers can be installed to meet student needs. Campus leadership will also meet with district leadership to examine payment-related business processes and holds and determine where changes can be implemented to facilitate equitable practices for our students.

Chancellor's Office Supports Needed

Continuing professional development focused on how to support the specific struggles and needs of Black or African American Males students is valuable under all metrics.

Transfer

Hispanic or Latino: Structure Evaluation

Friction Points

Student interviews with Latino Males at City College indicate that many of them pursue their education on a part-time basis in an effort to balance familial responsibilities with personal educational goals. This leaves many ineligible for support programs such as EOPS or Promise that have minimum unit requirements for program eligibility. Many also indicate that they need to increase their earning potential quickly and can't afford to be in school for long periods of time prompting them to consider employment opportunities over continued education. Additionally, Latino Males and, more particularly, justice impacted Latino males experience campus culture as foreign and alienating, making it difficult for them to access

services, information, and mentors who could help them stay connected to campus and persist towards their educational goal.

Latino Males also benefit from pairing student services support and counseling with cohort enrollment in courses with culturally responsive curriculum as is the case for our PUENTE Learning Community; however, these learning communities cannot serve the entire Latino student population.

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Latino Males and, more particularly, justice impacted Latino males often experience traditional instructional practices as foreign and alienating which encourages them to opt for employment over education when they do not see themselves reflected in their classroom experiences or within the campus community. Culturally relevant and culturally responsive pedagogy is not universal, and access to courses taught specifically for the Latino population is limited. Inconsistencies in scheduling impede transfer, e.g., required courses in certain majors are not offered frequently enough and/or at times and in modalities that are accessible to students.

Though the vast majority of our students attend college on a part-time basis including many in the Latino Male category, most large-scale success programs that would support this population such as EOPS, and Promise require students to be full time. The inability to commit to full-time enrollment discourages students from considering these support programs as options. There are appeals processes that allow students to participate in these programs part time, but students lack awareness of the appeal process. Students do not have access to or are not aware of employment opportunities that would enable them to enroll in additional classes. Avenues for informing students about job opportunities on campus or with student-friendly employers are not robust, and work-study positions available on campus do not provide steady year-round or high-paid employment.

Students who have been disqualified and are ineligible for financial aid are often not aware of their options to be reinstated via Satisfactory Progress Appeals. Even when they are aware of the appeal option, the process itself involves completing forms and submitting documentation, which can be intimidating. Recent examination of financial aid processes revealed that aspects of the process itself are too narrowly defined and do not reflect a “whole student” view of students’ life circumstances.

Additionally, Latino Males and, more particularly, justice impacted Latino males experience campus culture as foreign and alienating, making it difficult for them to access services, information, and mentors who could help them stay connected to campus and persist towards their educational goals.

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Instruction that meets the needs of Latino males and cultivates a sense of belonging to the campus community is necessary to improve outcomes. Instructional practices in stand-alone classrooms that are informed by the PUENTE and HUBU (Hermanos Unidos, Brother United) and City Scholars (Justice Impacted Students) programs would improve the course enrollment and completion outcomes of Latino males. Where learning community enrollment is not possible, key courses in a variety of disciplines can be offered from a Latino perspective. Scheduling practices that ensure degree and certificate program curricula and program requirements are necessary as is an annual schedule that will allow students to plan for when required courses will be offered.

Transfer rates for this population would be improved by a campus environment that supports Latino males in dual roles of provider and student. Such an environment would enable Latino males to support themselves and contribute to their families while encouraging them to explore and pursue transfer as an educational goal that serves their dual identities over the long term. This would require increased access to employment opportunities on or near campus that are student friendly and well paid so that they can more successfully navigate both their provider and student roles. It would also require access to financial supports such as those available through the programs that have minimum unit requirements. Additionally, an educational environment that simultaneously recognizes and values the multiple identities of Latino males, demystifies college processes and culture, and connects Latino Males to a support network would improve rates of Latino males pursuing transfer and obtaining their goals.

Participation in support programs would improve outcomes for Latino males. This can be made possible by informing students about the processes that enable them to participate in support programs while enrolled part-time, or by removing or reducing the impediments to part-time participation.

Increasing the variety and visibility of job opportunities that enable students to work on campus or nearby would support additional course enrollments and allow students to make faster progress towards completion. A robust system for informing students about job opportunities is necessary to support Latino males in their family provider roles.

The Satisfactory Progress Appeals process needs to be clear, easy to complete, and well advertised and the culture around appeals needs to be one of encouragement rather than discouragement. The financial aid process needs to be similarly clear and easy to complete, and the campus community needs a better understanding of the process so that campus faculty and staff can advocate for students when they are experiencing difficulties with their financial aid.

The college community needs to be openly supportive and inclusive of Latino males to ensure that they do not experience the campus and support services as alienating.

