Student Equity Plan 2022-2025
Exploring Structural Redesign to Advance Racial Equity
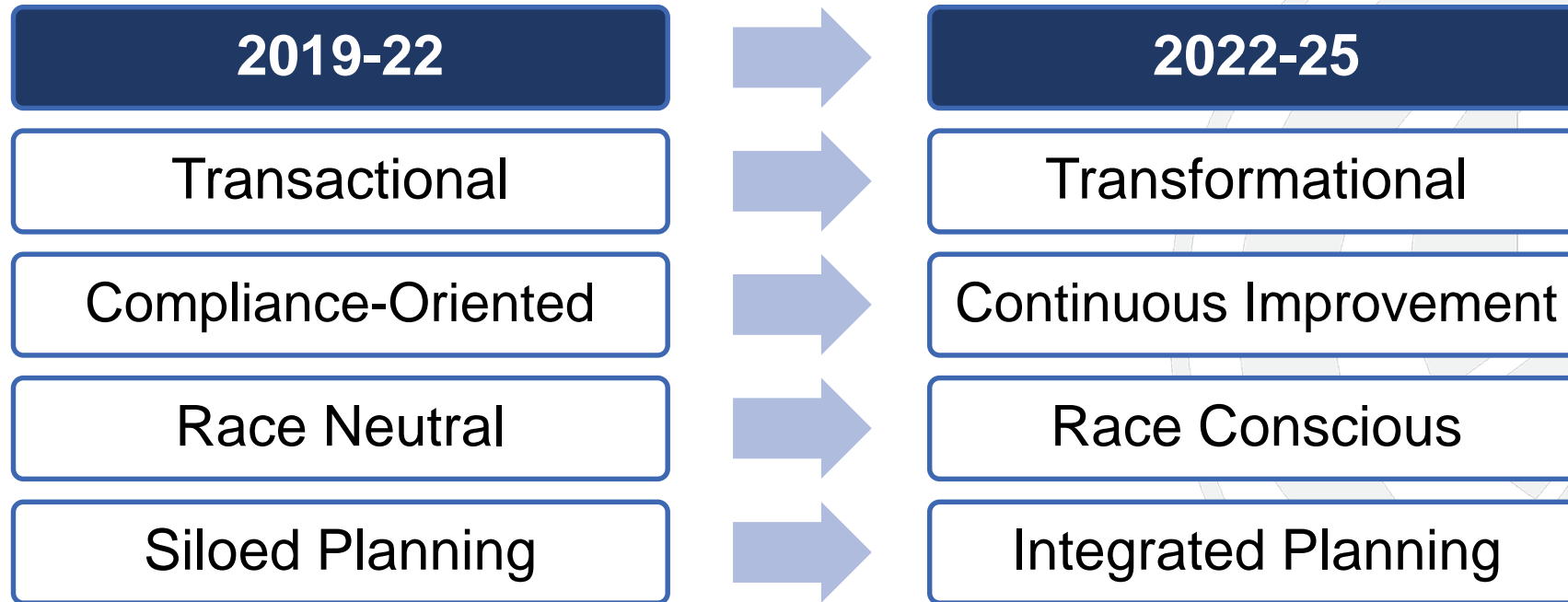
Lesley Bonds, Guided Pathways Regional Coordinator
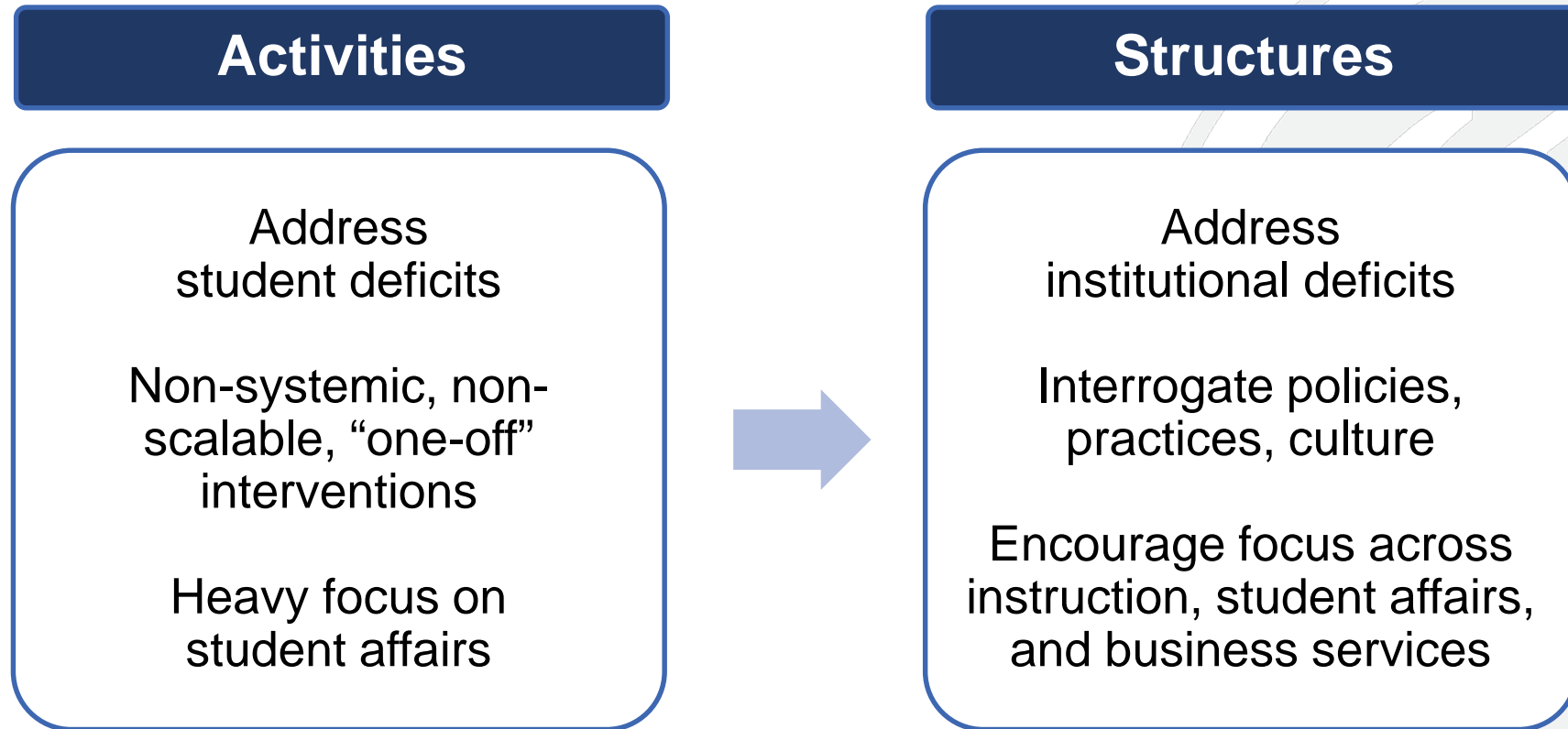CCCCO Student Equity Plan 2.0 Task Force Co-Lead

