



**STUDENT EQUITY AND
ACHIEVEMENT PROGRAM:
2022-2025 STUDENT EQUITY PLAN**

DRAFT VERSION AS OF NOV. 4th 2022

PRELUDE

One in every five community college students in the nation attends a California Community College (CCC), and nearly 70% of those students are students of color. Five years ago, the Vision for Success catalyzed a paradigm shift in higher education statewide, challenging us to acknowledge that while well-intentioned, our institutions have historically failed to adequately address and dismantle systemic barriers that produce inequitable outcomes, particularly for students of color. The 2022-25 Student Equity Plan paves the way for colleges across the system to commit to sharpening our focus on dismantling these institutional barriers while intensifying our resolve to achieve racial equity in outcomes for our students of color.

For this student equity planning cycle, we ask that colleges make an active effort to target inequitable outcomes more aggressively for students of color and set actionable goals for these efforts.

Race Consciousness in Equity Plan Development (2,500 character max)

Considering the research and documentation provided to your college about race consciousness (CUE Report, local data, etc.), please describe how your college plans to be more race conscious in completing this Student Equity Plan.

USC's Center for Urban Education Report on California Community Colleges' 2019-22 Student Equity Plans demonstrates the need for Solano College to be more race conscious and race specific in addressing the policies, procedures, processes, and pedagogy impacting equity gaps amongst our most disproportionately impacted student populations. This is particularly evident in two primary ways. First, many of the equity initiatives introduced to date have been short-term or short-lived without wider campus support, as many activities or programs work in silos where staffing, space, student communications, and resources are concerned. Without greater longevity and institutional change these programs suffer from attrition and/or burnout, and never exist long enough to produce measurable outcomes.

Second, our previous Student Equity Plan focused on transactional activities designed to provide basic needs or focus on specific single-issue programming – and did not interrogate wider policies and practices designed to bring about more institutional, and transformational change at the college. While we were able to serve individual students, we did not have the structures in place to scale up to larger populations, nor did we have a mechanism for providing consistent, progressive support to students across each milestone of their educational journey.

In order to be more race conscious in our planning we must identify the institutional levers associated with policies, procedures, processes, and pedagogies that can have a much greater and sustained impact on our students. After consideration of our local data, the college is committed to focusing Black and African American students across all five metrics in the 2022-25 Student Equity Plan.

As we become clearer about implementing a Guided Pathways framework at our institution, the SEAPlan is an opportunity to coalesce the best thinking and practices into a cohesive, targeted plan that braids funding streams, collectivizes input and the setting of through-put objectives, and engages various campus stakeholders into a common, focused mission towards greater equity for our Black and African American students.

Contacts

Guidance: The new addition of a Guided Pathways Lead is intended to create more cross-functional teams to build the equity plan. Only Project Leads can submit your college’s Student Equity Plan.

DISTRICT CONTACT INFORMATION FORM

Required Contacts (at least one contact is required for each of the following roles):

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Equity Plan Reflection

Guidance: Considering your previous Equity Plan and efforts for the 2019-22 cycle, please answer this reflective section to the best of your college's knowledge.

2019-22 ACTIVITIES SUMMARY

- Teaching for Equity (T4E)
- Student Orientations
- Summer Bridge
- A2MEND
- IMANI Sisterhood
- Puente Project
- Athletic Academic Mentoring Program
- Teacher Apprentice Program
- Motivational Speakers and Workshops for Black and AA Students
- Wellness Center support groups
- Weekly Mental Health/Life and Academic Success Coaching for Black and AA students
- Transfer Preparedness Workshops
- Transfer Fairs
- Academic Success and Tutoring Center
- Basic Needs Resources (Chromebook Loaners, food distributions, emergency assistance and emergency housing; textbook assistance, etc.)
- Early alert interventions
- Students Overcoming Adversity and Recidivism (SOAR) support program for formerly incarcerated, foster youth, juvenile detention, and unhoused students
- Targeted Academic Persistence Program
- Equine Therapy workshops
- National Assessment of College Campus Climates (NACCC) Survey focused on the racial climate on campus
- Center for Race and Ethnicity, University of Southern CA (USC) collaboration

KEY INITIATIVES/PROJECTS/ACTIVITIES

Summarize the key initiatives/projects/activities that supported student equity at your institution-across all areas of the college in 2019-22. (2,500 character max)