Necessary Transformation to Reach Ideal

Instruction across disciplines incorporates culturally relevant and culturally responsive pedagogy. Programs that support Latino males have increased access points, allowing students to affiliate with a program and receive services without being enrolled full time or registered in a primary cohort. Additional instructional programming (perspective classes in a variety of disciplines) is created and sustained. Large-scale support programs such as EOPS and Promise are available for part-time student participation. Information about campus jobs and student friendly employers needs to be readily available to students. Course scheduling meets the needs of students and allows them to pursue their educational goals effectively. Course scheduling includes options that shorten certificate and degree completion time. Latino males are receiving information about transfer options at all stages of their engagement with the college.

Action Steps

Target Latino Male students through outreach for early enrollment in the Promise program to support full-time enrollment. Enact Promise 12, automatic enrollment in 12 predetermined units for Promise program students. Raise awareness of and streamline the appeal process for part-time Promise program participation.

Provide professional development opportunities, including student panel discussions, that continue to build a campus understanding of the specific challenges faced by Latino males and that support the development of curriculum that is culturally responsive. Continue to support programs such as PUENTE, HUBU and City Scholars that target Latino Males and provide student support integrated with instruction. Develop additional courses taught from a Latino perspective. Engage faculty (instructional and counseling) in designing a process for regularly reviewing degrees and certificates and aligning course scheduling with student needs; communicate resulting program maps to students through multiple modalities; adopt practices to ensure regular analysis of course offerings.

Provide targeted basic needs support to Latino male students. Survey Latino males for additional information about their experiences with campus supports and accessing financial assistance. Increase the number and visibility of student friendly community jobs available through the Career Center and strengthen collaborations between Career and Transfer counselors and develop Career and Transfer center programming for Latino males that fosters interest in and exploration of transfer as an academic goal. Continue to strengthen the existing campus network of Latino male mentors by increasing the visibility of Latino males who are pursuing or

completing bachelor's or higher degrees, and facilitating early connection of incoming Latino males to mentors.

In collaboration with Financial Aid, Counseling, other student support services, and student representatives, revise the Satisfactory Academic Progress appeal process and forms to be clearer and easier to understand. Revise guidance for how appeals are conducted to support increased flexibility and alignment with students' circumstances (e.g., considering basic needs insecurity); provide professional development to counseling faculty, classified professionals, and peer mentors on the redesigned process.

Expand recruitment for existing learning community programs that serve Latino males through more intentional outreach and student engagement. Expand course offerings taught from a Latino perspective that offer culturally responsive curriculum; explore and implement strategies to embed additional student support in the classroom including supplemental instruction.

Continue to strengthen the existing campus network of Latino male mentors by increasing the visibility of Latino males and facilitate early connection of incoming Latino males to mentors. Launch a graphics campaign highlighting Latino male alumni and community leaders who have transferred and/or earned bachelor's degrees. Include alumni and community leader presenters in student engagement programming such as our Hermanos Unidos/Brothers United conference. Promote programs such as Puente and HUBU which have expanded access points to allow students who are not formally enrolled in the linked academic learning community to participate in programming and support services. Promote additional Latino focused support programs such as the City Scholars program which supports justice impacted students, the City College SACNAS (Society for Advancement of Chicanos/Hispanics & Native Americans in Science) chapter, our MESA Program which supports transfer in the STEM fields, and our PATH program which supports transfer to UCSD in Arts and Humanities disciplines.

Develop a Homeroom Program which will leverage participating Personal Growth classes and the primary English composition sequence to reach large numbers of students at critical points during their first year for interventions focused on education and career planning, math enrollment, and transfer planning. Leverage the Homeroom Program to improve student just-in-time connection to key support services, increase student exposure to transfer resources, and increase applications to UniversityLink (UCSD's guaranteed transfer program for low-income students).

Chancellor's Office Supports Needed

Revise eligibility requirements for state funded support programs to allow participation and access to services for students enrolled on a part-time basis or who need to fluctuate between part-time and full-time.

Foster Youth: Structure Evaluation

Friction Points

Equitable outcomes in transfer for this population are impeded in the 2017-18 cohort data because of the lack of a comprehensive support structure that addressed both the basic and academic needs of Foster Youth. The City College NextUp program was implemented during the 2017-18 academic year but had not been in place long enough to impact the transfer metric for Foster Youth.

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Lack of a program specifically targeting foster youth on campus during the last data cycle for transfer. Since that data cycle, the NextUp program was established to meet the specific needs of Foster Youth; however, this program does not serve all Foster Youth because of eligibility requirements and more comprehensive program supports for Foster Youth pursuing transfer need to be developed. Foster Youth also need additional support during the transfer process. Though there are Foster Youth support programs at transfer institutions, the transition from one college to another and from one support program to another is abrupt and not well supported, potentially discouraging Foster Youth from making the final move to transfer.

