

Chaffey  College



Student Equity and Achievement Program: 2022-25 Student Equity Plan

2022-2025 Student Equity Plan

Executive Summary

“All of us in the academy and in the culture as a whole are called to renew our minds if we are to transform educational institutions-and society-so that the way we live, teach, and work can reflect our joy in cultural diversity, our passion for justice, and our love of freedom.”

-bell hooks

The Purpose of the 2022-2025 Student Equity Plan

Chaffey College is committed to student success. The 2022-2025 Student Equity Plan is designed to take the College to its next level of offering academic excellence, a further sense of belonging, and a clearer pathway toward completion among its historically-excluded and disproportionately-impacted students. Previous equity plans at the College listed several initiatives to begin activating an equity-minded campus culture. As community colleges across the nation are experiencing enrollment declines, Chaffey College is no exception. Now is not the time to pilot programs or list more initiatives. The Chaffey College that stands behind the 2022-2025 Student Equity Plan is ready to actualize outcomes for students. For this reason, an action-research approach has been utilized in this Plan’s development to ensure that the College is working beyond identifying solutions to empower these student populations, but actually bringing them into practice.

In order to effectively do this, Chaffey College equity must be embedded and ingrained in all areas of current and future programming. From recruitment to retention to completion efforts, equity will be at the core of this work. In 2021, Chaffey College’s College Planning Council developed a Strategic Plan for Equity. The 2022-2025 Student Equity Plan has been written in alignment with this local plan to ensure consistent objectives, avoid duplication of efforts, and continue collaborative work college wide.

The 2022-2025 Student Equity Plan will work to recruit, retain and complete students by:

- Providing equitable support based on the intersectional experiences of students who have been disproportionately impacted in the past. This focus will occur while addressing racial equity gaps directly and implementing solutions that are student-focused.
- Chaffey College is aware that not all populations of students who may be disproportionately-impacted, populate as so in the data collected and analyzed in the process of identifying our disproportionately-impacted students. The College recognizes that the undocumented student populations, the system-impacted students who seek an education, and the LGBTQIA+ student communities have many justifiable reasons for not self-identifying with the College. Consequently, these student populations being absent from data findings, which has resulted in these students being absent in past plans. Therefore, it is our moral imperative and responsibility to ensure that those students' experiences and supports needed are also included and addressed within the Student Equity Plan. The inclusion of these student populations being represented and feeling welcome is as important in the Student Equity Plan as it is when these students set foot on our campuses.
- Identify and eliminate barriers to student success among underserved populations and identities.

The 2022-2025 Student Equity Plan will serve as a plan of action for the equity work ahead. The College will continue to provide shared governance opportunities for participation and feedback to the plan. Prior to completion, the Plan will have been reviewed by Chaffey College Academic Senate, Classified Senate, Student Senate and President's Equity Council. In addition to the feedback and review of these stakeholders, virtual open forums were also held to provide the opportunity for feedback and comments. Chaffey College appreciates the collaboration and hard work of all participants and looks forward to serving historically-excluded and disproportionately-impacted students through this plan from 2022-2025.

Race Consciousness in Equity Plan Development

Chaffey College prioritizes achieving equitable outcomes for our Students of Color. The College serves one of the most diverse regions in terms of race, ethnicity, and individual socioeconomic capital. The intersection of these identities shapes how our students experience everyday life and how they will experience their education at Chaffey College. We are committed to ensuring that supporting our students will continue to evolve with their needs.

In this equity plan, the College will focus on the following overarching points for the cycle of this plan.

- Providing equitable support based on the intersectional experiences of students who have been disproportionately impacted in the past. This focus will occur while addressing racial equity gaps directly and implementing solutions that are student focused.
- Chaffey College will be committed to increasing students' sense of belonging as a means to increase access, retention, and completion for our disproportionately-impacted student populations.

The fact that this plan is focused on specific disproportionality-impacted students will in no way mean that our focus and commitment to student populations not mentioned in this plan will waiver.

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Equity Plan Reflection

2019-22 ACTIVITIES SUMMARY

The overall goal of Chaffey College's 2019-2022 Student Equity Plan was to increase student success by eliminating disproportionate impact among specific student groups. The College sought to accomplish this through the devotion of focused attention to those groups with histories of racism, marginalization, and exclusion. In that plan, the college had key activities that helped keep the college focused and accountable to the campus community and our students.

The activities are as follows:

1. Created and implemented Student Success Teams. With this activity, the college sought to maximize the academic counseling and staff support that was being offered to the identified disproportionately-impacted student groups, along with streamlining the onboarding process and an increase in communication.
2. Enhanced professional development opportunities for faculty and staff. Created new professional development opportunities that were focused on supporting our disproportionately-impacted student groups. Offered focused and intentional professional development opportunities for faculty within gateway or barrier courses. Institutionalized training including but was not limited to multiculturalism, biases, and microaggressions workshops that supported individuals serving on hiring committees. For example, during the 2019-2022 period, the Faculty Success Center continued to offer and expand programming on the following topics: culturally responsive teaching, equity online and offline, undocumented allyship, engaging formerly incarcerated students, supporting students with disabilities, microaggressions, supporting students of color, social justice, and transforming into anti-racist educators. These workshops and seminars were offered to faculty and staff every term. Workshop and seminar survey evaluations were conducted which resulted in evidence of overall positive experiences and learning from faculty and staff participants.
3. Expanded equity-mindedness within instructional support. Increased collaboration between equity programs and the Office of Supplemental

Instruction. Focused on the Success Centers hiring a diverse group of tutors and that they collaborated with programs across the entire campus. Provided additional support and collaboration with our DPS office.

4. Enhanced Faculty Advising's visibility and connectivity to disproportionately-impacted populations. Maximized focused "in-reach" efforts by faculty advisors toward our disproportionately-impacted students. The Faculty Advising Committee created a Canvas shell and four training modules for faculty to complete. During the 2021-22 academic year, 143 faculty completed at least one of the modules.
5. Created inquiry teams and made recommendations for change. The inquiry teams consist of faculty and staff that collected quantitative and qualitative data to inform our practices. These teams identify institutional barriers and made solution-driven recommendations.
6. Identified and institutionalized equitable hiring practices. The previous plan also took a critical look at the College's hiring practices and found ways to ensure staff is representative of our historically marginalized populations.
7. Institutionalized an equity-driven outreach process that ensured our outreach efforts were aimed and developed with the needs of our disproportionately-impacted student populations at the forefront of our efforts. Leveraged technology to increase communications with potential students and used the Guided Pathways frameworks to maximize engagement with disproportionately-impacted student groups.
8. Developed Open Educational Resources (OER) for CSU "Golden Four" courses. Integrated low- or zero-cost course materials in key CTE programs. As of Fall 2022, the Hospitality, Fashion, Interior Design, and Culinary CTE programs have integrated low-cost or zero-cost course materials in 68% of their section offerings.
9. Increased support of social, emotional, and basic needs services for students. Integrated mental health and basic needs support for all disproportionately-impacted student groups.
10. Continue to create a welcoming environment by validating student identities and

experiences. Increased the capacity of programs that support our historically marginalized students. Increased cultural competency training opportunities for faculty and staff. Leveraged technology as a way to create more connection points between faculty, staff, and students.

11. Enhanced Distance Education support systems. Learned about and enacted equity-driven practices for Distance Education programs. Participated in the Online Education Initiative to support disproportionately-impacted populations.

The College's Career Center and Transfer Center were used to engage and assist students from disproportionately-impacted populations in developing career and transfer goals through collaborative efforts with campus departments, student clubs, and faculty. The Transfer Center offered transfer fairs and workshops each term to bring awareness to transfer opportunities and to directly support students with their transfer goals. Of those who transferred, 50% transferred to CSU, nearly 25% transferred to a private or non-profit university in California, roughly 15% transferred to an out-of-state college, and almost 10% transferred to a UC during the 2019-2022 period. CSU San Bernardino continues to be our student's top college transfer destination followed by California Polytechnic, and CSU Fullerton.

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

It is difficult to isolate the individual activities that have a direct impact on outcomes. However, from looking at the impact placing a focus on our previous equity plan has on specific disproportionately-impacted populations, the following observations were made: The primary focuses of the previous equity plan where the disproportionate impact was observed on multiple metrics were: African American/Black women (4 out of 5 categories), women who were current/former foster youth (3 out of 5 categories), and LGBTQIA+ women (3 out of 5 categories).