In 2019-22, SCC engaged in several key projects that supported student equity. To increase access, enrollment, retention, completion and transfer of disproportionately impacted students, the College established targeted outreach and support programs that particularly reach out to and support these populations, the majority of whom are students of color. These programs provide in-person orientations, summer bridge programs, financial aid assistance, supplemental instruction, mentoring, transfer preparedness workshops, basic needs resources,

and more. **Students Overcoming Adversity and Recidivism (SOAR)** Program serves formerly incarcerated, juvenile detention students, foster youth (through its Guardian Scholars component), and unhoused students facing unique barriers and who need academic and other support services while in college.

The **African American Male Education Network Development (A2MEND)** Chapter was established to support AA male students and to address documented inequities in the postsecondary education of students of color. AA male students are provided with mentoring; weekly mental health and wellness discussions; academic success and leadership development workshops; community service opportunities; and activities that build a sense of brotherhood and support for others. The **IMANI Sisterhood Program** is a newer program supporting Black/African American women, creating a safe space for students to establish connections with peers, faculty, and staff who share common backgrounds and experiences. The program focuses on the academic and personal growth and development of students and building community on campus.

The College supported equity-focused professional development through **Teaching for Equity (T4E)**. T4E is a faculty led initiative that began with a small cohort model and expanded to learning communities in which faculty discussed and addressed equity issues in the classroom, including creating an inclusive environment, assessment strategies, culturally responsive content, and race and equity literacy. In 2022, T4E launched a new Academy Series, an ongoing monthly program with a specific focus on classroom instruction. With the goal of centering the student experience, program topics have included: developing a student-centered syllabi; OER, ZTC, and low-cost courses. The college's leadership team also participated in bi-monthly Management4Equity workshops during the 2021-22 academic year.

Other SEA initiatives included expanded support for the **Puente Project**, the **Targeted Academic Persistence (TAP) Program** which focuses on students facing probation and academic dismissal; the **Teachers Apprentice Program** which embeds TAs in college-level English classes to provide an additional layer of student support; and the **Academic Athletic Mentoring Program (AAMP)** which provides 1:1 mentoring to students and help navigating through the college experience and the student athlete commitment.

The **Wellness Center**, a newly established project in partnership with Solano County's Behavioral Health and Office of Education, provides students with a safe place on campus to participate in diverse activities, e.g. LGBTQ+ support groups; social, psychoeducation, and cultural activities; fun outings and activities. In addition, weekly mental health and life coaching sessions and regular workshops with motivational guest speakers are provided to African American students at the college.

EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

How do you know these initiatives/projects/activities decreased disproportionate impact?
(2,500 character max)

While many of our SEA initiatives received positive reviews from students, comparing college performance against 2019-22 equity goals indicates that decreased disproportionate impact resulting from the 2019-22 SEA initiatives and programs has not been as successful as we would have hoped. With the exception of Transfer-level Math and English completions and Success goals, wherein we experienced modest gains, the overall data signals that we, as a college, have more work to do:

- Successful enrollment: 2021-22 Goal of maintaining enrolled students within 5% of the baseline of 14,508 was **not met**. Enrollment decreased to 11,792.
- Completed Transfer-Level Math and English: Goal of increasing the percentage of students who complete transfer-level Math and English in first year from 10.7% (2017-18) to 14.4% (2021-22), or by 35%, was **met**. The percentage increased from 10.7% to 16%.
- Retention: 2021-22 Goal of achieving 75% overall fall-spring retention was **not met**. Retention fell 67% to 65%
- Transferred to 4-Year Institution: Goal of increasing UC/CSU transfers from 590 (2015-16) to 797 (2021-22) was **not met**. Transfer decreased from 590 to 585 students.
- Completions/Success: Goal of increasing number of students from the baseline 709 to 847 in Goal Year 3 was **met**. Students who transitioned to postsecondary or earned an award increased from 709 to 992.