We believe the NextUp program which provides the type of comprehensive support structure necessary for Foster Youth to navigate higher education and achieve their academic goals will improve transfer outcomes as results from 2018-19, 2019-2021, and 2021-22 cohorts become available. The NextUP program currently provides grants and other forms of financial support to Foster Youth for housing, food, supplies, transportation, and printing. Additionally, the program provides Foster Youth with direct access to a program counselor and support personnel. The NextUp program is well established at City College; however, not all Foster Youth students are eligible. Additional improvements to foster youth outcomes in transfer can be made by developing supports for Foster Youth students who are ineligible for the NextUp program, and opening access to NextUp services and supports by facilitating multiple entry points to the program and degrees of participation.

Necessary Transformation to Reach Ideal

Stronger bridges to transfer institutions need to be created for Foster Youth, and Foster Youth who do not qualify for direct support through NextUp need to be able to access transfer resources specifically focused on Foster Youth. This can be accomplished by creating multiple entry points to NextUp and to Foster Youth services.

Action Steps

The college will provide professional development opportunities that continue to build a campus understanding of the specific challenges faced by Foster Youth. The college will continue to offer services to eligible Foster Youth through the NextUp program. Additionally, NextUp will develop a Foster Youth affinity group to enable Foster Youth not directly served by NextUp to connect with the program, other Foster Youth, and campus foster youth mentors. NextUp staff will reach out to Foster Youth Support programs at local four-year universities to explore possibilities for deeper inter-college collaborations that support Foster Youth through the full transition to their transfer institutions. The college will design a pilot program for connecting Foster Youth to a transfer mentor who will support them through the transfer process.

Chancellor's Office Supports Needed

Colleges would benefit from State level support for developing more robust connections between Foster Youth support programs at community colleges and those at 4-year institutions.

Completion

Hispanic or Latino: Structure Evaluation

Friction Points

Student interviews with Latino Males at City College indicate that many of them pursue their education on a part-time basis in an effort to balance familial responsibilities with personal educational goals. This leaves many ineligible for support programs such as EOPS or Promise that have minimum unit requirements for program eligibility. Many also indicate that they need to increase their earning potential quickly and can't afford to be in school for long periods of time prompting them to consider employment opportunities over continued education. Additionally, Latino Males and, more particularly, justice impacted Latino males experience campus culture as foreign and alienating, making it difficult for them to access services, information, and mentors who could help them stay connected to campus and persist towards their educational goal.

Because of trends identified above, Latino male students are more likely to be impacted by structural impediments that affect all students such as course scheduling that impedes completion, e.g. required courses are not offered frequently enough and/or at times and in modalities that are accessible to students. Students who have been disqualified and are ineligible for financial aid are often not aware of their options to be reinstated via Satisfactory Progress Appeals. Even when they are aware of the appeal option, the process itself involves completing forms and submitting documentation, which can be intimidating. Recent examination of

financial aid processes revealed that aspects of the process itself are too narrowly defined and do not reflect a “whole student” view of students’ life circumstances.

Latino Males also benefit from pairing student services support and counseling with cohort enrollment in courses with culturally responsive curriculum as is the case for our PUENTE Learning Community; however, these learning communities cannot serve the entire Latino student population and, in the case of PUENTE, may have a specific focus on transfer that discourages participation by students with educational goals other than transfer.

What is the impacted structure/process/policy/practice/culture on your campus related to this selection?

Latino Males and, more particularly, justice impacted Latino males often experience traditional instructional practices as foreign and alienating which encourages them to opt for employment over education when they do not see themselves reflected in their classroom experiences. Culturally relevant and culturally responsive pedagogy is not universal, and access to courses taught specifically for the Latino population is limited. Inconsistencies in scheduling impede completion, e.g., required courses are not offered frequently enough and/or at times and in modalities that are accessible to students.

Though the vast majority of our students attend college on a part-time basis including many in the Latino Male category, most large-scale success programs that would support this population such as EOPS, and Promise require students to be full time. The inability to commit to full-time enrollment discourages students from considering these support programs as options. There are appeals processes that allow students to participate in these programs part time, but students lack awareness of the appeal process. Students do not have access to or are not aware of employment opportunities that would enable them to enroll in additional classes. Avenues for informing students about job opportunities on campus or with student-friendly employers are not robust, and work-study positions available on campus do not provide steady year-round or high-paid employment.

Students who have been disqualified and are ineligible for financial aid are often not aware of their options to be reinstated via Satisfactory Progress Appeals. Even when they are aware of the appeal option, the process itself involves completing forms and submitting documentation, which can be intimidating. Recent examination of financial aid processes revealed that aspects of the process itself are too narrowly defined and do not reflect a “whole student” view of students’ life circumstances.