Table 1. Student equity and achievement metrics for African American/Black women, by academic year

African American/Black women										
Metric:	2017-18		2018-19		2019-20		2020-21		2021-22	
	Group Outcome Rate	DI?	Group Outcome Rate	DI?	Group Outcome Rate	DI?	Group Outcome Rate	DI?	Group Outcome Rate	DI?
Successful Enrollment in the First Year	22.7%	Yes	22.7%	Yes	26.8%	Yes	27.4%	Yes	22.9%	Yes
Persisted First Primary Term to Subsequent Primary Term	67.6%	Yes	60.4%	Yes	60.9%	Yes	62.2%	Yes	n/a	n/a
Completed Both Transfer-Level Math and English within the District in the First Year	2.5%	No	0.4%	Yes	2.0%	Yes	6.0%	Yes	7.9%	Yes
Attained the Vision for Success Definition of Completion within Three Years	5.9%	No	6.5%	Yes	n/a	n/a	n/a	n/a	n/a	n/a

Between 2017 and 2022, Black women consistently experienced disproportionate impact on four out of the five metrics. As demonstrated in Table 1, over time, Black women saw a slight improvement with 22.7% successfully enrolling in the first year during the 2017-18 academic year versus 22.9% successfully enrolling in the

first year during the 2021-22 academic year (a 0.2% improvement). Improvements were also noted regarding completing both transfer-level math and English within one year of being in our district. During the 2017-18 academic year, 2.5% of Black women successfully completed this metric whereas in 2020-21 7.9% successfully completed the metric (a 5.4% increase). For attaining the Vision for Success definition of completion within three years, Black women went from 5.9% in 2017-18 to 6.5% in 2018-19 (a 0.6% improvement). Among these four metrics, the persistence from primary term to subsequent term metric was the only one where Black women's outcome rate was lower in 2020-21 (62.2%) than in 2017-18 (67.6%; a 5.4% decrease).

Table 2. Student equity and achievement metrics for women who were current or former foster youth, by academic year

Women who were current or former foster youth										
Metric:	2017-18		2018-19		2019-20		2020-21		2021-22	
	Group Outcome Rate	DI?	Group Outcome Rate	DI?	Group Outcome Rate	DI?	Group Outcome Rate	DI?	Group Outcome Rate	DI?
Persisted First Primary Term to Subsequent Primary Term	78.6%	Yes	63.5%	No	56.6%	Yes	54.3%	Yes	n/a	n/a
Completed Both Transfer-Level Math and English within the District in the First Year	2.9%	Yes	1.2%	Yes	2.8%	Yes	2.1%	Yes	1.8%	Yes
Attained the Vision for Success Definition of Completion within Three Years	5.7	No	8.2%	No	n/a	n/a	n/a	n/a	n/a	n/a

Women who were current or former foster youth were also identified in the previous plan as being disproportionately impacted. For the successful enrollment metric, not enough data was present to assess the impact. As demonstrated in Table 2, the outcome rate for the persistence from primary term to subsequent term metric

among current or former foster youth women decrease by 7.9% between 2017-18 (78.6%) and 2020-21 (54.3%). This population experienced disproportionate impact during all five academic years for the completion of both transfer-level math and English within the first-year metric. The outcome rate for this population also decreases for this metric by 1.1% between 2017-18 (2.9%) and 2020-21 (1.8%). Finally, this population was not disproportionately-impacted in either 2017-18 or 2018-19 for the vision for success metric. In addition, the outcome rate for this metric improved by 2.5% between 2017-18 (5.7%) and 2018-19 (8.2%).

Table 3. Student equity and achievement metrics for LGBT women, by academic year

LGBT Women										
Metric:	2017-18		2018-19		2019-20		2020-21		2021-22	
	Group Outcome Rate	DI?	Group Outcome Rate	DI?	Group Outcome Rate	DI?	Group Outcome Rate	DI?	Group Outcome Rate	DI?
Persisted First Primary Term to Subsequent Primary Term	68.3%	No	66.4%	No	71.9%	No	60.0%	Yes	n/a	n/a
Completed Both Transfer-Level Math and English within the District in the First Year	1.0%	Yes	1.4%	Yes	6.1%	No	5.0%	Yes	6.1%	Yes
Attained the Vision for Success Definition of Completion within Three Years	1.9%	Yes	6.4%	Yes	n/a	n/a	n/a	n/a	n/a	n/a

The final population identified in the 2019 to 2022 student equity as experiencing disproportionate impact was LGBTQIA+ women. Unfortunately, for the successful enrollment metric, we could not gather enough information internally to measure if the equity gap was reduced. For the persistence from primary term to subsequent primary term metric the outcome rate for this population decreased by 11.9% from the 2019-20 (71.9%) to 2020-21 (60.0%) academic years. For the completion of transfer-level Math

and English courses within a student's first-year metric, the outcome rate decreased by 1.1% between the 2019-20 (6.1%) to 2020-21 (5.0%) academic years. For the attainment of completion within three years metric the outcome rate increased by 4.5% between the 2017-18 (1.9%) and 2018-19 (6.4%) academic years. For the final metric, transferred to a four-year institution in three years metric not enough data is yet available to decide about the equity gap fluctuation.

2022-25 PLANNING EFFORTS

2019-22 allowed our College to reflect on the work needed to produce this document and to execute the activities outlined in that plan. The College community identified key stakeholders that needed to be a part of the drafting of this plan. The College also learned the importance of having students' voices as a part of the drafting and planning process. The 2019-22 cycle year was uniquely different since the adaptation of the plan nearly coincided with the beginning of the global pandemic. The College community learned that planning and focus are and will continue to be important to the drafting of the equity plan. However, it also taught the College community the ability to provide ourselves with maximum flexibility when it comes to the implementation of a plan and the need to align our practices to the needs of our students. A great example of the College's ability to adjust was demonstrated in an effort that took place during the spring and summer of 2022. The College noticed a decline in the continuous enrollment of many students from the fall semester to the spring or summer terms. A dedicated team made up of several individuals from across our different student support areas was tasked with making personalized phone calls to each student who had not returned. During those calls, members from different student support areas waited in separate spaces to triage support and assist with the enrollment of the students. Out of the 8,000 student contacts made, 2,000 students were motivated to re-enroll, resulting in 500 additional FTEs.

PANDEMIC ACKNOWLEDGEMENT

The 2020 year brought many challenges to our world and post-secondary academia was not exempt from those challenges. Chaffey's 2019- 2022 Student Equity Plan was approved and set into motion before the global pandemic was declared. Chaffey College stayed committed to and focused on providing equitable support to students and to ensuring equitable outcomes for all of our students, especially the disproportionately-impacted students. The efforts outlined in the 2019-2022 equity plan were catalyzed, especially those that were directly connected to technology. Online learning became the primary vehicle for instruction and all student services needed to make this same adjustment in how support was delivered. This was an unexpected and unprecedented shift from what the College and student relationship were expected to be.

One great example of how our College adjusted its equity focus to the conditions created by the pandemic was our outreach to students who were being disproportionately-impacted in our enrollment data. The College decided to focus on reaching out to all of the students who had identified as men of Color and had enrolled in the fall 2019 semester but failed to enroll in the fall 2020 semester. Each student received a phone call, with several attempts at different times of the day for those who could not be reached in the first contact attempt.

From the pandemic, Chaffey College learned to not waiver from a commitment to seeking equitable academic outcomes for students. The College community also learned to leverage technology to find equitable combinations of in-person and digital support for our students. The College's Distant Education department quickly increased its efforts to provide training opportunities to faculty to ensure they had the tools to continue to remain engaged with their students as well as remain connected to their peers. In hindsight, listing 12 objectives in our previous equity plan may have appeared ambitious and committed but instead, it resulted in too broad a focus. The effort to do many things resulted in few things being accomplished entirely vs. conceptually.

Metric: Successful Enrollment

Black or African American Students, Latinx students, Native American Students

Metric: Successful Enrollment in the First Year					
Academic Year	Student Group	Group Outcome Rate	PPG-1 Measurement	DI Observed	Equity Number*
2017	African American/Black	27.1%	-10.0%	Yes	118
	Hispanic/Latinx	39.6%	6.1%	No	n/a
	Native American/Indigenous	34.6%	-1.5%	No	n/a
2018	African American/Black	25.2%	-9.9%	Yes	127
	Hispanic/Latinx	37.4%	5.9%	No	n/a
	Native American/Indigenous	40.0%	5.9%	No	n/a
2019	African American/Black	30.4%	-7.9%	Yes	86
	Hispanic/Latinx	40.5%	5.1%	No	n/a
	Native American/Indigenous	26.1%	-11.5%	No	n/a
2020	African American/Black	29.4%	-6.6%	Yes	62
	Hispanic/Latinx	35.3%	-0.1%	No	n/a
	Native American/Indigenous	30.4%	-5.0%	No	n/a
2021	African American/Black	25.8%	-8.5%	Yes	72
	Hispanic/Latinx	34.4%	1.4%	No	n/a
	Native American/Indigenous	36.4%	2.8%	No	n/a

*The "number of students in the subgroup who need to attain the metric outcome in order for the outcome rate of the subgroup to equal the reference group rate of all other student subgroups."