A specific look at African American (AA) students, the population that experiences the most disproportionate impact across all metrics at Solano, reflects notable equity gaps in the following areas:

- Completed Both Transfer-Level Math and English in 1st Year: **-14%**
- Persisted 1st Primary Term to Subsequent Primary Term: **-11%**
- Transferred to 4-Year Institution within 3 years: **-11%**
- Attained Vision of Success completion within 3 years: **-6%**

2022-25 PLANNING EFFORTS

Briefly summarize how the 2019-22 student equity plan cycle informed your planning efforts for 2022-25? (2,500 character max)

Our planning efforts for 2022-25 have attempted to focus on looking at ways to dismantle systemic barriers facing students of color, Black and African American students in particular. In evaluating our 2019-22 student equity plan efforts, the college became cognizant that its

efforts were void of any race-conscious design and that its equity efforts consisted primarily of disconnected activities. While faculty and staff were invited to submit proposals for SEA funding, moving projects to implementation was uneven and impacted by various factors, including managing the scope of the project and corresponding capacity required. Most personnel hires for these initiatives were for temporary part-time employment, student workers, and/or faculty reassignment that did not always meet program needs or provide consistency in the student experience.

A significant amount of time in the first two years was spent developing tracking mechanisms and reporting formats, and developing and refining outreach and support strategies. Early initiatives included the First-Year Experience (FYE) project, New Student Orientation, FT3 Summer, and FT3 academic program. Many of these programs depended heavily on student services, but without a stronger interface between faculty program coordinators and student services staff, oversight and management were sometimes problematic in terms of ownership of projects and clear delineation of roles. Although we revamped the SEA proposal process in Fall 2020, we agree with USC's Center for Urban Education's summary that too many of our proposals amounted to disparate activities that were not race-specific or race-conscious enough.

Our 2019-22 Plan's weaknesses became more evident when administrators, faculty, and staff engaged in DEI work and examined our plan from an equity perspective, with guidance from Dr. Regina Stanback-Stroud. Since the plan itself did not position racial equity as a prevalent framework to focus our initiatives; did not specify disproportionately impacted students of color to be served; did not identify measurable outcomes targeting DI communities; many of the funded activities addressed all students rather than specific DI populations. The planning efforts of our SEA Planning Committee for the 2022-25 SEA Plan reflect our desire to learn from our previous efforts and develop a new plan that will lead to structural change, will make our work more race-conscious, and will lead to reducing friction points for our students of color, particularly African American students.

PANDEMIC ACKNOWLEDGEMENT

Using the checkboxes provided, please describe the ways in which the Pandemic affected you 2019-22 equity efforts. You have the space to provide an explanation in narrative form for any of the options you selected above. (2,500 character max)

- Interrupted Work Fully
- Catalyzed Work
- Delayed Work

INTERRUPTED WORK FULLY

The economic impact of the pandemic hurt our students the most—many of whom became displaced from their homes, became sick or left school to care for their sick loved ones, or lost their loved ones as well as their jobs. Our students from communities of color were

disproportionately impacted by the pandemic, whose effects continue to negatively impact our most vulnerable, minoritized students. In Spring 2020 the college closed for two weeks as we pivoted online and provided training for faculty to manage the remote learning environment. By June 2020 our Early Learning Center re-opened and in Fall 2020 we re-started in-person CTE programs such as aeronautics, nursing, welding, advanced manufacturing, and automotive technology.

DELAYED WORK

Like many schools in the state, COVID significantly derailed our attempts to close equity gaps. The move to online was a struggle for our more economically vulnerable students who did not always have access to technology or spaces at home to zoom or study. We sought to address this by offering access to technology (Chromebooks and wi-fi access), but many students were still not able to successfully complete during this very difficult time. Additionally, and when our school moved to online, we temporarily shut down many of the programs we had initiated. This cost us significant momentum and we are only now really bringing many of these programs back to full operation. Also, our English department elected to temporarily suspend the co-req for freshman English as they did not believe it would serve students in the online format. This meant that all students had access to the 4-unit version of English 1, but the students with low high school GPAs, specifically, did not have the added support of extra contact time with their instructor and an embedded Teaching Apprentice.

CATALYZED WORK

Although the pandemic interrupted some areas fully and delayed work in other areas, the pandemic also catalyzed improvement on key areas of our student service delivery. Departments worked together to transition services online, digitize the production and collection of paper forms, provide robust phone, and email and zoom meeting support. In fact, we saw significant drops in the number of missed student counseling appointments, and we also reduced the number of 'dropped calls' by 85% between 2019 and 2021.

