Student Equity and Achievement Program Produced: 11/17/2022 11:52 AM PST Rene Alvarez

San Jose City College - Student Equity Plan (2022-25): Submitted

Details

Assurances

Legislation

✓ I have read the legislation <u>Education Code 78220</u> and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

📄 <u>EDC_78220.pdf</u>

Additional 78220 Acknowledgement

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

Campus-Wide Equity Approach

<u>View Memo</u>

Race Consciousness in Equity Plan Development *

San Jose City College (SJCC) is aware of the experiences students have thoughout the college landscape and the broader community that support oppression based on race and unshared power. SJCC is also aware of the social and historical contexts of exclusionary practices in higher education. Therefore, SJCC implemented an equity-minded approach in completing the Student Equity Plan. SJCC ensures individual and institutional responsibility for student outcomes by holding all campus community members accountable for whether their programs, curricula, policies, processes, and services are equity-minded and race-conscious. To that end, SJCC provided professional development focused specifially on building the race-consciousness of the Student Equity Plan collaborators.

Summary of Target Outcomes for 2022-25

Successful Enrollment

Asian

1-year outcome: The baseline outcome rate (%) of Asian applicants who indicated an official intent to enroll at San José City College as a non-special admit student for the first time and enrolled at San José City College in the officially selected year is 16.40%. By year one, San José City College seeks to increase the baseline outcome rate by five percentage points to achieve a 21.40% successful enrollment of Asian applicants.
2-year outcome: By year two, San José City College seeks to increase the baseline outcome rate (16.40%) by ten percentage points to achieve a 26.40% successful enrollment rate of Asian applicants.
3-year outcome: By year three, San José City College seeks to increase the baseline outcome rate (16.40%) by fifteen percentage points to achieve a 31.40% successful enrollment rate of Asian applicants.

American Indian or Alaska Native

1-year outcome: The baseline outcome rate (%) of American Indian or Alaskan Native (AIAN) applicants who indicated an official intent to enroll at San José City College as a non-special admit student for the first time and enrolled at San José City College in the officially selected year is 7.10%. By year one, San José City College seeks to increase the baseline outcome rate by ten percentage points to achieve a 17.10% successful enrollment of AIAN applicants.

2-year outcome: By year two, San José City College seeks to increase the baseline outcome rate (7.10%) by twenty percentage points to achieve a 27.10% successful enrollment rate of AIAN applicants.

3-year outcome: By year three, San José City College seeks to increase the baseline outcome rate (7.10%) by thirty percentage points to achieve a 37.10% successful enrollment rate of AIAN applicants.

Black or African American

1-year outcome: The baseline outcome rate (%) of Black or African American female (BAAF) applicants who indicated an official intent to enroll at San José City College as a non-special admit student for the first time and enrolled at San José City College in the officially selected year 18.80%. By year one, San José City College seeks to increase the baseline outcome rate by five percentage points to achieve a 23.90% successful enrollment of BAAF applicants.

2-year outcome: By year two, San José City College seeks to increase the baseline outcome rate (18.80%) by ten percentage points to achieve a 28.80% successful enrollment rate of BAAF applicants.

3-year outcome: By year three, San José City College seeks to increase the baseline outcome rate (7.10%) by fifteen percentage points to achieve a 33.80% successful enrollment rate of BAAF applicants.

Filipino

1-year outcome: The baseline outcome rate (%) of Filipino applicants who indicated an official intent to enroll at San José City College as a non-special admit student for the first time and enrolled at San José City College in the officially selected year is 25%. By year one, San José City College seeks to increase the baseline outcome rate by three percentage points to achieve a 28% successful enrollment of Filipino applicants.

2-year outcome: By year two, San José City College seeks to increase the baseline outcome rate (25%) by six percentage points to achieve a 31% successful enrollment rate of Filipino applicants.

3-year outcome: By year three, San José City College seeks to increase the baseline outcome rate (25%) by nine percentage points to achieve a 34% successful enrollment rate of Filipino applicants.

Completed Transfer-Level Math & English

Hispanic or Latino

1-year outcome: Measurement Output The baseline outcome rate (%) of Hispanic/Latino students who completed transfer-level math and English in their first academic year of credit enrollment within the San José Evergreen Community College District is 9.80%. By year one, San José City College seeks to increase the completion rate of transfer-level math and English of Hispanic/Latino students by two percentage points to 11.80%.

2-year outcome: By year two, San José City College seeks to increase the completion rate of transfer-level math and English of Hispanic/Latino students by four percentage points to 13.80%.

3-year outcome: By year three, San José City College seeks to increase the completion rate of transfer-level math and English of Hispanic/Latino students by six percentage points to 15.80%.

Persistence: First Primary Term to Secondary Term

Hispanic or Latino

1-year outcome: The baseline outcome rate (%) of Hispanic/Latino students who persisted from their first primary term of enrollment to the subsequent primary term at San José Community College is 58.70%. By year one, San José City College seeks to increase the rate of Hispanic/Latino male students who persisted from their first primary term of enrollment to the subsequent primary term by two percentage points to 60.70%.

2-year outcome: By year two, San José City College seeks to increase the rate of Hispanic/Latino male students who persisted from their first primary term of enrollment to the subsequent primary term by four percentage points to 62.70%.

3-year outcome: By year three, San José City College seeks to increase the rate of Hispanic/Latino male students who persisted from their first primary term of enrollment to the subsequent primary term by six percentage points to 64.70%.

American Indian or Alaska Native

1-year outcome: The baseline outcome rate (%) of American Indian/Alaska Native (AIAN) Students who persisted from their first primary term of enrollment to the subsequent primary term at San José Community College is 33.30%. By year one, San José City College seeks to increase the rate of AIAN students who persisted from their first primary term of enrollment to the subsequent primary term by ten percentage points to 43.30%.

2-year outcome: The baseline outcome rate (%) of American Indian/Alaska Native (AIAN) Students who persisted from their first primary term of enrollment to the subsequent primary term at San José Community College is 33.30%. By year one, San José City College seeks to increase the rate of AIAN students who persisted from their first primary term of enrollment to the subsequent primary term by ten percentage points to 43.30%.

3-year outcome: By year three, San José City College seeks to increase the rate of AIAN students who persisted from their first primary term of enrollment to the subsequent primary term by thirty percentage points to 63.30%.

Transfer

American Indian or Alaska Native

1-year outcome: The baseline outcome rate (%) of American Indian/Alaska Native (AIAN) Students who earned 12 or more units at San José City College (SJCC) and who exited the community college system in the selected year and enrolled in any four-year postsecondary institution 4 years after they began (i.e. 3-year transfer rate) is 0.00%. By year one, San José City College seeks to increase the transfer rate of AIAN students by six percentage points to 6.0%.

2-year outcome: By year two, San José City College seeks to increase the transfer rate of AIAN students by twelve percentage points to 12.0%.

3-year outcome: By year three, San José City College seeks to increase the transfer rate of AIAN students by eighteen percentage points to 18.0%.

Completion

Hispanic or Latino

1-year outcome: The baseline outcome rate (%) of the unduplicated count of Hispanic/Latino male students who earned one or more of the following within 3 years: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year at San José Community College is 4.70%. By year one, San José City College seeks to increase the completion rate of Hispanic/Latino male students by two percentage points to 6.70%.

2-year outcome: By year two, San José City College seeks to increase the completion rate of Hispanic/Latino male students by four percentage points to 8.70%.

3-year outcome: By year three, San José City College seeks to increase the completion rate of Hispanic/Latino male students by six percentage points to 10.70%.

Asian

1-year outcome: The baseline outcome rate (%) of the unduplicated count of Asian male students who earned one or more of the following within 3 years: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year at San José Community College is 4.20%. By year one, San José City College seeks to increase the completion rate of Asian male students by two percentage points to 5.20%.

2-year outcome: By year two, San José City College seeks to increase the completion rate of Asian male students by four percentage points to 8.20%.

3-year outcome: By year three, San José City College seeks to increase the completion rate of Asian male students by six percentage points to 12.20%.

Black or African American

1-year outcome: The baseline outcome rate (%) of the unduplicated count of Black/African American male (BAAM) students who earned one or more of the following within 3 years: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year at San José Community College is 2.4%. By year one, San José City College seeks to increase the completion rate of BAAM students by two percentage points to 4.20%.

2-year outcome: By year two, San José City College seeks to increase the completion rate of BAAM students by four percentage points to 6.20%.

3-year outcome: By year three, San José City College seeks to increase the completion rate of BAAM students by six percentage points to 8.20%.