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	<p>Focus on streamlining the matriculation process/user experience; improve communications and outreach efforts to recruit, retain and enroll disproportionately-impacted students. This would also leverage technology as a way to create more connection points between faculty, staff, and students.</p> <p>Increase mental health support via student peer teams to help</p>

	reach out to disproportionately-impacted students when current events are stressful to maintain a sense of belonging and well-being for students currently enrolled.
<i>Year 2 (2023-24)</i>	<p>Launch reorganization of currently siloed Student Services areas by developing Student Success Teams in Student Services providing staff support from the areas of Financial Aid, Admissions and Records Department, and Counseling Department to ease the navigation of student support resources for students by Academic and Career Community. This will include a Success Coach model and will further provide trackable outcomes per Team/ACC, increase the number of comprehensive Educational Plans and help ensure students are aligned with Guided Pathways efforts.</p> <p>Purchase a recreational vehicle to take Chaffey College Student Services on the road to the College’s seven-serving cities. Students will have the ability to apply, register, apply for Financial Aid and meet remotely with counseling all from a vehicle on the road. The focal point for this will be community events with low-college attending high schools.</p>
<i>Year 3 (2024-25)</i>	Establish and launch Men of Color Student Success Academy that provides academic, transfer, and career guidance, student employment, priority registration, and dedicated counseling in an effort to recruit, retain and complete Men of Color.

STRUCTURAL EVALUATION

Current Structure:

Part of the Visions for Success is to provide students with a clear path to enrollment. Chaffey College's enrollment policies, practices, and processes can create barriers for potential students to apply and/or attend the College. Currently, the matriculation process at Chaffey College is not as streamlined as it could be and because of that, historically excluded populations may struggle to enroll and identify a clear pathway to their educational experience. There is one process of admission into the Community College system; however, the paths after applying to Chaffey College using CCC Apply are different depending on the student's wants and needs.

The admissions processes after applying using CCC Apply are different when a student is interested in a support program such as EOPS (Extended Opportunity Programs and Services) or CalWORKs, each support program has different

requirements, needs, and asks from the students. In addition, students' experiences are minimally personalized, often seeing different staff members throughout the day or over Zoom meetings versus having one dedicated team of employees familiar with the student's particular file, major, and financial aid experience. The needing to repeat their challenges to several staff members can leave a student going from area to area looking for anyone with an answer.

In addition, the Chaffey College Outreach efforts currently are highly dedicated to high school students within the district serving area. Due to staffing, the outreach efforts expansion to the communities outside of the high schools is challenging. The practice is that Chaffey College staff conducts presentations in person at the high schools and on Zoom for the general community. The presentations about the College are only done in English. Currently, the College has two full-time classified professionals to cover 26 high schools.

The College has made several attempts at addressing the decline in enrollment of men of Color by creating support specific to the population. The attempts have not been long-lived and the results have been mixed. It would be in the best interest of our students to offer support to address this population directly and in the most institutionalized way as possible.

Ideal Structure:

Student Services and its respective areas need to be de-siloed. Areas need to be collaborative in service of students instead of feeling like one unique experience to another. To do this, implementing College Success Teams with representatives from each of our service areas will do the following:

1. Streamline processes for student experience by Academic & Career Community
2. Align with Guided Pathways efforts to work by Academic & Career Community to ensure there are no wasted or lost moments for a student experience
3. Further increase a sense of "belonging" and personalized experience working with consistent staff instead of engaging with someone new each time
4. Allows for research and development of trackable outcomes of success by College Success Teams, providing a clear analysis of student enrollment,

counseling, financial aid, and retention/completion.

In addition, streamlining technology and the user experience is key to improving student communications, outcomes, and awareness of resources available to them. As students try to enroll at Chaffey College, they need to have access to the technology needed to apply. If students are not on one of our campuses or have access to a stable internet connection they may experience difficulties in enrolling. For the above- reasons it is important that technological resources like the ones offered through our library are embedded into our campus support partnerships and campus-wide initiatives.

The College's outreach efforts need to be more focused on our disproportionately-impacted students. The outreach efforts are not as connected with the community within the most disenfranchised student populations. The Outreach Department needs to cultivate additional community partnerships that will help the Outreach Department speak to the students and their families, and provide information about all the resources available to support them. The community must see the College in the community at as many of the local community events as possible. The information we provide must be available in multiple languages. Students speak a multitude of languages and to ensure that they feel welcomed at the college, the information needs to linguistically represent such diversity. The College needs to have the ability to mail information to our disproportionately-impacted students. The mailers would be targeted to a student persona and would consist of financial aid information, transfer opportunities, CTE programs, and more. Ensuring that when outreach is conducted the College outreach team has all of the equipment required to have students complete their matriculation process in the moment. Internally making sure that an information system is created in a way that will allow for it once registration takes place.

The College will lead a yearly campus-wide fall semester multi-day and multi-platform orientation for all incoming students. The orientation will focus on providing incoming and continuing students with the necessary information to navigate the upcoming fall semester and beyond. The orientation will incorporate faculty members, staff, and College managers. In conjunction with the orientation, family events and participation will also be included as a part of the onboarding activities. These types of activities will help students feel welcome and increase their sense of belonging.

Outreach will also work alongside instruction so that students can learn about Academic & Career Communities and the opportunities to study at Chaffey College. Instead of focusing on how to get the students INTO the classroom, we are also ensuring they know what class offerings are available.

Develop and expand our College admissions/financial aid support on the road. Having Chaffey “College on Wheels,” a mobile (vehicle) College campus that will be taken to areas, and cities, where our most impacted students reside. Chaffey College will be meeting the students where they are with this service.

The College will also dedicate itself to expanding the mental health resources that are available to students. It is very important that the College provides holistic support to students and that those resources are examined closely to ensure they are impacting students in an equitable manner.

PLANNING & ACTION

All of the following activities will focus on closing the equity gap for our disproportionately-impacted students. Determining all the College entry points to streamline all admissions processes and practices will be key to accomplishing these goals.

A1. Create a Student Services workgroup to determine challenges/barriers for disproportionately-impacted students directly connected to the College’s current user navigation/experience of software and matriculation processes. Set benchmarks for success and track progress.

A2. Organize workgroups across all areas of Student Services to ensure reorganization efforts for College Success Teams to transition smoothly. Feedback is critical to this cultural shift.

A3. The College Outreach Department will be intentional about creating partnerships with organizations and individuals who serve the most disproportionately-impacted students including but not limited to the Undocumented/ LGBTQIA+ Student Liaison,

Veterans Resource Center staff, and UMOJA leadership to name a few. The Outreach Department will be equipped with the necessary technology to support students out in the field so that potential students can complete the admissions process with their support.

A4. Further Chaffey College's Commitment to its 10-Point Plan

(https://www.chaffey.edu/leadership/docs/10-point-plan-update-4_6_22.pdf) and launch Men of Color Student Success Academy, using quantitative and qualitative data to connect the need for cohort support for this disproportionately-impacted group of male students.

A5. Provide additional professional development opportunities to the Admissions and Records and Outreach Departments staff to improve their cultural competency knowledge and practices when working with students from diverse backgrounds.

A6. The College will work with the Center for Culture and Social Justice to develop ally trainings for our LGBTQIA+, Undocumented, and Veteran student experiences. These trainings will be made available to all campus staff. The trainings will be developed with support from internal and external partners and would be updated as the need arises.

SUPPORT NEEDED

A1. Technical Investment and Tools- to increase enrollment and decrease the college's Successful Enrollment equity gap. It is vital that Student Services works much closer with the College's IT Department to ensure the needs of the department and the available technologies can be maximized to support students and their user experiences. Communication needs to be improved on what software we have currently, what we have access to and what is being used at the state level that may be better than what we currently have. That insight would be critical moving forward.

A2. Pilots & Building Communities of Practice – in addition to media updates from our neighboring colleges, information on piloted efforts that have been deemed successful at other California Community Colleges would be excellent resources. If the College is

to streamline the user experience and culturally shift its entire Student Services Division, examples of where other colleges have thrived and where others failed would be beneficial as we work to pilot our own new efforts.