Our college ramped up early alert interventions, made wellness calls to students, and provided technology resources, emergency aid, curbside library services, free food, and temporary housing to students. We hosted a limited number of in-person or curbside activities as well as services by appointment in effort to serve and support our most vulnerable students. We brought back more in-person (non-CTE) classes in Fall 2021 and have been building back in-person activities in a measured way since then.

As of Fall 2022, approximately 50% of Solano College classes continue to be taught online with hybrid student support services, with a fuller reengagement of the college with our students and community pending in the near future.

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Student Populations Experiencing Disproportionate Impact

Select the main student population identified as experiencing disproportionate impact and which metrics you will report on (minimum of 1, maximum of 5). You may add additional populations after completing the metric fields for your most impacted student population. You must address at least one student population per metric in order to submit your plan in NOVA.

Our **Black and African American students comprise the most disproportionately impacted student population** with notable equity gaps across all in four of the five metrics: completion of transfer level math/English, retention persistence from first to second primary semester, completion, and transfer. Although Black and African American students do not appear as a DI group in the successful enrollment metric, we have elected to focus the action plans and target outcomes for that metric on this population as well due to our college's commitment to providing local, affordable access to higher education opportunities for Solano County's Black and African American residents (14.8% of the county population).

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Metric: Successful Enrollment

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Black and African American Students Pacific Islander or Hawaiian Native

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	<ul style="list-style-type: none"> Increase Black/AA student enrollment by 5%
Year 2 (2023-24)	<ul style="list-style-type: none"> Increase Black/AA student enrollment by 10% 3% from AY 2022-23 50% of incoming Black /AA students participate in summer orientation
Year 3 (2024-25)	<ul style="list-style-type: none"> Increase Black/AA student enrollment by 15% 5% 75% of incoming Black/AA students participate in summer orientation

Notes:

- Baseline cohort success rate for AA/Black students: 50%
- Proportionate enrollment of AA/ Black students has been very stable for 3 years, bucking the national trend of a dramatic *decrease* in AA/ Black enrollments since COVID.
- Targets above equate to an increase from about 1,000 students (AY 21-22) to about 1,080 in AY 24-25.
- Current highest performing group on this metric: Hispanic at 63%. This is also the fastest growing population in our county & state.

STRUCTURE EVALUATION: FRICTION POINTS

Given the relatively small size of the Pacific Islander or Hawaiian Native population in our service area (1.1% according to U.S. Census data) and our commitment to providing local, affordable access to higher education opportunities for Solano County’s African American or Black residents (14.8% of the county population), we have chosen to focus our action plans and target outcomes on improving service to the latter group.

One of the greatest friction points for students is the cumbersome CCCApply process, which is burdensome and confusing for students, resulting in a process that is difficult to navigate, is not student-friendly, and exasperates many students before they complete the process. For

students who do navigate CCCApply, they then proceed to our website to register, which can provide additional challenges. We don't provide enough resources and support to ensure students register, matriculate, and enroll successfully at the college. Our processes and practices assume students are 'college ready' and know how to navigate complex systems, find the answers they seek, and know how to advocate for what they need. This experience is exacerbated for many Black and African American students who report feeling alienated on campus, and who do not feel we offer a safe, anti-racist environment in which they can thrive.

Additionally, there are capacity limitations with our current outreach team, leaving us unable to strategically manage a more robust outreach and recruitment strategy for high schools as well as the wider community.

STRUCTURE EVALUATION: CURRENT STRUCTURE

Instruction

- We don't have enough Black/African American faculty involved in outreach to our high schools and communities beyond. We know from quantitative and qualitative feedback that students benefit from seeing instructors, staff, and administrators that look like them. Representation across the campus that is reflective of our student population is a challenge, particularly in the area of faculty demographics (approximately 29% of FT faculty are people of color). While students mostly value instructors who are caring and empathetic, it is critical they also see people in positions of influence who reflect their lived experience and model potential educational, personal, and career opportunities.

Wrap-Around Services (Counseling, Support Programs, Textbook Programs, etc.)