District Contact Information Form

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Equity Plan Reflection

2019-22 Activities Summary

- Retention/Persistence Goal
- SJCC Outreach/Recruitment goals
- SJCC Outreach and Recruitment
- Basic Skills and ESL
- Summer Bridge and Promise to Completion

Key Initiatives/Projects/Activities *

To increase the enrollment, retention, and persistence of Latinx males at San José City College (SJCC), the College hired an additional Outreach Recruitment/Specialist to assist with outreach efforts and entered into agreement with the San José Mexican Consulate to provide matriculation support services to prospective students and their families. The College's ALMASS program was also designated a Dreamer Resource Center to better serve AB 540 and DACA students.

SJCC focused on serving LGBTQ+ students by recognizing and funding a student club/organization and promoting SafeZone that would provide support to LGBTQ+ students and their allies' on-campus. SJCC also sponsored the annual Historically Black Colleges & Universities (HBCU) college tour primarily for Black students. The ALMASS program worked closely with the College's Admissions & Records Office to ensure that students who are classified as out-of-state or international students are correctly classified as Assembly Bill 540 (AB 540) students for those who are eligible.

The ESL Department collaborates with Santa Clara, Campbell, and Milpitas Adult Education and other community agencies. ESL students continue to be assisted in the completion of CCCApply and Non-credit applications as well in the selection of courses. The College has identified and compensates a full-time Counselor to serve as the counseling coordinator to recruit and serve foster youth into the Guardians Scholars Program (GPS). Foster youth are provided support with the matriculation process, have an extended new student orientation, and receive intrusive counseling services throughout their education. SJCC worked with the County of Santa Clara Social Services Agency and the Bill Wilson Center and to identify and serve former and current foster youth. Also, the ALMASS program provided fieldtrips to local four-year universities to introduce undocumented students to admissions, financial aid, and support programs available.

The SJCC San José/Milpitas Promise Program served students from multiple San José high school districts by hosting an enriched Summer Bridge supplemented by intrusive academic counseling and support throughout students' educational journeys. Specific academic counselors who have a passion for serving students from our service area especially those from historically educationally and socioeconomically disadvantaged backgrounds have provided academic counseling.

Evidence of Decreased Disproportionate Impact *

SJCC's 2019-2022 Equity Plan focused on increasing the enrollment and retention/persistence of specific student populations. From the onset of the plan (19-20) to the end-year of the plan (21-22):

- LGBT student enrollment increased from 211 (baseline) to 317 students.
- White (Female) student increased from 1101 (baseline) to 1384 students.
- Filipino (Female) student enrollment increased from 278 (baseline) to 401 students.
- Black or African American (Female) student enrollment increased from 422 (baseline) to 459 students
- AB 540 student enrollment increased from 76 (baseline) to 150 students.
- Foster Youth student enrollment increased from 80 (baseline) to 97 students.

Based on available data sources, LGBT, White (Female), Filipino (Female), Black or African American (Female), and Foster Youth did not experience disproportionate impact regarding fall-to-spring persistence and Gateway Math/English. White (Female) and Filipino (Female) students did not experience disproportionate impact regarding successful enrollment.

2022-25 Planning Efforts *

From the onset of the plan (19-20) to the end-year of the plan (21-22), Latinx (Male) student fall-to-spring retention decreased from 973 (baseline) to 776 students. Comparing this student group with other male student groups during the same timeframe, Black or African American (Male), Pacific Islander or Hawaiian native (Male), and Filipino (Male) students also experienced disproportionate impact. As a result, the 2022-25 Student Equity Plan will partly focus on these student populations.

Pandemic Acknowledgement

✕ Interrupted Work Fully

✕ Catalyzed Work

✓ Delayed Work

Provide an explanation (optional)

Not Entered

Executive Summary URL *

https://www.sjcc.edu/_resources/PDF/Student_Equity_Plan/San%20Jos%C3%A9%20City%20College_Executive%20Summary-%202019-2022%20Student%20Equity%20Plan.pdf

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Hispanic or Latino	✕	✓	✓	✕	✓
Asian	✓	✕	✕	✕	✓
American Indian or Alaska Native	✓	✕	✓	✓	✕
Black or African American	✓	✕	✕	✕	✓
Filipino	✓	✕	✕	✕	✕

Successful Enrollment

Asian

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural

analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

San José City College (SJCC) is committed to an integrated, evidenced-based, and equity-focused Guided Pathways approach to student success. Therefore, SJCC should expand the College's current portfolio of culturally relevant support services and programs for Asian students to include elements designed to bolster their sense of belonging, thus leading to successful enrollment. SJCC should also increase partnerships with off-campus affinity-based organizations and engage Asian family support systems to strengthen the College's outreach initiatives in supporting the successful enrollment of Asian students. Additionally, SJCC should formally assess how the College's programs of study are aligned with Asian students' interests and streamline the CCCApply admission application process to clarify this alignment.

Structure Evaluation

Current Structure

✕ Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

- Culturally-relevant cohort programming for Asian students

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

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

- Integration of Guided Pathways with the CCCApply Admission Application process

✓ Other

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

- Lack of formal partnerships with Asian community partners
- Lack of engagement with Asian family support systems

Ideal Structure

✕ Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

- Develop, support, sustain, and scale a cohort-based program to strengthen Asian students' sense of belonging

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

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

- Infuse Guided Pathways with CCCApply Admission Application to help Asian students choose majors, make informed decisions about programs of study, and matriculate

- Incentivize Asian student enrollment

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

- Develop formal partnerships with Asian community-based organizations to enhance the College's outreach efforts in supporting the successful enrollment of Asian students
- Engage Asian family support systems to support the successful enrollment of Asian students

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Engage campus constituencies and off-campus partners to formalize workgroups focused on the successful enrollment of Asian students through cross-departmental collaboration and integrated planning.

Action

Action Steps *

- Provide professional development focused specifically on training staff, faculty, and administrators to be reflective practitioners and to develop equity-minded competence
- Establish a cohort-based learning community program to support the successful high school-to-college enrollment pipeline for Asian students
- Increase Asian student participation in special programs (e.g., EOP&S)
- Partner with 25th Hour Communication, Inc., on recruitment and retention efforts including 500 outgoing calls to students who have applied for admission but have not registered
- The College's Admissions & Records Office will initiate the infusion of Career and Academic Pathways (developed by the counseling department in coordination with instructional faculty) with the CCCApply admission application to help prospective students choose majors and make informed decisions about programs of study, thus contributing to the successful enrollment of Asian students.
- Incentivize Asian student enrollment by granting prospective and eligible first-year Asian students automatic entry into the College's San José Milpitas Promise Program (SJMPP) and access to SJMPP program benefits (priority registration, zero-cost tuition, and textbooks, etc.)
- Formalize data-sharing partnership with local high school districts to secure disaggregated prospective student demographic data to laser-focus the College's outreach efforts
- Secure formal partnerships with Asian community-based organizations and collaborate with on-campus constituencies to develop culturally relevant marketing materials, host culturally-focused events, and implement culturally-coordinated outreach plans for each community across the spectrum of unique Asian cultures
- Collaborate with community-based organizations and on-campus constituencies to develop a strategic plan and implementation timeline to engage Asian family support systems to support the successful enrollment of Asian students

Chancellor's Office Supports

Supports Needed

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

Explanation of Supports Needed

Not Entered

American Indian or Alaska Native

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

San José City College (SJCC) is committed to an integrated, evidenced-based, and equity-focused Guided Pathways approach to student success. Therefore, SJCC should shift to a sovereignty frame when addressing American Indian/Alaskan Native (AIAN) education and pivot away from considering AIAN students as part of a racial frame. AIAN students are politically and legally unique. The sovereignty frame first considers the body of Federal and State laws that establish AIAN people as members of self-governing tribes, thus leading into an indigenous teaching and learning framework that supports AIAN student success.

SJCC should also consider that its relationship is not just with the AIAN students; it is a reciprocal relationship that extends to the tribe. The sovereignty frame requires the relationship between SJCC and AIAN students to be navigated through Federal and State Indian law. Finally, the sovereignty frame acknowledges the relationship of AIAN students to their traditional homeland and land base (reserve/reservation/traditional homeland).

Structure Evaluation

Current Structure

✕ Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

Lack of a dedicated on-campus space for American Indian/Alaskan Native (AIAN) students

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

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

- AIAN student data flagging and reporting
- Lack of proper identification of AIAN students in the CCCApply Admission Application
- Current College Race Ethnic Classification identifies AIAN students as "Unknown" or "No Value Entered"
- Integration of Guided Pathways with the CCCApply Admission Application process

✓ Other

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

- Lack of AIAN student representation in outreach, enrollment, and marketing materials/campaigns
- Formal partnerships with AIAN community organizations
- Engagement with AIAN tribal support systems

Ideal Structure

✕ Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

Secure a dedicated space for American Indian/Alaskan Native (AIAN) students to enhance their sense of belonging

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

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

- Improve AIAN student data flagging and reporting
- Conduct AIAN student campus climate surveys
- Incentivize AIAN student enrollment
- Infuse Guided Pathways with CCCApply Admission Application to help AIAN students choose majors, make informed decisions about programs of study, and matriculate
- Expand AIAN student services

✓ Other

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

- Develop formal partnerships with AIAN community-based organizations to enhance the College's outreach efforts in supporting the successful enrollment of AIAN students
- Engage AIAN tribal support systems to support the successful enrollment of AIAN students

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Engage campus constituencies and off-campus partners to formalize workgroups focused on the successful enrollment of American Indian/Alaskan Native (AIAN) students through cross-departmental collaboration and integrated planning.