Additionally, Latino Males and, more particularly, justice impacted Latino males experience campus culture as foreign and alienating, making it difficult for them to access services, information, and mentors who could help them stay connected to campus and persist towards their educational goal.

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population?

Instruction that meets the needs of Latino males and cultivates a sense of belonging to the campus community is necessary to improve outcomes. Instructional practices in stand-alone classrooms that are informed by the PUENTE and HUBU (Hermanos Unidos, Brother United) and City Scholars (Justice Impacted Students) programs would improve the course enrollment and completion outcomes of Latino males. Where learning community enrollment is not possible, key courses in a variety of disciplines can be offered from a Latino perspective. Scheduling practices that ensure degree and certificate program curricula and program requirements are current are necessary as is an annual schedule that will allow students to plan for when required courses will be offered.

Participation in support programs would improve outcomes for Latino males. This can be made possible by informing students about the processes that enable them to participate in support programs while enrolled part-time, or by removing or reducing the impediments to part-time participation.

Increasing the variety and visibility of job opportunities that enable students to work on campus or nearby would support additional course enrollments and allow students to make faster progress towards completion. A robust system for informing students about job opportunities is necessary to support Latino males in their family provider roles.

The Satisfactory Progress Appeals process needs to be clear, easy to complete, and well advertised and the culture around appeals needs to be one of encouragement rather than discouragement. The financial aid process needs to be similarly clear and easy to complete, and the campus community needs a better understanding of the process so that campus faculty and staff can advocate for students when they are experiencing difficulties with their financial aid.

The college community needs to be openly supportive and inclusive of Latino males to ensure that they do not experience the campus and support services as alienating.

Necessary Transformation to Reach Ideal

Instruction across disciplines incorporates culturally relevant and culturally responsive pedagogy. Programs that support Latino males have increased access points, allowing students to affiliate with a program and receive services without being enrolled full time or registered in a primary cohort. Additional instructional programming (perspective classes in a variety of disciplines) is created and sustained. Large-scale support programs such as EOPS and Promise are available for part-time student participation. Information about campus jobs and student friendly employers needs to be readily available to students. Course scheduling meets the

needs of students and allows them to pursue their educational goals effectively. Course scheduling includes options that shorten certificate and degree completion time.

Action Steps

Target Latino Male students through outreach for early enrollment in the Promise program to support full-time enrollment. Enact Promise 12, automatic enrollment in 12 predetermined units for Promise program students. Raise awareness of and streamline the appeal process for part-time Promise program participation.

Provide professional development opportunities, including student panel discussions, that continue to build a campus understanding of the specific challenges faced by Latino males and that support the development of curriculum that is culturally responsive. Continue to support programs such as PUENTE, HUBU and City Scholars that target Latino Males and provide student support integrated with instruction. Develop additional courses taught from a Latino perspective. Engage faculty (instructional and counseling) in designing a process for regularly reviewing degrees and certificates and aligning course scheduling with student needs; communicate resulting program maps to students through multiple modalities; adopt practices to ensure regular analysis of course offerings.

Provide targeted basic needs support to Latino male students. Survey Latino males for additional information about their experiences with campus supports and accessing financial assistance. Increase the number and visibility of student jobs available on campus. Increase the number and visibility of student friendly community jobs available through the Career Center and expand Career center programming for Latino males.

In collaboration with Financial Aid, Counseling, other student support services, and student input, revise the Satisfactory Academic Progress appeal process and forms to be clearer and easier to understand for students. Revise guidance for how appeals are conducted to support increased flexibility and alignment with students' circumstances (e.g., considering basic needs insecurity); provide professional development to counseling faculty, classified professionals, and peer mentors on the redesigned process.

Expand recruitment for existing learning community programs that serve Latino males through more intentional outreach and student engagement. Expand course offerings taught from a Latino perspective that offer culturally responsive curriculum; explore and implement strategies to embed additional student support in the classroom including supplemental instruction.

Continue to strengthen the existing campus network of Latino male mentors by increasing the visibility of Latino males and facilitate early connection of incoming

Latino male to mentors. Launch a graphics campaign highlighting Latino male alumni and community leaders. Include alumni and community leader presenters in student engagement programming such as our Hermanos Unidos/Brothers United conference. Promote programs such as Puente and HUBU which have expanded access points to allow students who are not formally enrolled in the linked academic learning community to participate in programming and support services.

Developing and implement a Homeroom Program which will leverage participating Personal Growth classes and the primary English composition sequence to reach large numbers of students at critical points during their first year for interventions focused on education and career planning, math enrollment, and transfer planning.

Chancellor's Office Supports Needed

Aligning reporting across programs with common metrics and data sources; aligning budget and funding cycles to support planning; shared licenses for common technology tools that support sharing data on student progress and success – e.g., Tableau software and access to a shared, secure server; consistent ed planning and progress tracking technology tools to help students understand their completion requirements and make progress visible.