- College registration, matriculation, and enrollment process is cumbersome and does not create a student-friendly experience. We don't have an integrated system to walk each student through the process, ensuring they understand each milestone and how to navigate the various stages of becoming a Solano College student. Although we have a brief online orientation for students, we do not have a robust, in-person orientation experience for new and incoming students.
- Our relationship with local high school counselors could be stronger; even though we are a single college district, we are not the default recommendation of every high school counselor in our district. We lack staff capacity to fully realize and invest the time in developing strong relationships with HS counselors.
- The college is encouraging more faculty to adopt a zero or low-cost textbook option for their classes; however, we would like to find a way to accelerate this process since we know that the cost of textbooks is one of the central barriers for students, and that there is a correlation between course success and students who can obtain their textbooks by the start of class.

Other

- **Transportation** continues to be a hurdle and barrier for student access. Although students can ride the local County buses for free, the current route structure does not support easy or efficient transportation to the main campus (Fairfield) or between the three campus locations.

- Lack of a comprehensive **outreach and recruitment** strategy focusing on Black/African American students; current outreach efforts are growing and we have hired a new Director of Outreach, so our goal will be to create a comprehensive outreach and recruitment strategy for the campus. As a priority, we will first focus on a strategic approach for Black and African American students. We need to integrate the various outreach efforts into a cohesive, centralized strategy.
- Lack of a focused **marketing campaign** to promote the brand and highlight the value proposition offered by the college. Marketing efforts are not robust or consistent enough to create stronger brand identity across the County. Efforts have improved over the past few years, but there is still a need to create a larger, more dynamic footprint in the community so there is more widespread awareness of the college, our flagship academic programs, vast array of student services, and the opportunities we offer first time college students.

STRUCTURE EVALUATION: IDEAL STRUCTURE

Instruction

- Comprehensive outreach and recruitment strategy that focuses on Black/African American students and involves Black/African American outreach staff and faculty.

Wrap-Around Services (Counseling, Support Programs, Textbook Programs, etc.)

- Expanded counseling services designed around a cohort management model
- Clear and student-friendly matriculation and enrollment process that is easy to navigate and provides low/high touch support along the way.
- Promote our credit for prior learning program, build a strong pipeline with adult schools, and outreach to adult learners in the community.

Budgeting and Admin

- Policies and procedures guiding our enrollment and matriculation processes are structured around a DEIA framework

General Operations:

- Implementing a local shuttle service between campuses to expand access to students, particularly students from DI populations.
- Improved access to on-site childcare resources

Other

- Robust partnerships with district high schools and community organizations/agencies who see the college as a 'first choice' for students.
- Comprehensive marketing and recruitment strategy that promotes the college's brand and highlights the many opportunities and resources we provide, especially for disproportionately impacted students.
- Continue to highlight our CTE programs and strategically recruit students into non-traditional fields.
- Outreach – K-12 and community (target younger students earlier in the process) to foster and inspire college-going culture

STRUCTURE EVALUATION: NECESSARY TRANSFORMATION NEEDED

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

The college would need to make structural changes in our practices, policies, and processes to promote greater equity and successful enrollment of our Black and African American students. We need to undertake the design and implementation of a fundamentally different approach to outreach and marketing that focuses on how to reach and successfully recruit Black and African American students, and other disproportionately impacted students. This process should result in a focused outreach and marketing strategy for Black and African American students.

We want to address procedures and practices during the enrollment process which confuse, alienate, frustrate, and create barriers for our most disproportionately impacted students. We need a more concerted effort to develop truly student-facing processes and systems, which neither assume students are all equally 'college ready' nor reinforces a deficit mindset about our minoritized students.

Additionally, we want to continue building a more inclusive, welcoming culture, specifically adopting anti-racist practices that welcome and uplift Black and African American students, and interrogating and dismantling practices which are complicit with the status quo and maintaining inequitable outcomes. Given the history of structural racism in US history, which includes our systems of higher education, we must be proactive in seeking to redress social injustices and use levers we have at our disposal to transform how we admit Black and African American students into our college.

ACTION STEPS

1. Comprehensive Outreach and Recruitment Strategy for Black and African American students:
 - Regular calendar of Open House events at the Vallejo Center and campus tours for prospective students and their families
 - Recruit Black/African American students ambassadors onto the Outreach Team
 - Recruit Black/African American faculty to support the Outreach Team (reassigned time, FLEX hours, etc.)
 - Launch the proposed aSTEM program to advertise and promote to incoming Black/African American students.
2. Conduct an equity audit of student enrolment process
 - From initial interest to the first day of class - address friction points, access barriers, racial bias, and other inequities.
 - Create a task force with diverse representation to lead this project.