Action

Action Steps *

- Provide professional development focused specifically on training staff, faculty, and administrators to be reflective practitioners and to develop equity-minded competence
- Collaborate with campus constituencies to identify and designate an on-campus space dedicated to American Indian/Alaskan Native (AIAN) students to support the successful enrollment of AIAN students
- Collaborate with campus constituencies and appropriate College, District, and CCCCO departments to develop a coordinated plan with specific goals to improve AIAN student data flagging, data reporting, and campus climate surveys and a cooperative plan and timeline to achieve them.
- Increase AIAN student participation in special programs (e.g., EOP&S)
- Partner with 25th Hour Communication, Inc., on recruitment and retention efforts including 500 outgoing calls to students who have applied for admission but have not registered
- Incentivize AIAN student enrollment by granting prospective eligible first-year AIAN students automatic entry into the College's San José Milpitas Promise Program (SJMPP) and access to SJMPP program benefits (priority registration, zero-cost tuition, and textbooks, etc.)
- The College's Admissions & Records Office will initiate the infusion of Career and Academic Pathways (developed by the counseling department in coordination with instructional faculty) with the CCCApply admission application to help prospective students choose majors and make informed decisions about programs of study, thus contributing to the successful enrollment of AIAN students.
- Formalize data-sharing partnership with local high school districts to secure disaggregated prospective student demographic data to laser-focus the College's outreach efforts
- Secure formal partnerships with AIAN community-based organizations and collaborate with on-campus constituencies to develop culturally relevant marketing materials, host culturally-focused events, and implement culturally-coordinated outreach plans for each community across the spectrum of unique AIAN cultures
- Collaborate with community-based organizations and on-campus constituencies to develop a strategic plan and implementation timeline to engage AIAN tribal support systems to enhance AIAN student services and support the successful enrollment of AIAN students

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation

✓ Technical Assistance/Professional Development

✓ Data & Research

✕ Policy & Regulatory Actions

✓ Technology Investments & Tools

✕ Proof of Concept Pilots

✓ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Black or African American

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

San José City College (SJCC) is committed to an integrated, evidenced-based, and equity-focused Guided Pathways approach to student success. While San José City College's current portfolio of culturally relevant support services and programs for Black/African American female (BAAF) students are designed to encourage successful enrollment, the portfolio is limited to small-scale cohort programs and should expand to include broader separate programing to support BAAF student matriculation efforts. SJCC should increase partnerships with off-campus affinity-based organizations and engage Black/African American family support systems to strengthen the College's outreach initiatives in supporting the successful enrollment of BAAF students. Additionally, SJCC should formally assess how the College's programs of study are aligned with BAAF students' interests and streamline the CCCApply admission application process to clarify this alignment.

Structure Evaluation

Current Structure

✕ Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

- Clarify understanding of the separation and delineation of the Umoja cohort program and broader Black/African American community programming expectations

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

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

- Integration of Guided Pathways with the CCCApply Admission Application process

✓ Other

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

- Formal partnerships with Black/African American community partners
- Engagement with Black/African American family support systems
- Engagement with Black African American Women's Organizations

Ideal Structure

✕ Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

- Develop intentional broader Black/African American community programming separate from existing Umoja cohort programming to strengthen Black/African American female (BAAF) students' sense of belonging

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

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

- Infuse Guided Pathways with CCCApply Admission Application to help BAAF students choose majors, make informed decisions about programs of study, and matriculate
- Incentivize BAAF student enrollment

✓ Other

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

- Develop formal partnerships with Black/African American community-based organizations to enhance the College's outreach efforts in supporting the successful enrollment of BAAF students
- Engage Black/African American family support systems to support the successful enrollment of BAAF students

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Engage campus constituencies and off-campus partners to formalize workgroups focused on the successful enrollment of Black/African American female (BAAF) students through cross-departmental collaboration and

integrated planning.

Action

Action Steps *

- Provide professional development focused specifically on training staff, faculty, and administrators to be reflective practitioners and to develop equity-minded competence
- Collaborate with campus constituencies and campus leadership to discuss and set clear and delineated programmatic expectations regarding the College's Umoja cohort program and broader Black/African American community programming
- The College's Admissions & Records Office will initiate the infusion of Career and Academic Pathways (developed by the counseling department in coordination with instructional faculty) with the CCCApply admission application to help prospective students choose majors and make informed decisions about programs of study, thus contributing to the successful enrollment of Black/African American female (BAAF) students.
- Partner with 25th Hour Communication, Inc., on recruitment and retention efforts including 500 outgoing calls to students who have applied for admission but have not registered
- Incentivize BAAF student enrollment by granting prospective and eligible first-year BAAF students automatic entry into the College's San José Milpitas Promise Program (SJMPP) and access to SJMPP program benefits (priority registration, zero-cost tuition, and textbooks, etc.)
- Formalize data-sharing partnership with local high school districts to secure disaggregated prospective student demographic data to laser-focus the College's outreach efforts
- Secure formal partnerships with Black/African American community-based organizations and collaborate with on-campus constituencies to develop culturally relevant marketing materials, host culturally-focused events, and implement culturally-coordinated outreach plans.
- Collaborate with community-based organizations and on-campus constituencies to develop a strategic plan and implementation timeline to engage Black/African American family support systems to support the successful enrollment of BAAF students

Chancellor's Office Supports

Supports Needed

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

Explanation of Supports Needed

Not Entered

Filipino

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

San José City College (SJCC) is committed to an integrated, evidenced-based, and equity-focused Guided Pathways approach to student success. Therefore, SJCC should increase partnerships with off-campus affinity-based organizations and engage Filipino family support systems to strengthen the College's outreach initiatives in supporting the successful enrollment of Filipino students. Additionally, SJCC should formally assess how the College's programs of study are aligned with Filipino students' interests and streamline the CCCApply admission application process to clarify this alignment.

Structure Evaluation

Current Structure
✕ Instruction
✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✓ General Operations (A&R, Parking, Campus Policing, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Lack of integration of Guided Pathways with the CCCApply Admission Application process

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

- Formal partnerships with Filipino community partners
- Engagement with Filipino family support systems

Ideal Structure
✕ Instruction
✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✓ General Operations (A&R, Parking, Campus Policing, etc.)

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

- Infuse Filipinx American curriculum content across academic disciplines
- Infuse Guided Pathways with CCCApply Admission Application to help Filipino students choose majors, make informed decisions about programs of study, and matriculate
- Incentivize Filipino student enrollment

✓ Other

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

- Develop formal partnerships with Filipino community-based organizations to enhance the College's outreach efforts in supporting the successful enrollment of Filipino students
- Engage Filipino family support systems to support the successful enrollment of Filipino students

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Engage campus constituencies and off-campus partners to formalize workgroups focused on the successful enrollment of Filipino students through cross-departmental collaboration and integrated planning.

Action

Action Steps *

- Provide professional development focused specifically on training staff, faculty, and administrators to be reflective practitioners and to develop equity-minded competence
- The College's Admissions & Records Office will initiate the infusion of Career and Academic Pathways (developed by the counseling department in coordination with instructional faculty) with the CCCApply admission application to help prospective students choose majors and make informed decisions about programs of study, thus contributing to the successful enrollment of Filipino students
- Incentivize Filipino student enrollment by granting prospective and eligible first-year Filipino students automatic entry into the College's San José Milpitas Promise Program (SJMPP) and access to SJMPP program benefits (priority registration, zero-cost tuition, and textbooks, etc.)
- Partner with 25th Hour Communication, Inc., on recruitment and retention efforts including 500 outgoing calls to students who have applied for admission but have not registered
- Formalize data-sharing partnership with local high school districts to secure disaggregated prospective student demographic data to laser-focus the College's outreach efforts
- Secure formal partnerships with Filipino community-based organizations and collaborate with on-campus constituencies to develop culturally relevant marketing materials, host culturally-focused events, and implement culturally-coordinated outreach plans.
- Collaborate with community-based organizations and on-campus constituencies to develop a strategic plan and implementation timeline to engage Filipino family support systems to develop, support, sustain, and scale culturally relevant programming to strengthen Filipino students' sense of belonging and support their successful enrollment

Chancellor's Office Supports

Supports Needed

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

Explanation of Supports Needed

Not Entered

Completed Transfer-Level Math & English

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

San José City College (SJCC) is committed to an integrated, evidenced-based, and equity-focused Guided Pathways approach to student success. Therefore, SJCC should expand the model of cohort programs, embedded tutoring, supplemental tutoring, and instructional and student support services to increase the completion rate of transfer-level math and English of Hispanic/Latino students. SJCC should also ensure the smooth implementation of AB 705 mandates, address the rising costs of textbooks, and move toward offering guaranteed scheduling of transfer-level math and English courses for incoming Hispanic/Latino students.