A3. Technical Assistance/ Professional Development- providing the Outreach Department information to better understand the needs of historically marginalized communities. A College commitment to support the Undocumented/LGBTQIA+ Student Liaison in the development of a digital and physical resources guide for students and campus communities to have access to. This guide will have contact information about individuals on campus who would like to be added as allies.

A4. Pilots and Building Communities of Practice- the College has previously attempted to establish cohort support focused on the experiences of Males of Color. These previous efforts and those involved that are still working at the College will serve as a base of support to develop this support.

A5. Technical Assistance/ Professional Development- the College needs to explore and invest in professional development opportunities to support staff in becoming more knowledgeable on how to support historically marginalized communities. Data from the recent climate survey implemented and analyzed by Dr. Luke Wood and Dr. Frank Harris II uncovered a need by our campus community to better understand the intersectionality of our students' identities.

Metric: Completed Transfer-Level Math & English

Latinx Students and Black or African American Students

Metric: Completed Transfer Level Math & English					
Academic Year	Student Group	Group Outcome Rate	PPG-1 Measurement	DI Observed	Equity Number*
2017	African American/Black	3.2%	-1.2%	No	n/a
	Hispanic/Latinx	3.5%	-2.4%	Yes	96
2018	African American/Black	0.5%	-4.6%	Yes	20
	Hispanic/Latinx	3.9%	-2.5%	Yes	102
2019	African American/Black	3.1%	-1.9%	No	n/a
	Hispanic/Latinx	3.9%	-3.1%	Yes	119
2020	African American/Black	5.9%	-5.6%	Yes	21
	Hispanic/Latinx	10.0%	-3.4%	Yes	121
2021	African American/Black	6.6%	-7.3%	Yes	20
	Hispanic/Latinx	12.6%	-2.4%	Yes	65

*The "number of students in the subgroup who need to attain the metric outcome in order for the outcome rate of the subgroup to equal the reference group rate of all other student subgroups."

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	The merging of the Senior Early Transition (SET) program with the Summer Readiness Program will ensure participating students have comprehensive educational plans with Math and English courses given priority in their first year.
<i>Year 2 (2023-24)</i>	Increase the number of Latinx and Black or African American students who complete transfer-level Math and English in their first year by 5%.
<i>Year 3 (2024-25)</i>	Establish a Peer Assistance for Learning (PAL) Program for Math courses.

STRUCTURAL EVALUATION

Current Structure:

The Counseling Department plays a critical role in the success of students. Providing students with a clear and comprehensive vision of the courses needed as well as the timeline in which to take those courses is essential for the disproportionately-impacted students to complete transfer-level math and English within their first year.

The evaluations of external transcripts are performed manually, this process delays the ability for students to register for the level of Math or English and also delays their registration.

The College's current practices do not allow for the College to comprehensively plan for future semesters for the student's current needs for those courses and others. It becomes difficult for the College to forecast if additional courses would be needed or what the impact is on students when a course is canceled.

Currently, the College does not provide students with walk-in or in the moment appointments to speak with one of the College's counselors. If a student experiences a sudden need to adjust their academic schedule, the College may not have counselors available to support that adjustment.

Ideal Structure:

Develop practices that provide all new students with comprehensive education plans that include completion of transfer-level Math/English in the first year. To do this, Chaffey College needs to provide:

- Emergency and walk-in counseling appointments for urgent needs
- Work in Student Success Teams in Academic and Career Communities
- Develop group counseling and increase the use of technology (program mapper) to ensure more students are seen at the same time
- Provide continuous training to the campus community on the evolution of electronic technologies. Empowering the staff with the necessary tools and knowledge can make a tremendous impact on adaptation. As a campus, maximizing the support software systems like CRM Advise supporting the staff in supporting students. Students would also benefit from more information about

the importance of taking these courses in their first academic year. Automated messages can also encourage students via software to motivate them to stay on track.

- Increasing peer-to-peer support. There is a positive impact of having students support each other and because of that, the plan to expand this support structure is crucial to making sure that we are closing the equity gap. Increasing the budget and offering peer tutors from disproportionately-impacted student populations could help students learn more effectively from someone they have a connection to simply have a sense of “if that person can do it, so can I.”
- Increase Peer Online Course Review (POCR) training opportunities for faculty. The overall average success rate for courses pre-POCR alignment was 63.5% versus 77.6% post-POCR alignment. This is a 14% increase in the overall success rate. Expanding this would be key to improving outcomes for our disproportionately-impacted students for this metric. When comparing pre- and post-POCR alignment, the greatest increase in success rates were among Black or African American (+34% increase) and multiracial (+24.5% increase) students, male students (+20% increase), and students between 25 and 29 years of age (+21.5% increase).
- Continue the growth of the Colleges Success Guides/Success Coaches will help support students when sudden changes to their schedules need to take place. This availability coupled with more data on which students have comprehensive educational plans can support students in making more informed decisions about changes that they must make to their schedules. Merging the Senior Early Transition (SET) program with Summer Readiness will allow the College to ensure participating students will have comprehensive educational plans that will guarantee Math and English would be taken in their first year. The College’s goal is to move toward a system in which all new and returning students complete a comprehensive educational plan.

Automating the ability for students to view where they stand in terms of the number of units completed, transfer eligibility, and level of coursework the student can take is important. Implementing Degree Audit will help increase the number of students

graduating, and completing the courses necessary to transfer or receive a degree or certificate.

PLANNING & ACTION

Moving the College towards the aforementioned ideal practice would require reorganization of Student Services and its daily operational practices. The following activities will be enacted with the intent to close the equity gap for our disproportionately-impacted students in this metric.

B1. The College will implement Student Success Teams to merge Student Services areas by Academic and Career communities; shifting work to the Guided Pathways Model.

B2. Change practices of the counseling departments work to provide more accessible appointments, Zoom/group counseling, and additional comprehensive educational plans.

B3. The College will focus on improving its use of CRM Advise. This technology will improve the College's ability to assess when timely interventions and supports are needed by students.

B4 Peer Online Course Review (POCR) trainings have assisted the College with improving equitable support toward students. An expansion of the POCR program with a focus on Math and English courses can help with decreasing the equity gap for our disproportionately-impacted students.

B5. The campus will create a new Summer Readiness experience for students. As a part of this experience, students will be provided with tools to prepare them to take Math and English courses during their first academic year.

B6. Increase the capacity of our Peer Assistance for Learning (PAL) Program with a

focus on Math and English courses. Overall, the success rate among students who met with a PAL at least once was 28% higher than the success rate among students who did not meet with a PAL. Students who met with a PAL were also more likely to earn As, Bs, and C+ grades.

SUPPORT NEEDED

B1. Technology Investment and Tools- an investment in technology may be needed. Looking more towards software and cloud-based solutions for improving communications between departments. The College can also leverage technology to improve the training experience for the College staff and to further the reach of these trainings. A training model that can be sustainable and expandable as more staff members at the College become familiar with and adapt to using new technologies.

B2. Research and information about methods and structures to improve the counseling needs of community colleges needs. Best practices from sibling campuses who have taken on this task.

B3. Technical Assistance/Professional Development- an improved understanding of how to improve support for our LGBTQIA+, Undocumented, and veteran students is needed. Support to develop ally trainings based on the needs of the students that Chaffey College serves is needed.

B4. Data and Research- expanding on the peer-to-peer support that the College has available for students and ensuring that it is available during times and days that are scheduled around our student's needs. The College has seen academic gains by students in courses that are Exchange POCR-certified course. Expanding Chaffey's Exchange POCR-certified course will be a focus for the College.

B5. Identification of which departments need to be involved in this process. The continuous collection of student feedback, not only as the new experience is developed, but also as it is being implemented.

B6. A needs assessment of what technologies or personal support will be needed in order for this expansion to take place.

Metric: Retention from Primary Term to Secondary Term

Latinx Students and Black or African American Students

Metric: Persisted First Primary Term to Subsequent Primary Term					
Academic Year	Student Group	Group Outcome Rate	PPG-1 Measurement	DI Observed	Equity Number*
2017	African American/Black	62.4%	-11.0%	Yes	49
	Hispanic/Latinx	72.8%	0.5%	No	n/a
2018	African American/Black	58.0%	-12.6%	Yes	56
	Hispanic/Latinx	70.5%	2.5%	No	n/a
2019	African American/Black	59.9%	-10.0%	Yes	43
	Hispanic/Latinx	69.3%	0.5%	No	n/a
2020	African American/Black	60.6%	-8.3%	Yes	31
	Hispanic/Latinx	68.4%	0.1%	No	n/a

*The “number of students in the subgroup who need to attain the metric outcome in order for the outcome rate of the subgroup to equal the reference group rate of all other student subgroups.”