3. Return of 'Summer Bridge' style orientation program for Black/African American students
 - Summer 2023: build a robust 'summer bridge' style orientation program for Black/African American students that prepare and support them into their first semester as college students.
4. Comprehensive, multi-media marketing campaign targeting Black and African American students
 - Conduct qualitative/quantitative research to support a comprehensive marketing and recruitment strategy for the college, with an emphasis on Black/African American students.
 - Hire external experts to conduct focus groups, community surveys, and other quantitative/qualitative data gathering to improve recruitment, conversion, enrollment, and retention of our students – with a focus on Black and African American students.
5. Update interior design of the student services building (and possibly others) to be more student-centric and culturally relevant.

CHANCELLOR'S OFFICE – SUPPORT NEEDED

- **Professional Development:** More opportunities for faculty to engage in racial equity learning and training.
- **Technology Investment:** Address deficiencies and barriers with CCCApply.

Metric: Completion of Transfer Level Math & English

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Black and African American Students

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	<ul style="list-style-type: none"> N/A
Year 2 (2023-24)	<ul style="list-style-type: none"> African American / Black students' utilization of ASTC or other campus-provided academic support / tutoring for Math assistance increases by 10% in AY 23-24 compared to AY 22-23 African American / Black students' successful completion of the first transfer-level English class within the first year increases to 50 40%, up from 29% in AY 2020-21 African American / Black students' successful completion of the first transfer-level math class within the first year increases to 20%, up from 13% in AY 2020-21 African American / Black students' successful completion of <i>both</i> the first transfer-level English class <i>and</i> the first transfer-level math class within the first year increases to 12%, up from 8% in AY 2020-21
Year 3 (2024-25)	<ul style="list-style-type: none"> African American / Black students' utilization of ASTC or other campus-provided academic support / tutoring for Math assistance increases by 10% in AY 24-25 compared to 23-24 African American / Black students' successful completion of the first transfer-level English class within the first year increases to 50% African American / Black students' successful completion of the first transfer-level math class within the first year increases to 25% African American / Black students' successful completion of <i>both</i> the first transfer-level English class <i>and</i> the first transfer-level math class within the first year increases to 18%

Notes:

- Baseline cohort success rate for AA/Black students: 8%
- Current highest performing group on this metric: Filipino at 37%

STRUCTURE EVALUATION: FRICTION POINTS

Following the anticipated increase in Transfer-Level English and Math following the elimination of remedial pipelines per AB705, pass rates in these courses have stagnated. Especially during the pandemic, the prior support systems such as co-requisite support in English (for students with HS GPS <2.6) and lab support for math were suspended due to the challenges of offering these online.

STRUCTURE EVALUATION: CURRENT STRUCTURE

Instruction

- The majority of sections of both first-semester English and Math courses remain online, where we see lower success rates in general and for Black and African American students in particular; Black and African American students consistently emerge as disproportionately impacted in online course success rates.
- The English and ESL Depts. have new offerings planned as of Fall 2023, pending IGETC approval, to streamline support for HS students with <2.6 GPA and for English learners enrolled in transfer-level composition.
- In Math, the College has recently eliminated the last pre-transfer level course due to low success in that course as well as low throughput to the transfer level; however, this elimination was done without putting into place any new structure for preparing and/or supporting STEM-path students who have not completed the necessary prerequisite material in high school.
- Neither the English nor Math department faculty have committed to or engaged as departments in researching and implementing culturally responsive / culturally affirming curriculum or pedagogy, though some individual instructors have done so.

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

- The English Dept's co-requisite support model was suspended during the pandemic, and the TA program which provided additional support in English for students with HS GPS <2.6 has become difficult to staff.
- The Math Activity Center, a math support lab staffed by faculty, was eliminated in favor of peer tutoring model, but the tutoring center consistently struggles to attract math and statistics tutors and lacks any systematic tutor training program.
- Information about which entry-level math course students should take for their intended academic pathway is confusing.