Structure Evaluation

Current Structure

✓ Instruction

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

- Implementation of AB 705 mandates
- Rising textbook costs
- Enhance training for classroom personnel on course design, facilitation, and student coaching leveraging Guided Pathways frameworks

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

- Expansion of the cohort program model, embedded tutoring, supplemental tutoring, and instructional and student support services
- Guaranteed scheduling of transfer-level math and English courses for incoming Hispanic/Latino students in their first year

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✕ General Operations (A&R, Parking, Campus Policing, etc.)

✓ Other

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

- Formal partnerships with Hispanic/Latino community partners
- Engagement with Hispanic/Latino family support systems

Ideal Structure

✓ Instruction

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

- Review and revise AB 705 implementation plans
- Increase Open Education Resources/Zero-textbook Cost options for Hispanic/Latino students enrolled in transfer-level math and English courses in their first year
- Establish routine and ongoing professional development opportunities for classroom personnel on course design, facilitation, and student coaching leveraging Guided Pathways frameworks

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

- Secure appropriate resources to expand the cohort program model, embedded tutoring, supplemental tutoring, and instructional and student support services to support Hispanic/Latino students enrolled in transfer-level math and English courses in their first-year
- Incentivize Hispanic/Latino student completion of transfer-level math and English courses in their first-year
- Guarantee scheduling of transfer-level math and English courses for incoming Hispanic/Latino students in their first year
- Expand basic needs resource access to support Hispanic/Latino students enrolled in transfer-level math and English courses in their first year
- Scale summer experiences/summer bridge programming

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

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

- Develop formal partnerships with Hispanic/Latino community-based organizations to enhance the College's efforts in supporting Hispanic/Latino students enrolled in transfer-level math and English courses in their first year
- Engage Hispanic/Latino family support systems to support Hispanic/Latino students enrolled in transfer-level math and English courses in their first year

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Engage campus constituencies to formalize workgroups focused on the completion of transfer-level math and English courses by incoming Hispanic/Latino students in their first year through cross-departmental collaboration and integrated planning.

Action

Action Steps *

- Provide professional development focused specifically on training staff, faculty, and administrators to be reflective practitioners and to develop equity-minded competence
- Departments impacted by AB 705 will review and revise implementation plans that outline how the departments address student needs for pre-collegiate coursework to increase the completion rate of transfer-level math and English of Hispanic/Latino students
- Academic Affairs will increase Open Education Resources (OER)/Zero Textbook Cost (ZTC) options for Hispanic/Latino students enrolled in transfer-level math and English courses in their first year. Faculty will become ambassadors to students, connecting them to OER/ZTC resources.
- Grant incoming and eligible Hispanic/Latino students automatic entry into the College's San José Milpitas Promise Program (SJMPP) and access to SJMPP program benefits (zero-cost tuition and textbooks, etc.)
- Integrate and leverage existing College resources and pursue external funding streams to expand the cohort program model, embedded tutoring, supplemental tutoring, and instructional and student support services to support Hispanic/Latino students enrolled in transfer-level math and English courses in their first-year
- Establish routine and ongoing professional development opportunities for classroom personnel on course design, facilitation, and student coaching leveraging Guided Pathways frameworks
- Launch student success coaching initiative and leverage the use of student ambassadors, peer mentors, student advisors etc.
- Academic deans will work closely with Peer Led Team Learning and the Learning Resource Center to leverage and create tutoring services to support Hispanic/Latino students enrolled in transfer-level math and English courses in their first-year
- Hispanic/Latino student completion of transfer-level math and English courses in their first-year by granting prospective and eligible first-year Hispanic/Latino students automatic entry into the College's San José

Milpitas Promise Program (SJMPP) and access to SJMPP program benefits (zero-cost tuition and textbooks, etc.)
- Collaborate with appropriate on-campus constituencies to develop a strategic plan and implementation timeline regarding the guaranteed scheduling of transfer-level math and English courses for incoming Hispanic/Latino students in their first year
- The President's Office, Student Services, Academic Affairs, Career Education, and Administrative Services will collaborate to secure and promote resources for food, housing, mental health services, and technology to support Hispanic/Latino students enrolled in transfer-level math and English courses in their first-year
- Develop formal high school-to-summer experience/bridge-to matriculation pipelines that focus on the completion of transfer-level math and English courses
- Secure formal partnerships with Hispanic/Latino community-based organizations and collaborate with on-campus constituencies to develop culturally relevant marketing materials, host culturally-focused events, and implement culturally-coordinated outreach plans to support Hispanic/Latino students enrolled in transfer-level math and English courses in their first-year
- Collaborate with community-based organizations and on-campus constituencies to develop a strategic plan and implementation timeline to engage Hispanic/Latino family support systems to develop, support, sustain, and scale culturally relevant programming to strengthen Hispanic/Latino students' sense of belonging and support Hispanic/Latino students enrolled in transfer-level math and English courses in their first-year

Chancellor's Office Supports

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

Explanation of Supports Needed

Not Entered

Persistence: First Primary Term to Secondary Term

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

San José City College (SJCC) is committed to an integrated, evidenced-based, and equity-focused Guided Pathways approach to student success. Currently, there are no active San José City College (SJCC) initiatives specifically designed to improve the first primary term-to-secondary term persistence of Hispanic/Latino male students. SJCC should expand the College's current portfolio of culturally relevant instructional/support services and programs for Hispanic/Latino male students to include elements designed to bolster their sense of belonging, thus contributing to their persistence. Additionally, data analysis regarding Hispanic/Latino male students typically centers on quantitative data, which may only present a partial view of Hispanic/Latino male student experiences.

Structure Evaluation

Current Structure

✓ Instruction

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

- Expand institutional capacity to humanize education
- Expand the practice of culturally-relevant curriculum design
- Enhance training for classroom personnel on course design, facilitation, and student coaching leveraging Guided Pathways frameworks

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

- Expand Hispanic/Latino male student support services and programming

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

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

- Expand qualitative data collection
- Improve Ed Plan tool and degree audit system
- Formal early alert system
- Expand Basic Needs operations

✓ Other

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

- Formal partnerships with Hispanic/Latino community partners
- Engagement with Hispanic/Latino family support systems

Ideal Structure

✓ Instruction

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

- Incorporate equitable and race-conscious pedagogical elements into curricular practices to support the first primary term-to-secondary term persistence of Hispanic/Latino male students
- Provide student-centered and culturally responsive curriculum to support the first primary term-to-secondary term persistence of Hispanic/Latino male students
- Enhance cross-discipline faculty collaboration
- Establish routine and ongoing professional development opportunities for classroom personnel on course design, facilitation, and student coaching leveraging Guided Pathways frameworks

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

- Secure appropriate resources expand support services and programming to support the first primary term-to-secondary term persistence of Hispanic/Latino male students
- Incentivize Hispanic/Latino male student persistence from the first primary term-to-secondary term

✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✓ General Operations (A&R, Parking, Campus Policing, etc.)

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

- Enhance collection of qualitative data to support the first primary term-to-secondary term persistence of Hispanic/Latino male students
- Secure resources to improve the Ed Plan tool and degree audit system
- Develop formal early alert system to assist Hispanic/Latino male students who may be experiencing persistence roadblocks
- Expand basic needs resource access to support the first primary term-to-secondary term persistence of Hispanic/Latino male students

✓ Other

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

- Develop formal partnerships with Hispanic/Latino community-based organizations to enhance the College's efforts to support the first primary term-to-secondary term persistence of Hispanic/Latino male students
- Engage Hispanic/Latino family support systems to support the first primary term-to-secondary term persistence of Hispanic/Latino male students

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Engage campus constituencies to formalize workgroups focused on Hispanic/Latino male student persistence from the first primary term-to-secondary term through cross-departmental collaboration and integrated planning.