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Increase mental health support/resources for student wellness and measure using survey data
<i>Year 2 (2023-24)</i>	Improve student matriculation user experience by streamlining software and measuring using an increased number of educational plans, financial aid awards quantitative data, and survey data.
<i>Year 3 (2024-25)</i>	Improve Black/Brown male student retention (fall to spring) by 5%

STRUCTURAL EVALUATION

Current Structure:

The College can improve the professional development that is offered to its staff and faculty to become increasingly more proactive to the students' needs. Currently, the College's professional development and student support efforts are not as synergized as much as they could be. The College can work on ensuring that the professional development goals of the College are more closely aligned with the student's needs. This would allow faculty and staff to be more responsive on a semester-to-semester basis. The College can work on creating and being more intentional with opportunities for students to connect with more staff, faculty, and administrators. The lack of exposure to needed training for the campus community can lead to inequitable outcomes. Having a transparent process for the campus community members to request the type of training or professional development opportunities they may need throughout the year could also help staff members to be more responsive to students' needs.

The College could benefit from an institutionalized first-year experience for all incoming students. This program would ensure that all students during their first-year at the College have an equitable opportunity to complete a comprehensive educational plan and are provided access to resources such as books and tuition support information.

Chaffey College remains committed to the expansion of mental health support for all of our students. This is especially critical as students pursue their academic goals in a pandemic/ endemic society.

Ideal Structure:

The College is striving to build a culture in which every person who works at the campus understands the ability and opportunity they have to positively impact students' academic journeys. Examining current practices in the way students access resources to ensure that the access is equitable and that little to no barriers exist in the process for students. Adding qualitative data collection mechanisms that are in place so that the College can collect richer information about student experiences is key to improving the student experience. A continued focus to improve the college's quantitative data

collection process would help the College to better understand the potential impact of activities that are connected to the equity plan and aimed at eliminating the equity gaps.

PLANNING & ACTION

The following action steps are intended to directly address the College's retention from primary term to secondary term.

C1. Developing an intentional working relationship between the Director of Equity and Student Engagement and the Director of Diversity, Equity, and Inclusion. This collaboration would ensure that trainings and support efforts provided to the students and staff are synchronized.

C2. Restructuring the Student Services Department to offer Student Success Teams for all students. The Success Team would include an academic counselor, a financial aid specialist, an Admissions and Records Department specialist, and a success coach. The Success Teams would be aligned with the students' academic and career communities.

C3. Continue to provide faculty and staff with continuous professional development opportunities that are based on the cultural lived experiences of the students. The entire College community is committed to expanding these professional development opportunities to all who serve and support students including but not limited to the governing board, administrators, faculty, and staff.

C4. Continuing to expand the work conducted by the Caring Campus committee is important to ensure that all staff members understand how vital their role is to the success of the students. The development and implementation of training opportunities build on improving the service experience for students is crucial to decreasing our retention gap.

C5. An expansion of our communities of practice among individuals with similar roles and responsibilities. The communities would further strengthen collaboration and

provide an opportunity for ideas and best practices to be shared. Working with the Faculty Success Center and external experts to help facilitate discussions or workshops specific to the communities will move this effort forward.

SUPPORT NEEDED

C1. Professional Development- establishing training and programing goals that both the Director of Equity and Student Engagement and the Director of Diversity, Equity, and Inclusion can work toward completing on a short-term and long-term basis. The trainings would be developed in collaboration with the Faculty Success Center and Professional Development Cttee. These goals would support students on a semester-to-semester basis and allow for long-term planning.

C2. Data and Research- a workload evaluation of what it would look like to align campus personnel including success coaches, financial aid specialists, Admissions and Records Department specialists, and the counseling team to evaluate how to best re-align support to build Success Teams. Collaborating with the College's research department will be key in understanding what the needs of each individual academic and career community will be as the student services department re-alignment takes shape.

C3. Technical Assistance/Professional Development- the Center for Culture and Social Justice will need to work with campus and community partners to develop an ally training network that is specific to the needs of Chaffey College students.

C4. Field Guidance- the College needs support and guidance in developing a concise and collectively agreed upon a guide of what students should expect to experience from a customer service perspective as they become students at the college.

C5. Data and Research- Research on best practices to expand our communities of practice. Resources for the College community to use in their expansion of the communities. Professional development opportunities, specific to communities of

practice.

Metric: Completion

Latinx students and Black or African American Students

Metric: Attained the Vision for Success Definition of Completion within Three Years					
Academic Year	Student Group	Group Outcome Rate	PPG-1 Measurement	DI Observed	Equity Number*
2015	African American/Black	4.5%	-2.6%	Yes	11
	Hispanic/Latinx	6.0%	-2.3%	Yes	86
2016	African American/Black	5.4%	-2.5%	Yes	12
	Hispanic/Latinx	6.3%	-4.3%	Yes	175
2017	African American/Black	6.8%	-1.3%	No	n/a
	Hispanic/Latinx	7.2%	-2.5%	Yes	103
2018	African American/Black	6.0%	-3.6%	Yes	16
	Hispanic/Latinx	8.5%	-2.6%	Yes	107

*The "number of students in the subgroup who need to attain the metric outcome in order for the outcome rate of the subgroup to equal the reference group rate of all other student subgroups."

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Increase the sense of belonging for Black or African American students, Latinx students, undocumented, LGBTQIA+ students, and formerly incarcerated students. This will be measured using survey data.
<i>Year 2 (2023-24)</i>	Establish comprehensive Student Success Teams for students to have access to as their primary student support structure.
<i>Year 3 (2024-25)</i>	Increase the number of Latinx and Black or African American students who are awarded a degree or certificate by 10%.

STRUCTURE EVALUATION

Current Structure:

The current connection between our Guided Pathways efforts and the Student Equity Plan is not as synergized as it could be. Support structures are not as layered as they could be and this causes the students to have a disjointed experience. The College can improve on the number of students who complete a comprehensive educational plan. Educational plans are critical to helping students visualize their road to completion. Educational plans can also improve our educational forecasting to ensure course availability for students. Embedding additional intentional points of contact within the student experience so that at different strategic points in their journeys they are reminded of the importance of completing the courses on their educational plans will lead to more completion. The College will continue to improve the schedule and availability of programs to become as responsive as possible to our students' needs.

Our College's strategic plan and enrollment recovery plan need to be tightly connected to the equity plan. A lack of synergy can create a disjointed experience for students and can cause duplication of efforts. Ensuring that these and other major campus-wide efforts are in synergy will improve the student experience and improve academic outcomes.

A conscious effort by the College will be made to increase completion rates for historically marginalized student populations. We currently lack a comprehensive way to know how many undocumented students, formerly incarcerated, and/or LGBTQIA+ students attend our College at any given point in the semester. Having avenues to improve our communication with these student populations and to collect feedback from them will allow us to improve their experience as students with the goal of increasing educational completion outcomes.

Ideal Structure:

Ensuring that efforts and planning that are led or initiated by our equity plan have all major campus efforts at its core. Continuous examination of the impacts of the work and activities in our equity plan targets the sought-after outcomes. Providing the campus community with an ability to shift its focus if the work that is being conducted

that stem from this equity plan does not obtain its goals. Ensuring the equity plan meets the needs of the students as those needs may shift before the cycle of this plan is complete.

Removing institutional barriers for students to apply for and receive their degrees or certificates would place the responsibility of awarding those degrees more on the College and not on the student. Actions like this one would support and make students increase their employability as they transition away from Chaffey. Addressing institutional barriers to degree attainment will be a priority for the College.

Expanding on the Colleges commitment to increase students' sense of belonging and connection to the College will support our completion goals. As students see more of their lived experiences represented at the College through programming or pedagogical approaches, students will be more engaged in their academic process and develop an increased sense of belonging.

The two above-mentioned commitments need to be enacted from an assets-based perspective and in a proactive manner. The College needs to continue to move away from being reactive to students' needs. Being more responsive from the moment a student registers will allow the College to be more student ready from their first year.

PLANNING & ACTION

The following steps will be focused on improving certificate and degree attainment for our disproportionately-impacted group. The College's goals in this metric focus on increasing support for students and increasing their sense of belonging.

D1. The College will create student Success Teams that would provide intrusive and timely support for students and will be a key effort to improving the completion rates of students.