February 23, 2022

Changes in Student Equity Plan Design

2019-22		2022-25
Transactional	→	Transformational
Compliance-Oriented	→	Continuous Improvement
Race Neutral	→	Race Conscious
Siloed Planning	→	Integrated Planning

California Community Colleges

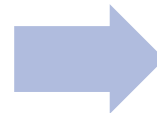FOUNDATION *for* CALIFORNIA COMMUNITY COLLEGES

Transformative Design

Activities

Address student deficits

Non-systemic, non-scalable, "one-off" interventions

Heavy focus on student affairs

Structures

Address institutional deficits

Interrogate policies, practices, culture

Encourage focus across instruction, student affairs, and business services

California Community Colleges

FOUNDATION *for* CALIFORNIA COMMUNITY COLLEGES

Transformative Design

Activities

Address student deficits

Non-systemic, non-scalable, "one-off" interventions

Heavy focus on student affairs

Structures

Address institutional deficits

Interrogate policies, practices, culture

Encourage focus across instruction, student affairs, and business services

GUIDED PATHWAYS

Student Equity Plan 2.0 Template
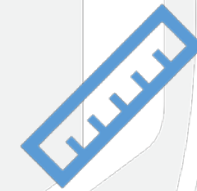
SEP 2.0 in a Nutshell

Data

Evaluating Structures

Planning & Action

Measurement

Student Equity 2.0 Planning General Structure

	DATA		EVALUATING STRUCTURES		PLANNING & ACTION			EVALUATION
Student Outcomes	**Priority**	**Current**	**Ideal**	**Action Steps**	**CO Resources Needed**	**Leveraged Fund(s)**	**Target Outcomes**
Identify the target metric/outcome based on the Student Success Metrics dashboard update released in March 2022.	Based on the data provided and in reflection of your local context, environment, and needs, which students experiencing disproportionate impact are your priority focus for 2022-25?	What is the college's current process / policy / practice / culture that impedes equitable outcomes for this population?	What equity-minded process / policy / practice / culture would facilitate a shift to equitable outcomes for this population?	How do you plan to move from the current practice to a more ideal practice in order to achieve your stated goal?	What do you need to get there? Needs may be both internal and external; include budget, personnel, technical support, professional learning, external policy, etc.	Which budget(s) will you leverage to accomplish this?	How will you know the planning and action process has been successful? Include year 1, 2, and/or year 3 outputs.
Successful Enrollment							
Completed Transfer-Level Math & English							
Retention: First Primary Term to Secondary Term							
Transfer							
Completion							

California Community Colleges

FOUNDATION *for* CALIFORNIA COMMUNITY COLLEGES

Student Equity 2.0 Planning Example

DATA

OUTCOME:
Successful Enrollment

Priority:
Black/ African American

STRUCTURES

CURRENT:
☒ Instruction: College only offers dual enrollment at XX high school which serves only 2% Black/African American students. This institutional practice limits a high-impact entry point for Black/ African American students.