Action

Action Steps *

- Provide professional development focused specifically on training staff, faculty, and administrators to be reflective practitioners and to develop equity-minded competence
- Roll out campus-wide an Equity Dashboard data-visualization and assessment tool that disaggregates student performance data so faculty may pinpoint disproportionally impacted student populations and design race-conscious pedagogical adjustments to enhance student equity and improve student outcomes in their courses.
- Roll out a Cultural Curriculum Audit Review (CCAR) Taskforce to identify priorities and processes to support the College's mission in providing student-centered and culturally responsive curriculum for career pathways, university transfer, and life-long learning.
- Establish routine and ongoing professional development opportunities for classroom personnel on course design, facilitation, and student coaching leveraging Guided Pathways frameworks
- Launch student success coaching initiative and leverage the use of student ambassadors, peer mentors, student advisors etc. to support Hispanic/Latino male student persistence
- Develop a cooperative plan between counseling faculty and academic discipline faculty to enhance communication protocols and resource development regarding Guided Pathways to support the first primary term-to-secondary term persistence of Hispanic/Latino male students
- Integrate and leverage existing College resources and pursue external funding streams to expand instructional and student support services to support the first primary term-to-secondary term persistence of Hispanic/Latino male students
- Develop plan to incentivize Hispanic/Latino male students to persist from their first primary term to their secondary term
- Develop qualitative data collection protocol and conduct focus groups to enhance understanding on how to support the first primary term-to-secondary term persistence of Hispanic/Latino male students
- Collaborate with appropriate on-campus constituencies to develop a strategic plan and implementation timeline to improve Ed Plan tool, degree audit system, and early alert program
- The President's Office, Student Services, Academic Affairs, Career Education, and Administrative Services will collaborate to secure and promote resources for food, housing, mental health services, and technology to support the first primary term-to-secondary term persistence of Hispanic/Latino male students
- Secure formal partnerships with Hispanic/Latino community-based organizations and collaborate with on-campus constituencies to develop culturally relevant marketing materials, host culturally-focused events, and implement culturally-coordinated outreach plans to support the first primary term-to-secondary term persistence of Hispanic/Latino male students
- Collaborate with community-based organizations and on-campus constituencies to develop a strategic plan and implementation timeline to engage Hispanic/Latino family support systems to develop, support, sustain, and scale culturally relevant programming to strengthen Hispanic/Latino students' sense of belonging and support the first primary term-to-secondary term persistence of Hispanic/Latino male students

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation

✓ Technical Assistance/Professional Development

✓ Data & Research
✗ Policy & Regulatory Actions
✓ Technology Investments & Tools
✓ Proof of Concept Pilots
✓ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

American Indian or Alaska Native

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

San José City College (SJCC) is committed to an integrated, evidenced-based, and equity-focused Guided Pathways approach to student success. Currently, there are no active San José City College (SJCC) initiatives specifically designed to improve the first primary term-to-secondary term persistence of American Indian/Alaska Native (AIAN) students. SJCC should expand the College's current portfolio of culturally relevant instructional/support services and programs for AIAN students to include elements designed to bolster their sense of belonging, thus contributing to their persistence. Additionally, data analysis regarding AIAN students typically centers on quantitative data, which may only present a partial view of AIAN student experiences.

Structure Evaluation

Current Structure

✓ Instruction

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

- Expand institutional capacity to humanize education
- Expand the practice of culturally-relevant curriculum design
- Enhance training for classroom personnel on course design, facilitation, and student coaching leveraging Guided Pathways frameworks

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

- Expand American Indian/Alaska Native (AIAN) students support services and programming

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

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

- Expand qualitative data collection
- Improve Ed Plan tool and degree audit system
- Formal early alert system
- Expand Basic Needs operations

✓ Other

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

- Formal partnerships with AIAN community partners
- Engagement with AIAN tribal support systems

Ideal Structure

✓ Instruction

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

- Incorporate equitable and race-conscious pedagogical elements into curricular practices to support the first primary term-to-secondary term persistence of American Indian/Alaska Native (AIAN) students
- Provide student-centered and culturally responsive curriculum to support the first primary term-to-secondary term persistence of AIAN students
- Enhance cross-discipline faculty collaboration
- Establish routine and ongoing professional development opportunities for classroom personnel on course design, facilitation, and student coaching leveraging Guided Pathways frameworks

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

- Establish dedicated on-campus space for AIAN students
- Secure appropriate resources expand support services and programming to support the first primary term-to-secondary term persistence of AIAN students
- Incentivize AIAN student persistence from the first primary term-to-secondary term

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

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

- Enhance collection of qualitative data to support the first primary term-to-secondary term persistence of AIAN students
- Secure resources to improve the Ed Plan tool and degree audit system
- Develop formal early alert system to assist AIAN students who may be experiencing persistence roadblocks
- Expand basic needs resource access to support the first primary term-to-secondary term persistence of AIAN students

✓ Other

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

- Develop formal partnerships with AIAN community-based organizations to enhance the College's outreach efforts in supporting the first primary term-to-secondary term persistence of AIAN students
- Engage AIAN tribal support systems to support the first primary term-to-secondary term persistence of AIAN students

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Engage campus constituencies to formalize workgroups focused on American Indian/Alaska Native (AIAN) student persistence from the first primary term-to-secondary term through cross-departmental collaboration and integrated planning.

Action

Action Steps *

- Provide professional development focused specifically on training staff, faculty, and administrators to be reflective practitioners and to develop equity-minded competence
- Roll out campus-wide an Equity Dashboard data-visualization and assessment tool that disaggregates student performance data so faculty may pinpoint disproportionally impacted student populations and design race-conscious pedagogical adjustments to enhance student equity and improve student outcomes in their courses.
- Roll out a Cultural Curriculum Audit Review (CCAR) Taskforce to identify priorities and processes to support the College's mission in providing student-centered and culturally responsive curriculum for career pathways, university transfer, and life-long learning.
- Develop a cooperative plan between counseling faculty and academic discipline faculty to enhance communication protocols and resource development regarding Guided Pathways to support the first primary term-to-secondary term persistence of American Indian/Alaskan Native (AIAN) students
- Establish routine and ongoing professional development opportunities for classroom personnel on course design, facilitation, and student coaching leveraging Guided Pathways frameworks
- Launch student success coaching initiative and leverage the use of student ambassadors, peer mentors, student advisors etc. to support AIAN male student persistence
- Collaborate with campus constituencies to identify and designate an on-campus space dedicated to AIAN students to support their successful enrollment
- Integrate and leverage existing College resources and pursue external funding streams to expand instructional and student support services to support the first primary term-to-secondary term persistence of AIAN students
- Develop plan to incentivize AIAN students to persist from their first primary term to their secondary term
- Develop qualitative data collection protocol and conduct focus groups to enhance understanding on how to support the first primary term-to-secondary term persistence of AIAN students
- Collaborate with appropriate on-campus constituencies to develop a strategic plan and implementation timeline to improve Ed Plan tool and degree audit system

- The President's Office, Student Services, Academic Affairs, Career Education, and Administrative Services will collaborate to secure and promote resources for food, housing, mental health services, and technology to support the first primary term-to-secondary term persistence of AIAN students
- Secure formal partnerships with AIAN community-based organizations and collaborate with on-campus constituencies to develop culturally relevant marketing materials, host culturally-focused events, and implement culturally-coordinated outreach plans for each community across the spectrum of unique AIAN cultures
- Collaborate with community-based organizations and on-campus constituencies to develop a strategic plan and implementation timeline to engage AIAN tribal support systems to support the first primary term-to-secondary term persistence of AIAN students

Chancellor's Office Supports

Supports Needed

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

Explanation of Supports Needed

Not Entered

Transfer

American Indian or Alaska Native

Structure Evaluation: Friction Points

Friction Points

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

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

Friction Points: Current Structure *

San José City College (SJCC) is committed to an integrated, evidenced-based, and equity-focused Guided Pathways approach to student success. According to available CCCCO data, among American Indian/Alaska Native (AIAN) students who earned 12 or more units at San José City College (SJCC) and who exited the community college system in the selected year and enrolled in any four-year postsecondary institution 4 years after they began (i.e. 3-year transfer rate), zero percent of American Indian/Alaska Native (AIAN) students transferred. The available CCCCO AIAN student data flagging and reporting may not align with the College's local data and the lack of proper identification of AIAN students in the CCCApply Admission Application may contribute to local/CCCCO data discrepancies. SJCC should also expand the College's current portfolio of culturally relevant instructional/support services and programs for AIAN students to include elements designed to bolster their sense of belonging. Additionally, SJCC should explore establishing formal articulation agreements with 4-year universities and curate transfer-centered experiences for AIAN students.