D2. A first-year experience program will be developed with goals tied to The Vision for Success goals. The program would provide holistic support in the critical first year of a student's experience.

D3. A steadfast commitment to the College's 10 Point plan and supports that further students in developing a sense of belonging at our College and empower them through their ethnic identities.

D4. A continued institutional commitment to our annual Hip-Hop Studies Summit (February) and Black and Brown Minds and Mattering Conference (November) is important to supporting our students to flourish and increasing students' sense of belonging.

D5. Developing the ability to automatically award degrees to students who have completed the required courses, but do not apply for a degree or certificate. Students will be provided with the opportunity to opt out of this feature.

D6. Develop channels to send information and resources directly to students from the undocumented, systems-impacted, and LGBTQIA+ communities in a discreet and timely manner. The College is committed to NOT keeping any lists of these populations only to ensure these students and their privacy are protected. Such channels would only serve as a method to collect anonymous qualitative feedback from these students.

SUPPORT NEEDED

D1. Pilots and Building Communities of Practice- every student that enrolls at Chaffey College would know the individuals who are a part of their success team and will support them during their time as students. The Success Teams would consist of a counselor, a financial aid advisor, an Admissions and Records Department specialist, and a success coach. A needs assessment of what would be the ideal number of students per success team would be needed. This assessment would inform the decision-making process if there were a need for additional personnel.

D2. Technology Investments and Tools- leveraging software like CRM Advise will be critical to successfully making this cultural transition for the College community. A close relationship with our research team will also be crucial to this process, since relying on

data to measure impact will be important. Leveraging and increasing access to Program Mapper by students will increase the number of students who have an educational plan. Additional points of access to this tool will be embedded in the student experience. Ensuring these supports are in place and used by our campus community will support our efforts toward closing our equity gaps.

D3. Data and Research: The College will remain committed to accomplishing the goals outlined in the 10 Point plan including but not limited to the institutionalization of the Black and Brown Minds and Matter conference. This commitment will be focused on identifying and eliminating institutionalized barriers in the students' path to success. This focus will also increase our students an overall sense of belonging at the college. Data/research on other such efforts at neighboring California Community Colleges and the effectiveness of such programming would be helpful.

D4. Pilots and Building Communities of Practice: Resources will be committed to further institutionalizing the Hip Hop Studies Summit. Expanding on the collaborations that already exist between faculty who organize this summit and the Student Services Department will be essential in expanding the summit, its impact, and its reach.

D5. Technology Investments and Tools: Degree Audit is an important technology upgrade that will allow the College to automatically award degrees or certificates. This will help students leave the College with a degree or certificate. The College's Information and Technologies office needs to take a close look at the current student support and information platforms that are being used to ensure they will not only fit the current need to support students but would also be able to grow with the needs of our students. If this software/system does not fit the changing needs we would look to purchase a different software/ platform.

D6. Field Guidance and Implementation- the College would need support and guidance on best practices to improve communication and support for the undocumented and LGBTQIA+ student communities.

Metric: Transfer

Latinx Students, First Generation Students

Metric: Transferred to a Four-Year Institution within Three Years					
Academic Year	Student Group	Group Outcome Rate	PPG-1 Measurement	DI Observed	Equity Number*
2014	First generation	10.5%	-7.9%	Yes	34
	Hispanic/Latinx	14.0%	-7.2%	Yes	101
2015	First generation	11.7%	-8.7%	Yes	90
	Hispanic/Latinx	13.2%	-8.4%	Yes	118
2016	First generation	11.7%	-9.4%	Yes	109
	Hispanic/Latinx	13.1%	-10.0%	Yes	160
2017	First generation	13.6%	-5.9%	Yes	54
	Hispanic/Latinx	14.8%	-7.3%	Yes	120

*The “number of students in the subgroup who need to attain the metric outcome in order for the outcome rate of the subgroup to equal the reference group rate of all other student subgroups.”

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Increase Latinx student transfer rates by 5%
<i>Year 2 (2023-24)</i>	Focus on First Generation LGBTQIA+/Undocumented to increase transfer rates by 5% (fall to spring)
<i>Year 3 (2024-25)</i>	Increase the number of first-time formerly incarcerated students’ completion by 5%

STRUCTURE EVALUATION

Current Structure:

The College will work towards establishing a stronger culture around the transfer process with faculty and staff that is specifically linked to the First Generation LGBTQIA+ student experience. The campus community needs to improve its awareness on how these two student experiences impact a student's trajectory toward transferring. The collaboration across different campus community partners could be

improved so that information to students about the transfer process is much more accessible to students.

A focused effort on providing Latinx students increased resources as they accomplish major milestones in their path toward transferring. Providing transparent information about the different options available to students needs to be available and known by College stakeholders. The College needs to improve and create a stronger culture in which all transfer options are looked upon as viable options for students. The Transfer Center can improve on providing resources that are available at four-year institutions for students who identify as LGBTQIA+, Latinx, First Generation, or students who have been formerly incarcerated. The Transfer Center needs to provide additional intentional information for the families of our First-Generation students. The College needs to improve the way in which this information gets to all of our students and their families. The Transfer center needs to improve on the information that is available for students and families about what the cost of attending a four-year institution will be for a transfer student after completing at Chaffey College.

Investing in improving our communications technologies or leveraging existing technologies so that students can be reminded from multiple platforms when they have reached major transfer milestones.

Ideal Structure:

The College can start by improving the communication between the campus community and the Transfer Center. Being strategic in when and how information about the transfer process is disseminated to students. Providing more information about the cultures and support offered by surrounding institutions can also assist students and their families in making more informed decisions.

Building cohorts of students based on their academic and career communities and their aspirations to transfer can assist with the dissemination of information and with increasing peer-to-peer support for the disproportionately-impacted students. Increasing and targeting direct marketing framed around our students' academic and career community can assist in building a sense of belonging and provide peer-to-peer support for those students who will be transferring.

The financial aid office will continue to raise awareness about opportunities available to students so as to lessen the financial burden on students as they work their way toward transferring. Ensuring that our disproportionately-impacted students have access to this information early in their journey is important.

Continue the Colleges collaboration with the Gardner Institute on the Growing Inland Achievement initiative. The institute has been collaborating with the College to identify potential barriers for students seeking to transfer. This effort is focused on the transfer process for students looking to attend California State University, San Bernardino, which is our district's largest feeder university.

PLANNING & ACTION

E1. The creation of additional programming that is geared at connecting the families of our students to the transfer process.

E2. Creating a peer-based transfer ambassador program can help the campus community improve its understanding of the transfer process from a peer perspective.

E3. The College will continue to work on improving its culture around the topic of the transfer of students. It will ensure the availability of transfer information in spaces outside of the transfer center. It will be especially important for the Transfer Center to increase its collaboration with the campus faculty and Counseling Department.

E4. Chaffey College will focus on maximizing "in-reach" by faculty advisors to specifically impacted populations (students who identify as first generation, African American/Black, foster youth, LGBTQIA+, undocumented, and/or currently and formerly incarcerated) to clarify transfer pathways.

E5. Expanding the Transfer Center's collaboration with regional institutions to identify potential transfer barriers and addressing them.

E6. The College will work with our Institutional Research department to identify potential

institutional barriers to student success; examples include the following: time of course offerings, campus location, online options, full-time or part-time faculty instruction, etc. Faculty will continue to interrogate program design and course offerings as a part of the schedule of programs.

SUPPORT NEEDED

E1. The funding required to implement Transfer Center family events would provide students with an opportunity to bring their families to the campus to learn more about the transfer process and its monetary cost. The college will also need the resources to have this programming available in multiple languages.

E2. The resources needed to create and implement an ambassador program.

E3. The College will work on developing professional development opportunities and workshops for the campus community to better understand the transfer process. The College will need the necessary resources to develop the trainings and collateral materials needed.

E4. The Transfer Center needs support from the Institutional Research Department to obtain necessary data about potential internal barriers to transferring. The Transfer Center will also collaborate with key on-campus stakeholders to provide transfer support to our most historically underserved students.

E5. Continued involvement in the Growing Inland Achievement efforts and continued collaboration with the Gardner Institute for support.

E6. Collaboration with the Institutional Research Department and Educational Services specifically geared toward identifying internal barriers.

GUIDED PATHWAYS

Alignment:

A core goal of the guided pathways efforts at Chaffey College is to increase the rate at which historically marginalized students earn college credentials, particularly degrees and credentials in fields of high economic value, while also closing gaps for low-income students, students of Color, returning adults, students with disabilities, LGBTQIA+ students, undocumented students, and other groups with inequitable outcomes.