Ideal:
☒ Instruction: Expand dual enrollment to XYZ high schools which serve a larger percentage of Black/ African American students.

PLANNING & ACTION

ACTION STEPS:
☒ Administrator: Hire a dual enrollment coordinator
☒ Partner (K12, Transfer): Develop MOU with XYZ high schools
☒ Students: Develop dual enrollment program maps for XYZ programs
☒ Faculty: Develop dual enrollment faculty prof development. Topics include trauma-informed pedagogy, anti-racist practices, ZTC, etc.

Resources Needed: Legislated changes: CCAP policy impedes expansion in highly impacted courses.

Budget(s): -SEA for personnel costs (counselor, coordinator), and prof dev. expenses for dual enrollment faculty; SWF for CTE courses; GP for development of dual enrollment program maps; SEA to cover costs of textbooks for dual enrollees

EVALUATION

☒ **Year 1 (2022-23)**:
5 sections at XYZ high school in fall 2022

☒ **Year 2 (2023-24)**:
10 sections at XYZ high schools by fall 2023

☒ **Year 3 (2024-25)**:
Grow Black/African American dual enrollees to 12% of all dual enrollees by 2025;

☒ **Year 3 (2024-25)**:
Increase college-wide Black/ African American to 10% by fall 2025

California Community Colleges

FOUNDATION *for* CALIFORNIA COMMUNITY COLLEGES

Quick Data Review

SEP Workgroup's Approach to the Data

Our approach was informed by our commitment to take action and responsibility for inequities racially minoritized student populations experience at our colleges.

The SEP Workgroup focused on disaggregated data that:

- supports alignment with **Guided Pathways** and **Vision for Success**

- raises awareness and helps colleges prioritize actions that serve student populations experiencing the disproportionate impact at the colleges

- are accessible to all colleges via the dashboard, data-on-demand files, or local data to strengthen their ongoing capacity building efforts

What data will colleges receive?

Disaggregated Data on these **Student Outcomes**

- ❏ Successful Enrollment in the first year

- ❏ Completed Transfer Level Math & English in the first year

- ❏ Persisted from First Primary Term to Subsequent Primary Term

- ❏ Attained the Vision for Success Definition of Completion within three years

- ❏ Transferred to a Four-Year Institution within three years

California Community Colleges

FOUNDATION *for* CALIFORNIA COMMUNITY COLLEGES

Where will colleges access this data?

3 files will be delivered to districts through **Data on Demand**:

1. **2022 SEP data file:** csv file with the latest year available for first-time cohorts for each of the five metrics

2. **Historical:** csv file with the all of the years of data for all first-time cohorts included in the SSM cohort view for each of the five metrics

3. **Instructions:** Read Me First file to explain the data

SSM Cohort View compared to Data on Demand

SSM Cohort View

- Available to everyone
- Designed for ease of use and visualizations
- Some data will be masked to protect students' privacy

Data on Demand

- Sent to districts to distribute to campuses
- CSV files only (no data visualizations)
- UnFERPA suppressed data
- Disproportionate Impact Calculations

Key Dates and Information

March 16, 2022	Pathways to Equity "Act" [Virtual Conference](#)
March 2022	WestEd Data Trainings + Data Dissemination
April 2022	Plan Available in NOVA Communication packet with guidance, template, and a sample plan will be available
April 22 or May 6	Pathways to Equity "Change" [Regional Convenings](#)
April-Nov 2022	CCCCO Office Hours
Oct-Nov 2022	Governance Engagement/Approval of Student Equity Plan
Nov 30, 2022	Student Equity Plan due in NOVA

Getting Started

- Start forming your Student Equity Plan team (see Student Equity Planning Institute recommendations)
- Establish your internal timeline to complete your SEP 2.0
- Identify your project focus for the P2E Regional Convening and register your team
- Review CUE's analysis/review of your 2019-22 Student Equity Plan
- Revisit your 2019-22 Student Equity Plan, your SOAA, and any other key planning documents

Questions?

Lesley Bonds *(she/her)*

Guided Pathways Regional Coordinator – Greater LA Region
Foundation for California Community Colleges

@lesley_bonds

lbonds@foundationccc.org

Linkedin.com/in/LesleyBonds

California Community Colleges

FOUNDATION *for* CALIFORNIA COMMUNITY COLLEGES