Structure Evaluation

Current Structure

✕ Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

- Expand American Indian/Alaska Native (AIAN) students support services and programming
- Expand AIAN student transfer-centered experiences
- Enhance training for classroom personnel on course design, facilitation, and student coaching leveraging Guided Pathways frameworks

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

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

- AIAN student data flagging and reporting
- Lack of proper identification of AIAN students in the CCCApply Admission Application and College data systems
- Integration of Guided Pathways with the CCCApply Admission Application process
- Expand qualitative data collection

✓ Other

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

- Formal partnerships with AIAN community partners
- Engagement with AIAN tribal support systems
- Formal articulation agreements with 4-year universities

Ideal Structure

✕ Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

- Establish dedicated on-campus space for American Indian/Alaska Native (AIAN) students
- Secure appropriate resources expand support services and programming to support the first primary term-to-secondary term persistence of AIAN students
- Incentivize AIAN student transfer-centered experiences
- Establish routine and ongoing professional development opportunities for classroom personnel on course design, facilitation, and student coaching leveraging Guided Pathways frameworks

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

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

- Improve AIAN student data flagging and reporting
- Conduct AIAN student campus climate surveys
- Infuse Guided Pathways with CCCApply Admission Application to help AIAN students choose majors, make informed decisions about programs of study, and matriculate
- Expand basic needs resource access to support the first primary term-to-secondary term persistence of AIAN students

✓ Other

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

- Develop formal partnerships with AIAN community-based organizations to enhance the College's outreach efforts in supporting the first primary term-to-secondary term persistence of AIAN students
- Engage AIAN tribal support systems to support the first primary term-to-secondary term persistence of AIAN students
- Establish formal articulation agreements with 4-year universities

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Engage campus constituencies to formalize workgroups focused on American Indian/Alaska Native (AIAN) student transfer through cross-departmental collaboration and integrated planning.

Action

Action Steps *

- Provide professional development focused specifically on training staff, faculty, and administrators to be reflective practitioners and to develop equity-minded competence
- Collaborate with campus constituencies to identify and designate an on-campus space dedicated for American Indian/Alaska Native (AIAN) students to support AIAN student transfer
- Integrate and leverage existing College resources and pursue external funding streams to expand instructional and student support services to support the transfer of AIAN students
- Incentivize AIAN student transfer by securing funding for a 4-year university tour for AIAN students.

- Establish routine and ongoing professional development opportunities for classroom personnel on course design, facilitation, and student coaching leveraging Guided Pathways frameworks
- Launch student success coaching initiative and leverage the use of student ambassadors, peer mentors, student advisors etc. to support AIAN student transfer
- Collaborate with campus constituencies and appropriate College, District, and CCCCO departments to develop a coordinated plan with specific goals to improve AIAN student data flagging, data reporting, and campus climate surveys/focus groups and a cooperative plan and timeline to achieve them.
- The College's Admissions & Records Office will initiate the infusion of Career and Academic Pathways (developed by the counseling department in coordination with instructional faculty) with the CCCApply admission application to help prospective students choose majors and make informed decisions about programs of study, thus contributing to the successful transfer of AIAN students.
- The President's Office, Student Services, Academic Affairs, Career Education, and Administrative Services will collaborate to secure and promote resources for food, housing, mental health services, and technology to support AIAN student transfer
- Secure formal partnerships with AIAN community-based organizations and collaborate with on-campus constituencies to develop culturally relevant marketing materials, host culturally-focused events, and implement culturally-coordinated outreach plans for each community across the spectrum of unique AIAN cultures
- Collaborate with community-based organizations and on-campus constituencies to develop a strategic plan and implementation timeline to engage AIAN tribal support systems to support the transfer of AIAN students
- Collaborate with 4-year universities with the goal of securing formal articulation agreements supporting the transfer of AIAN students

Chancellor's Office Supports

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

Explanation of Supports Needed

Not Entered

Completion

Hispanic or Latino

Areas of Completion

Areas of Completion *

✕ Adult Ed/Noncredit Completion

✓ Certificate Completion

✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

San José City College (SJCC) is committed to an integrated, evidenced-based, and equity-focused Guided Pathways approach to student success. Currently, there are no active San José City College (SJCC) initiatives specifically designed to improve the completion rate of Hispanic/Latino male students. SJCC should expand the College's current portfolio of culturally relevant instructional/support services and programs for Hispanic/Latino male students to include elements designed to bolster their sense of belonging, thus contributing to their completion. There is also a need to better align the college and community communication about courses and programs with the ultimate career options each program can offer. SJCC should also improve the technology- and process-related elements that contribute to Hispanic/Latino male student completion. Additionally, SJCC should enhance Hispanic/Latino male student connection to careers and industry that leads to a livable wage in Silicon Valley.

Structure Evaluation

Current Structure

✓ Instruction

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

- Expand institutional capacity to humanize education
- Expand the practice of culturally-relevant curriculum design

- Enhance training for classroom personnel on course design, facilitation, and student coaching leveraging Guided Pathways frameworks

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

- Expand Hispanic/Latino male student support services and programming
- Expand Hispanic/Latino male student exposure to high impact career exploration & development opportunities

✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✓ General Operations (A&R, Parking, Campus Policing, etc.)

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

- Expand qualitative data collection
- Improve Ed Plan tool and degree audit system
- Formal early alert system
- Expand Basic Needs operations

✓ Other

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

- Formal partnerships with Hispanic/Latino community and industry partners
- Engagement with Hispanic/Latino family support systems

Ideal Structure

✓ Instruction

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

- Incorporate equitable and race-conscious pedagogical elements into curricular practices to support Hispanic/Latino male student completion
- Accelerate completion through Credit for Prior Learning
- Provide student-centered and culturally responsive curriculum to support Hispanic/Latino male student completion
- Enhance cross-discipline faculty collaboration
- Establish routine and ongoing professional development opportunities for classroom personnel on course design, facilitation, and student coaching leveraging Guided Pathways frameworks

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

- Develop student success coaching model to support Hispanic/Latino male student completion
- Secure appropriate resources expand support services and programming to support Hispanic/Latino male student completion
- Facilitate cross-departmental collaboration to construct and curate career exploration and development opportunities for Hispanic/Latino male students

✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✓ General Operations (A&R, Parking, Campus Policing, etc.)

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

- Secure resources to improve the Ed Plan tool and degree audit system
- Develop formal early alert system to assist Hispanic/Latino male students who may be experiencing completion roadblocks
- Expand basic needs resource access to support Hispanic/Latino male student completion

✓ Other

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

- Develop formal partnerships with Hispanic/Latino community-based organizations and industry to enhance the College's efforts to support Hispanic/Latino male student completion
- Engage Hispanic/Latino family support systems to support Hispanic/Latino male student completion

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Engage campus constituencies to formalize workgroups focused on Hispanic/Latino male student completion through cross-departmental collaboration and integrated planning.

Action

Action Steps *

- Provide professional development focused specifically on training staff, faculty, and administrators to be reflective practitioners and to develop equity-minded competence
- Roll out campus-wide an Equity Dashboard data-visualization and assessment tool that disaggregates student performance data so faculty may pinpoint disproportionally impacted student populations and design race-conscious pedagogical adjustments to enhance student equity and improve student outcomes in their courses.
- Roll out a Cultural Curriculum Audit Review (CCAR) Taskforce to identify priorities and processes to support the College's mission in providing student-centered and culturally responsive curriculum for career pathways, university transfer, and life-long learning.
- Develop a cooperative plan between counseling faculty and academic discipline faculty to enhance communication protocols and resource development regarding Guided Pathways to support Hispanic/Latino male student completion
- Design and deliver opportunities to accelerate completion through Credit for Prior Learning
- Establish routine and ongoing professional development opportunities for classroom personnel on course design, facilitation, and student coaching leveraging Guided Pathways frameworks
- Launch student success coaching initiative and leverage the use of student ambassadors, peer mentors, student advisors etc. to support Hispanic/Latino male student completion
- Identify and update courses for which credit for prior learning is appropriate.
- Establish Career and Academic Pathways teams that serve as a cross-functional resource for students.
- Integrate and leverage existing College resources and pursue external funding streams to expand instructional and student support services to support Hispanic/Latino male student completion

- Collaborate with appropriate on-campus constituencies to develop a strategic plan and implementation timeline to improve Ed Plan tool, degree audit system, and early alert program
- The President's Office, Student Services, Academic Affairs, Career Education, and Administrative Services will collaborate to secure and promote resources for food, housing, mental health services, and technology to support the first primary term-to-secondary term persistence of Hispanic/Latino male students
- Secure formal partnerships with Hispanic/Latino community-based organizations and industry and collaborate with on-campus constituencies to construct and curate career exploration and development opportunities to support Hispanic/Latino male student completion

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation

✓ Technical Assistance/Professional Development

✓ Data & Research

✕ Policy & Regulatory Actions

✓ Technology Investments & Tools

✓ Proof of Concept Pilots

✓ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Asian

Areas of Completion

Areas of Completion *

✕ Adult Ed/Noncredit Completion

✓ Certificate Completion

✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify

changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

San José City College (SJCC) is committed to an integrated, evidenced-based, and equity-focused Guided Pathways approach to student success. Currently, there are no active San José City College (SJCC) initiatives specifically designed to improve the completion rate of Asian male students. SJCC should expand the College's current portfolio of culturally relevant instructional/support services and programs for Asian male students to include elements designed to bolster their sense of belonging, thus contributing to their completion. SJCC should also improve the technology- and process-related elements that contribute to Asian male student completion. Additionally, SJCC should enhance Asian male student connection to careers and industry that leads to a livable wage in Silicon Valley.