The Chaffey College guided pathways efforts will focus on ensuring every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the College's service area.

The College has committed to adding detailed information about the employment and further education opportunities targeted by each academic program. Additionally, all students have access to a career assessment software program (Focus2Career) through their Chaffey Portal; in Focus2Career, Chaffey's degrees certificates are linked to salaries and job outlook information.

Chaffey continues to work on information so that programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the College's website.

Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible. This practice has been expanded to support all students, including offering guidance classes at area high schools through Dual Enrollment as an opportunity to assist students in exploring career options prior to coming to Chaffey.

FAFSA Participation:

Financial aid is essential to remove financial barriers for students to complete their education. The following activities will be supported and expanded to support students:

Chaffey College has institutionalized outreach and communication efforts to promote FAFSA/Dream Act completion and the Promise Program for First- and second-year tuition support. The Financial Aid Office has worked on expanding partnerships and workshops about federal and state grants, waivers, work-study, and loans to reach more current and potential students.

Expand partnerships and workshops to promote and increase FAFSA and Dream Act application completion information about federal, state grants, waivers, work-study, and loans. In addition, the college will engage parents and guardians of high school students during high school outreach events regarding financial aid.

PELL Grant Participation:

The Financial Aid Office is collaborating with other department areas to assist students with applying for financial aid and to help maximize students' financial aid awards including the Pell grant. This is important to ensure that students of low-income backgrounds, Foster Youth, at-risk homeless students, and veterans have access to all financial resources that will help them meet their educational goals. From 2016-2017, Chaffey College was one of 67 institutions to be selected to participate in the Second Chance Experimental Site with the U.S. Department of Education. Through this experimental site opportunity, the College will continue to award Pell grants to incarcerated students to pursue postsecondary education with the goal of helping them prepare for jobs and support their families.

Many low-income students, students who are experiencing housing insecurities, have incomplete information on their FAFSA which prevents them from completing their financial aid application. The Financial Aid Office will utilize effective technology and communication with students regarding missing documentation that will help complete the students' files in a timely manner and maximize their financial aid eligibility including the Pell grant.

Increase intentional communication with students who are less than full-time status and assist them with enrollment options to maximize their Pell awards especially, with Fast track courses. A number of students who are part-time are not aware that by increasing their enrollment, they may be eligible for additional Financial Aid awards.

These efforts will help maximize their awards.

Additional Aid for Students:

Chaffey College was the recipient of ARP funds and with these funds will continue to award emergency funds to students who meet the following criteria:

- Currently enrolled in at least 6-semester units (or the quarterly equivalent);
- Demonstrate an emergency financial aid need;
- Qualify as low-income by meeting the requirements to receive a CCPG or is projected to receive a CCPG for the upcoming semester or quarter; and
- Earned a 2.0 grade point average at their current or prior institution in one of their previous three-semester terms (or four quarter terms).

It is the College's goal that the funding gets to the students in the most efficient way possible and that as many barriers to receiving those funds are removed.

BASIC NEEDS

Services:

Chaffey College's basic needs center, also known as Panther Essentials, provides support for students experiencing the following needs: food insecurities, housing insecurities, free to low-cost health insurance and auto insurance, essential hygiene products, business attire for interviews, mental health counseling, motivational workshops, and providing students grants for emergencies. We provide support to students as a Community Based Organization (CBO) through Benefits Cal supporting the Cal Fresh, Cal WORKs, and Medi Cal application process. The center also distributes food boxes to students at drive-thru pantries and at the center. Our center also supports a meal assistance program. Panther Care partners with community organizations such as United Way, Keys non-profit, Lighthouse, City Link, and Inland Valley Hope partners to provide rehousing and homeless prevention services. While students navigate the process with our community partners, we also provide shelter resources for more immediate housing needs. Panther Care has also teamed up with San Bernardino County to connect students with Homeless Housing, Assistance, and Prevention Program, also known as, HHAP funding.

Panther Care is collaborating with Sowing Seeds to provide students with diapers, baby wipes, flushable wipes, toilet paper, foldable towels, and feminine hygiene products. Donations from faculty, staff, and community members have allowed Panther Care to offer free business attire for job interviews.

Through a collaboration with Chaffey College and College Wrap, Panther Care offers free mental health counseling. To qualify, students need to be enrolled in classes to receive services.

The last of Panther Care services are motivational workshops and emergency grant funds. The workshops are held two to three times a semester and cover various topics from women's empowerment to free tax services. These workshops are to enlighten students and motivate them to keep striving for their goals. Finally, Panther Care offers emergency grant funds. These funds are funded by donations from local businesses and the surrounding community organizations. Panther Care gives a one-

time check of up to \$500.00 to a student who is facing an unexpected emergency. These funds are to help students stay on track educationally. Panther Care gives approximately \$50,000 in funds to students per academic year.

In the future, Panther Care plans on providing clothing wash services by partnering up with local laundry mats and giving students pre-paid cards to wash their clothes. We are also planning to teach students to farm their own food at a local farm and bring local fresh fruits and vegetables to the campus at low to no cost. Panther Care is striving to bring refrigeration and freezers to the campus, so students can also receive perishable food items, such as milk, eggs, and vegetables in addition to the food items we currently supply.

Participation:

Our program plans to increase participation by spreading awareness through tabling, presentations to Chaffey College clubs and sports teams, building our social media following, providing information at Chaffey College events, and classroom marketing.

Food Pantry:

Chaffey College's food pantry efforts are twofold. The first is to continue our drive-thru pantries that are held twice a month at all three of our campuses, Rancho Cucamonga, Chino, and Fontana campuses. The second is to increase access and awareness about our resources to the campus community. Roxy's market is the name of the space where we allow students to pick up food and hygiene items on a daily basis. Students just need to present their student identification number to receive items.

ZERO-TEXTBOOK COST

Chaffey College has been actively working toward Zero-Textbook/Low Textbook Cost programming since 2016 when the College first acquired a planning grant. Between 2016 to 2019, the College had identified approximately 200 individual sections of Zero-Textbook Cost courses, which was significant, but not a statistically meaningful contribution to the equitable outcomes possible with this program, as it only equated to approximately 11% of total offerings. Just before the pandemic, the Office of Instruction made a conscious effort to re-engage the dialog with the faculty regarding the data illustrating that Zero-Textbook Costs programming had a 0.08 effect size increasing success and retention rates for communities of Color and within communities with diagnosed disabilities. As a result, the Academic Senate joined the Office of Instruction in a joint effort in 2021 to increase the participation, leadership, professional development, and implementation of Zero-Textbook Cost efforts.

To implement a growth plan, Chaffey appointed two faculty leaders to shepherd the effort and six faculty coaches representative of the six Academic and Career Communities at the College. To begin the effort, the College identified thirteen courses that are highly subscribed within the General Education pattern to target ZTC participation. This would ensure that all transfer students could complete all of their General Education without any additional costs beyond tuition. Since approximately 68% of Chaffey's students are eligible for the College Promise Fee Waiver, for many students, General Education would be free. As a result of these initial steps, by fall 2022, Chaffey College offered almost 1,000 sections of Zero-Textbook/Low Textbook Cost classes. This amounts to approximately 45% of current offerings. The ZTC Team is now focused on two popular degrees in addition to expanding General Education: Communication Studies and Criminal Justice. Both programs are projected to be fully ZTC by fall 2023, and additional degrees and certificates will follow.

An important component to accomplishing this goal has been not only the engagement of faculty willing to engage new widely available materials but also the cooperation and leadership in the Campus Store. Campus Store supports Low Textbook Cost (LTC) with its highly popular textbook rental program that applies deeply

discounted rates to over 300 printed textbook titles. The traditional Campus Store rental program is an all-inclusive process that researches faculty adoptions to determine rental availability reducing the retail price on average by 45%.

In addition to the traditional rental program, the Campus Store has developed, in partnership with the College, a sponsored rental program that charges only a minimal administrative fee for the rental. To be included in the sponsored rental program, the textbook must be used in high-demand courses with at least 3 sections using the same title and it should be a comprehensive textbook that is typical \$50 or more in price. Students pay an administrative fee that ranges between \$10 and \$40 for a sponsored textbook for the semester. The administrative fee is the only payment required for the textbook. The fee is a fraction of the actual textbook costs (some textbooks have a retail value of over \$300).

Along with the rental partnerships, the District has been providing students with Store Grants during the pandemic to help cover the cost of their course materials.

LGBTQIA+

The College currently has a minimal support network established for LGBTQIA+ students outside of a student organization. Chaffey College is in the process of hiring an Undocumented/LGBTQIA+ Liaison full-time classified position that will work with students to facilitate resources for them both on and off campus. This person would also support the growth of institutional support toward this student population.

The College will work with multiple College programs to ensure that support for this student population is synergized within other major campus efforts such as Orientation Days ensuring an LGBTQIA+ centered orientation experience. Peer-to-peer support is a very effective strategy for increasing student engagement and retention. The College will develop mentorship and leadership programs that have an assets-based approach.

Capturing data from this cohort of students is a challenge for many reasons. The College will work with our Institutional Research team to create ways in which student and contact information can be collected. This effort will be focused on ensuring the confidentiality of students. The goal of this effort would be to have an internal database to invite students to the program and provide resources to the students. Addressing the academic success of these students will also be a focal point of this effort.

MENTAL HEALTH

Chaffey College hired a Director of Social Wellness and Behavioral Support with mental health expertise to work in collaboration with Campus Police to further support response efforts and de-escalate non-criminal incidents whenever possible.

- [College Wrap](#) is a free program that supports our students' emotional health and well-being and is a self-initiated opportunity for students to access mental health support. College Wrap also helps to complete the connections started from a BIT referral. Once a student is identified through a BIT referral, College Wrap will be assigned the case, if appropriate, and they will then make every effort to reach out to and connect with the student in order to identify the best way to meet the student's current needs. College Wrap offers individual, family, and couples counseling as well as many ongoing drop-in groups and specialized -topics groups. College Wrap is able to work with students to link them to resources within the community that could benefit their physical, emotional, and mental health. College Wrap is here to help, in any way they can.
- College Wrap offers:
 - Individual Counseling tailored to fit our students' current needs to inspire change and improve their quality of life. They also offer individual, family, and couple sessions with a registered therapist.
 - 6-week group support services with specialized and specific topics to help our students overcome and succeed.

Workshops/presentations that will benefit our students during their time here at Chaffey College. Such topics include decreasing test-taking anxiety, grounding techniques, suicide awareness, self-compassion, getting organized, parenting, and many more.

GENERAL ACCESSIBILITY

The DPS (Disability Programs & Services) office has implemented and plans to implement many activities which will increase the accessibility of all curricula and technology across the institution.

1. DPS Launched a new information management program called **Symplicity Accommodate**. This new system allows students with disabilities to apply to the program independently 24 hours a day 7 days a week. Students who apply through this system can log in at any time and see the disability-related support documentation they submitted when applying to the program. Providing students with the ability to download their documentation from their Symplicity Accommodate portal at any time making it easier to apply for services from other institutions when they transfer. Students can also review and download their Counselor Approved Academic Accommodation letter at any time from the system. When students register for courses they can choose which instructors see that they have approved accommodations. For example: if a student wanted to utilize their accommodations for their math class but did not want their English instructor to know they were part of DPS they can now pick which instructors will be sent a copy of their accommodation letter and which instructors will have access to their accommodations through the Symplicity platform. We are still building on this platform and plan to continue to adapt additional features available through this system.
2. DPS uses cutting-edge of accessibility tools to address the education limitations of students with verified disabilities. DPS is in the process of updating our student checkout forms and referral process to make these items more accessible to students who need them. Some examples of these items/software are listed.
Echo 2 Smartpen- Records everything students hear, say, and write while linking their audio recordings to their notes. Students can quickly replay audio from their special smart pen paper or a computer with a simple tap on their handwritten notes.

Dragon Naturally Speaking-Is a speech-to-text software that allows people with

disabilities that detrimentally affect their writing to write long papers by speaking into a microphone.

Read and Write (Text to Speech software for more visual learners) This tool helps students to study, revise, proofread and increase their understanding. Read & Write also has built-in tools such as highlighters, voice notes, vocab tools, an audio maker, and more to help students with disabilities to study smarter, more independently, and to a higher standard.

Audio Recorders-Basic digital recorders that help students with disability playback lecture material and revisit concepts they may have missed due to a disability. Adaptive keyboards-This semester the College supported a student with physical impairments that were so severe they only had use of their left arm which made typing very difficult. The student also had a condition that affected their speech which made it impossible for them to use speech-to-text software. The College was also able to provide the student with a one-handed (left-handed) keyboard.

NuEyes-Chaffey College DPS purchased multiple pairs of specialized "Smart glasses" which are designed to help students with to assist those with eye conditions such as macular degeneration, glaucoma, and retinitis pigmentosa. Allowing them more equal access to course material. <https://www.nueyes.com/>

Chaffey College DPS has technology such as adaptive microscopes for biology labs (for students who are low vision), Desktops, and personal magnifiers. A major focus of trainings from the DPS office to our instructional faculty, staff, and administrators focuses on course accessibility. The DPS office hosts Flex presentations every semester showcasing the tools instructional faculty need to utilize to ensure their courses are accessible.

The DPS Alternative Media and Technical Specialist has worked tirelessly to educate and inform the larger campus community about the need for web-based accessibility in accordance with Web Content Accessibility Guidelines (WCAG) 2.0 Level A and AA (excluding criteria 1.2. 4 and 1.2. 5). WCAG is the internationally accepted standard for web accessibility.

The DPS office completes a PDF/document and Canvas Accessibility training multiple times per semester.<https://canvas.chaffey.edu/courses/6461/pages/spring-22->

[flex-information](#)

The DPS office launched a captioning resources page for instructional faculty recently. This resource showcases and makes available free captioning tools instructors can utilize for their courses.

The DPS office has also been heavily involved and will continue to be involved in the POCR (Peer Online Course Review) training and evaluation making sure courses launched from Chaffey have met the pinnacle of standards for accessibility specifically in regards to Section D of the POCR rubric.

DPS also brought back the DPS Success Guide program. Students can also get virtual help anytime we are open from our DPS Live Zoom link from a DPS Success Guide. DPS Success Guides are graduate students in counseling programs who are interested in disability counseling.

INSTITUTIONAL PLANNING

Ongoing Engagement:

The Chaffey Community College District Board is committed to supporting the advancement of equitable educational outcomes for those student populations which have been identified as being disproportionately-impacted. The Board is committed to ensuring and supporting the goals outlined in this plan and other campus-wide that continue to pursue equitable educational outcomes for students. The members of the Board will be engaged in planning processes and activities that take place to ensure the students feel their presence. The Board will remain open and willing to support future resolutions that would further support historically marginalized communities.

Integrated Budgeting:

Chaffey College understands what an undertaking it is to erase academic equity gaps and provide equitable support to its students. With that understanding, the College will use the Chancellor's Office Equity Funds as a catalyst for this work all while leveraging other funding sources.

Chaffey College is in a unique position since it is one of 286 organizations receiving \$2.7 billion in gifts from author and philanthropist MacKenzie Scott. In total, the College received \$25 million. Chaffey College plans to use the gift to support students who are the first in their families to go to college, students of Color, and those from low socioeconomic backgrounds. Funding will also support basic needs programs. The leveraging of these funds and the equity funding will allow the College to make systemic changes that will support generations of students who make Chaffey College their educational partner.

Chaffey College also has a Foundation that supports many of its endeavors. The foundation helps Chaffey College maintain its role as a leader in higher education by raising funds to help students obtain a College education. Funds go to student scholarships and support programs and facility enhancements. The Chaffey College Foundation, a 501(c)(3) nonprofit organization, does this work with the involvement of community leaders who volunteer their time. The Foundation not only raises funds to provide scholarships to students. It works tirelessly to raise the funds needed to provide

emergency grants in partnership with the Panther Care Program, a basic needs support program. The foundation also collaborates with the faculty to support technology needs and with campus-wide programs to support their monetary needs. The Chaffey College Foundation became a key partner in securing funding for the Black and Brown Minds and Mattering annual conference.

Student Voice:

The College will revisit the idea of hiring a group of students and have them cross-trained to understand different information from the multiple areas of support offered to students. This group of students would become our Student Design Team. This team will be charged with co-design of Guided Pathways improvements as well as the development of regular feedback loops with the larger student population. In addition, new technological ways of engaging students are in use and development. For example, a “Student Scheduling Preferences” survey was deployed in Spring 2021 in an effort to utilize the information for the 21-22 schedule building. The Student Design Team will be tasked with assessing and providing feedback on College-wide initiatives. They will serve as the initial student lens when major initiatives are drafted and will provide feedback as they are implemented. The student design team will also work with all established programs across campus to provide this same level of support. This group of students will serve as focus group participants for the College whenever this type of feedback is required. These positions will be paid a competitive salary and the supervisors will ensure the students' academic priorities are at the forefront of their work priorities.