Structure Evaluation

Current Structure
✓ Instruction
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Expand institutional capacity to humanize education
- Expand the practice of culturally-relevant curriculum design
- Enhance training for classroom personnel on course design, facilitation, and student coaching leveraging Guided Pathways frameworks

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Expand Asian male student support services and programming
- Expand Asian male student exposure to high impact career exploration & development opportunities

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✓ General Operations (A&R, Parking, Campus Policing, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Expand qualitative data collection
- Improve Ed Plan tool and degree audit system
- Formal early alert system
- Expand Basic Needs operations

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

- Formal partnerships with Asian community and industry collaborators
- Engagement with Asian family support systems

Ideal Structure

✓ Instruction

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

- Incorporate equitable and race-conscious pedagogical elements into curricular practices to support Asian male student completion
- Accelerate completion through Credit for Prior Learning
- Provide student-centered and culturally responsive curriculum to support Asian male student completion
- Enhance cross-discipline faculty collaboration
- Establish routine and ongoing professional development opportunities for classroom personnel on course design, facilitation, and student coaching leveraging Guided Pathways frameworks

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

- Secure appropriate resources expand support services and programming to support Asian male student completion
- Develop student success coaching model to support Hispanic/Latino male student completion
- Facilitate cross-departmental collaboration to construct and curate career exploration and development opportunities for Asian male students

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✓ General Operations (A&R, Parking, Campus Policing, etc.)

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

- Secure resources to improve the Ed Plan tool and degree audit system
- Develop formal early alert system to assist Asian male students who may be experiencing completion roadblocks
- Expand basic needs resource access to support Asian male student completion

✓ Other

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

- Develop formal partnerships with Asian community-based organizations and industry to enhance the College's efforts to support Asian male student completion
- Engage Asian family support systems to support Asian male student completion

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Engage campus constituencies to formalize workgroups focused on Asian male student completion through cross-departmental collaboration and integrated planning.

Action

Action Steps *

- Provide professional development focused specifically on training staff, faculty, and administrators to be reflective practitioners and to develop equity-minded competence
- Roll out campus-wide an Equity Dashboard data-visualization and assessment tool that disaggregates student performance data so faculty may pinpoint disproportionally impacted student populations and design race-conscious pedagogical adjustments to enhance student equity and improve student outcomes in their courses.
- Roll out a Cultural Curriculum Audit Review (CCAR) Taskforce to identify priorities and processes to support the College's mission in providing student-centered and culturally responsive curriculum for career pathways, university transfer, and life-long learning.
- Develop a cooperative plan between counseling faculty and academic discipline faculty to enhance communication protocols and resource development regarding Guided Pathways to support Asian male student completion
- Design and deliver opportunities to accelerate completion through Credit for Prior Learning
- Establish routine and ongoing professional development opportunities for classroom personnel on course design, facilitation, and student coaching leveraging Guided Pathways frameworks
- Launch student success coaching initiative and leverage the use of student ambassadors, peer mentors, student advisors etc. to support Asian male student completion
- Identify and update courses for which credit for prior learning is appropriate.
- Establish Career and Academic Pathways teams that serve as a cross-functional resource for students.
- Integrate and leverage existing College resources and pursue external funding streams to expand instructional and student support services to support Asian male student completion
- Collaborate with appropriate on-campus constituencies to develop a strategic plan and implementation timeline to improve Ed Plan tool, degree audit system, and early alert program
- The President's Office, Student Services, Academic Affairs, Career Education, and Administrative Services will collaborate to secure and promote resources for food, housing, mental health services, and technology to support the first primary term-to-secondary term persistence of Asian male students
- Secure formal partnerships with Asian community-based organizations and industry and collaborate with on-campus constituencies to construct and curate career exploration and development opportunities to support Asian male student completion
- Collaborate with community-based organizations and on-campus constituencies to develop a strategic plan and implementation timeline to engage Asian family support systems to develop, support, sustain, and scale culturally relevant programming to strengthen Asian students' sense of belonging and support Asian male student completion (e.g., Male Student of Color Summit).

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✓ Data & Research
✕ Policy & Regulatory Actions
✓ Technology Investments & Tools

✓ Proof of Concept Pilots
✓ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Black or African American

Areas of Completion

Areas of Completion *

✕ Adult Ed/Noncredit Completion

✓ Certificate Completion

✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

San José City College (SJCC) is committed to an integrated, evidenced-based, and equity-focused Guided Pathways approach to student success. Currently, there are no active San José City College (SJCC) initiatives specifically designed to improve the completion rate of Black/African American male (BAAM) students. SJCC should expand the College's current portfolio of culturally relevant instructional/support services and programs BAAM students to include elements designed to bolster their sense of belonging, thus contributing to their completion. SJCC should also improve the technology- and process-related elements that contribute to Black/African American male student completion. Additionally, SJCC should enhance BAAM student connection to careers and industry that leads to a livable wage in Silicon Valley.

Structure Evaluation

Current Structure

✓ Instruction

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

- Expand institutional capacity to humanize education
- Expand the practice of culturally-relevant curriculum design
- Enhance training for classroom personnel on course design, facilitation, and student coaching leveraging Guided Pathways frameworks

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

Expand Black/African American male (BAAM) student support services and programming

Expand BAAM student exposure to high impact career exploration & development opportunities

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

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

- Expand qualitative data collection
- Improve Ed Plan tool and degree audit system
- Formal early alert system
- Expand Basic Needs operations

✓ Other

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

- Formal partnerships with Black/African community and industry collaborators
- Engagement with Black/African family support systems

Ideal Structure

✓ Instruction

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

- Incorporate equitable and race-conscious pedagogical elements into curricular practices to support Black/African American (BAAM) student completion
- Accelerate completion through Credit for Prior Learning
- Provide student-centered and culturally responsive curriculum to support BAAM student completion
- Enhance cross-discipline faculty collaboration
- Establish routine and ongoing professional development opportunities for classroom personnel on course design, facilitation, and student coaching leveraging Guided Pathways frameworks

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

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

- Secure appropriate resources expand support services and programming to support Black/African American male (BAAM) student completion
- Develop student success coaching model to support BAAM student completion
- Facilitate cross-departmental collaboration to construct and curate career exploration and development opportunities for BAAM students

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✓ General Operations (A&R, Parking, Campus Policing, etc.)

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

- Secure resources to improve the Ed Plan tool and degree audit system
- Develop formal early alert system to assist Black/African American (BAAM) students who may be experiencing completion roadblocks
- Expand basic needs resource access to support BAAM student completion

✓ Other

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

- Develop formal partnerships with Black/African community-based organizations and industry to enhance the College's efforts to support Black/African male student completion
- Engage Black/African family support systems to support Black/African male student completion

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Engage campus constituencies to formalize workgroups focused on Black/African American male student completion through cross-departmental collaboration and integrated planning.

Action

Action Steps *

- Provide professional development focused specifically on training staff, faculty, and administrators to be reflective practitioners and to develop equity-minded competence
- Roll out campus-wide an Equity Dashboard data-visualization and assessment tool that disaggregates student performance data so faculty may pinpoint disproportionally impacted student populations and design race-conscious pedagogical adjustments to enhance student equity and improve student outcomes in their courses.
- Roll out a Cultural Curriculum Audit Review (CCAR) Taskforce to identify priorities and processes to support the College's mission in providing student-centered and culturally responsive curriculum for career pathways, university transfer, and life-long learning.
- Design and deliver opportunities to accelerate completion through Credit for Prior Learning
- Establish routine and ongoing professional development opportunities for classroom personnel on course design, facilitation, and student coaching leveraging Guided Pathways frameworks
- Launch student success coaching initiative and leverage the use of student ambassadors, peer mentors, student advisors etc. to support Black/African American male (BAAM) student completion
- Identify and update courses for which credit for prior learning is appropriate.
- Establish Career and Academic Pathways teams that serve as a cross-functional resource for students.
- Develop a cooperative plan between counseling faculty and academic discipline faculty to enhance communication protocols and resource development regarding Guided Pathways to support BAAM student completion

- Integrate and leverage existing College resources and pursue external funding streams to expand instructional and student support services to support BAAM student completion
- Collaborate with appropriate on-campus constituencies to develop a strategic plan and implementation timeline to improve Ed Plan tool, degree audit system, and early alert program
- The President's Office, Student Services, Academic Affairs, Career Education, and Administrative Services will collaborate to secure and promote resources for food, housing, mental health services, and technology to support the first primary term-to-secondary term persistence of BAAM students
- Secure formal partnerships with Black/African community-based organizations and industry and collaborate with on-campus constituencies to construct and curate career exploration and development opportunities to support BAAM student completion
- Collaborate with community-based organizations and on-campus constituencies to develop a strategic plan and implementation timeline to engage Black/African family support systems to develop, support, sustain, and scale culturally relevant programming to strengthen Black/African students' sense of belonging and support BAAM student completion (e.g., Male Student of Color Summit).

Chancellor's Office Supports

Supports Needed

✗ Field Guidance & Implementation

✓ Technical Assistance/Professional Development

✓ Data & Research

✗ Policy & Regulatory Actions

✓ Technology Investments & Tools

✓ Proof of Concept Pilots

✓ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Student Support Integration Survey

1. Previous Equity Efforts

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

Operationalizing equity requires that college community members embrace and employ equity-centered practices. San Jose City College (SJCC) set in motion the steps of achieving this goal by collaboratively developing and implementing the SJCC Equity Framework and Rubric. The SJCC Equity Framework and Rubric are assessment tools used campus wide

through the Program Review process to empower campus community members with the means to identify, the agency to challenge, and the authority to remove inequitable structures, thereby strengthening and sustaining student success.

Recent work on cultural currency and its impact makes clear its role in student success and retention. Action project 4 looks to build a culture of belonging by rolling out a Cultural Curriculum Audit Review and the Chancellor's Office Diversity Equity Inclusion Accessibility (DEIA) in Curriculum: Model Principles and Practices. The IPCC (Instructional Policies and Curriculum Committee) and Academic Senate are looking to incorporate these model principles and practices into the curriculum process. This will include an equity focus on the Course on Record when curriculum is submitted and approved. This project will have three goals: (1)ensure that distance education offerings are equitable and accessible, (2) build a knowledge base of cultural competency for faculty and classified professionals and (3) build awareness and expand offerings in OER (Open Educational Resources)/ ZTC (Zero Textbook Cost). The focus will continue to build DEIA competencies with faculty providing face-to-face and or distance education offerings.

2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

San Jose City College's equity plans are aligned to the Guided Pathways 2.0 through the direct alignment of ensuring fidelity of enrollment, retention, and completion of our BIPOC students within the career and transfer pathways. Specifically, the equity efforts in focusing increasing the number of male students of color to continue and complete their career and/or transfer degree in a timely manner with direct support of textbook loans, technology/software support, supplemental instructional support, embedded tutoring, humanizing the learning and curriculum, and culturally relevant self-efficacy activities to enhance the cultural of belonging to support the Guided Pathways goals of staying on the path and existing the path.

3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

SJCC CVC-OEI Consortium MOU includes the establishment of a Local Peer Online Course (POCR) process that is certified by the CVC-OEI and designed to align the College's online courses to the CVC-OEI Course Design Rubric. This rubric includes a section (Section D) specifically addressing that course content accessibility complies with Section 508 of the Federal Rehabilitation Act of 1973.

In the past year, SJCC has trained and certified 8 faculty to participate in our Local POCR process as part of the work to become a certified Local POCR campus. Faculty participating in the course review will work with the Lead reviewer (DE Coordinator) to ensure that all content meets accessibility guidelines.

All faculty can receive training regarding making instructional content accessible through a variety of ways. The DE Coordinator provides numerous 1-hour workshops each semester on strategies and tools on making content accessible. This includes Canvas, MS Word, PowerPoint, Adobe PDF and video captioning. We support faculty in completing the EDIT-23 Accessible Course Content (3-unit) or @ONE's Creating Accessible Content (3-unit).

Technology implemented to help both faculty and students to improve accessibility includes Pope Technology within Canvas to help faculty make Canvas content accessible, Ally Blackboard Tier 1 to help provide alternative media of content for students and Immersive Reader within Canvas pages.

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

The Financial Aid Office has partnered with the Outreach & Recruitment team, conducting Financial Aid and Cash for College sessions at the local high schools. With CA AB 469 now being implemented, all high school seniors are required to submit a Financial Aid application as a graduation requirement. This law and support we are providing to the high schools are helping to yield more completed FAFSAs from high school students.

Additionally, the Financial Aid Office has scheduled additional workshops, mostly prior to the beginning, and in the first three weeks of the Fall semester. These workshops were advertised via email, social media, and messaging on Canvas. Moving forward the Financial Aid Office is increasing it's social media presence in an effort to reach more students, primarily with application information (i.e. timelines, workshops, resources, etc.).

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

The Financial Aid Office is working to auto-package all eligible students as soon as valid ISIRs are received. Verification time using CampusLogic's Student Forms has decreased from 6-8 weeks using paper files, to about 1 week currently. This has allowed us to process more Pell Grant awards in a timelier manner than we had prior to implementing Student Forms.

We are also messaging students who are on denied status for Satisfactory Academic Progress (SAP), encouraging them to submit SAP Appeals to have their aid reinstated. For Fall 2022, this has helped to increase the number of appeals by nearly 100%, with an approval rate of nearly 90%. This all has helped to increase Pell Grants awarded by over 20% compared to Fall 2021 as of the end of October 2022.

4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

The 2021-22 Budget Act included a total of $250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

Yes

4.3.1 (Yes) Please Describe Additional Student Aid Provided *

The Financial Aid Office administers Cal Grants and Student Success Completion Grant. With the changes to the Cal Grant entitlement program, allowing a significant number of community college students to receive Cal Grant, this has quickly become a huge benefit to our students. In addition, the college has also earmarked certain funds, both categorical (as applicable and allowable), and private funds, to help cover both fees and emergency grants. These emergency grants are separate and in addition to HEERF funding. The college also has a modest scholarship program that provides funds to continuing SJCC students and SJCC students who transfer to other colleges and universities.

5. Basic Needs

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

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

Yes

5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

San Jose City College has expanded access to food resources to combat food insecurities, rolled out the basic needs referral form to ensure students can apply for assisstance, hired a Basic Needs coordinator, ensured Basic Needs resources are no more than one or two cliocks away on the College website, and centralized campus Basic Needs operations.

5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

San Jose City College has implemented a robust campus marketing campaign to ensure students are aware of campus and off-campus Basic Needs reosources, ensured Basic Needs resources are no more than one or two cliocks away on the College website, rolled out the basic needs referral form to ensure students can apply for assisstance

5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

San Jose City College has a Jaguar Market where we offer zero-cost food items in the form of a grocery store front. The Jaguar Market is centrally located on campus in the Student Center. SJCC partnered with Second Harvest to provide a weekly food distribution. SJCC also partnered with several local grocery stores to pick up weekly food donations.

6. Zero-Textbook Cost

6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

SJCC's ZTC/OER Taskforce is developing a plan to create at least one pathway of complete ZTC course offerings. We are working on expanding the number of ZTC courses, creating and maintaining a ZTC informational webpage, clear information on class schedules, and providing Professional Development on ZTC/OER for faculty. A Faculty Learning Community (FLC) will be created for faculty.

7. LGBTQ+ Supports

7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

San Jose City College (SJCC) will host training/celebration events to deepen understanding of LGBTQ+ issues and the adoption/implementation/enforcement of LGBTQ+ affirming policies that ensure the safety and educational achievement of LGBTQ+ students and employees. The College will also leverage the CCCCO funding annually for the first four years to

cultivate an affirming LGBTQ+ culture and curriculum where the culmination is creating LGBTQ+ learning communities at SJCC during the fifth year.

Specifically, SJCC coordinated its commitment to LGBTQ+ students and employees into a five-year plan delineated by the following strategic priorities: Building an Affirming LGBTQ+ Culture on Campus; Building an Affirming LGBTQ+ Curriculum; and Affirmation in Action.

8. Mental Health Supports

8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

San Jose City College is pursuing external funding to establish additional mental health counselor position to meet the growing student demand for mental health services.

9. Institutional Planning

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

Not Entered

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

The SJCC SEA program committee will partner with other campus groups and leverage funding across categorcial programs (e.g., Strong Workforce, Gudied Pathways, Basic Needs, etc.) to fund SJCC's equity initiatives.

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

SJCC students, clubs, and ASG representatives are routinely invited to all equity-initative planning events. Students are also encouraged to join all campus committees.

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