STRUCTURE EVALUATION: IDEAL STRUCTURE

Instruction

- Thematic, interest-driven, culturally responsive / relevant first-semester English & Math offerings may improve retention and success in these courses. Sections could be developed to align with the various first-year cohort options referenced elsewhere in this plan, such as Social-Behavioral Science themed content for students in a Guided Pathways-themed cohort, or sections focused on African American authors (in English) or Statistics for Social Justice (Math), etc.
- First-year English and math classes should be offered in-person, with clear messaging to students about why taking these classes in person is in their interest. While some online sections will still be needed to maximize access for students with different scheduling needs, these should be the exception rather than the rule, and online class success rates (including disaggregation by race/ethnicity) should be considered in making these assignments.
- Though direct placement to transfer-level Math is appropriate for most students, we still need an offering of College Algebra (Math 2) and Trig (Math 51) tailored to STEM-interested students who have not completed necessary math preparation in high school. The Math faculty have submitted revised curriculum for a lecture/lab co-req version of Math 2, but have not secured curriculum approval. With carefully guided self-placement and wrap-around support such as in the cohort management model proposed elsewhere in this plan, this revised course could fill a critical void in current math offerings and restore a viable STEM pathway for students otherwise lacking prerequisite skills for Calculus.
- Lower class caps in entry-level math classes would allow for more direct engagement between faculty and students

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

- Specific English and Math faculty members can be selected as discipline point-people and serve on the success teams for each proposed cohort, so that students have a face and a name to reach out to for assistance if they are facing a challenge in a different instructor's course. These faculty would also have a regular presence in either the tutoring center or in more specifically developed Writing Center / Math Lab spaces.
- Re-envisioned tutoring / support center, to include Math Lab and Writing Lab staffed by discipline faculty as well as by graduate and undergraduate tutors. Instructors assigned to lab work would receive specialized training and, as part of their assignment, also teach tutor training courses which tutors would be required to attend. Tutors should receive competitive wages and an opportunity to advance to a higher pay grade upon completing training levels. Every effort should be made to attract student tutors specific to each cohort program, to better match tutors to the academic and/or socio-cultural affinity groups aligned with each cohort. For example, students selecting and HBCU pipeline cohort should have access to African American tutors.
- Research and emulate best practices from sister colleges that are achieving above-average completion rates of first-year English and math courses in general and by African America / Black students in particular.

General Operations

- Clarify guidance for selecting first-semester math options depending on academic goal and affinity (guided pathways)
- Coordinate meetings / forums with local high schools to strengthen strategies for successful HS-college transition

Other

- As described elsewhere in this plan, develop cohort options by academic (i.e. Guided Pathways) or cultural affinity. Identify specific English and Math sections to embed in each cohort, ideally with thematically relevant curriculum/ content.

STRUCTURE EVALUATION: NECESSARY TRANSFORMATION TO REACH IDEAL

Completion of the first transfer-level course in English and Math is looked at together in this metric, but to fully understand the picture also requires looking separately at the two disciplines. In AY 2021-22, Black and African American students successfully completed transfer-level English at a rate of 23%; transfer-level math at a rate of 11%, and both courses at a rate of 6%. While Black and African American students are experiencing disproportionate impacts in 4/5 of the planning metrics, it is most severe in this one, with an equity gap of 14%. In addition to Black and African American students, six (6) other student populations this are experiencing disproportionate impacts in this metric, making this the single area in greatest need of equity-minded reform.

A more through look at course success rates in first-level English and Math classes shows considerable variation by instructor, indicating the possibility of positive modeling by those instructors who are producing the highest success rates. Beyond this, instruction in these disciplines can be transformed through the development of high-touch, high-support models, and contextualized, culturally-responsive curriculum. Doing so will require further research into successful practices at comparable institutions, and considerable investments in faculty and tutor training and in curriculum development. In addition, the College will need to tackle hard conversations about considering student success and equity data in making scheduling decisions (including the assignment of instructors, selecting online vs. in-person modalities, etc.).

ACTION STEPS

1. Hire cohort management program director
2. Hire a FT tutoring center director to develop a model & train tutors
3. Formalize training for Writing Center and Math Center faculty & tutors
4. Select and incentivize / compensate English & Math faculty to develop thematic, interest-driven, culturally responsive / relevant first-semester English & Math offerings

5. Convene forums with English & Math faculty, respectively, to assess interest in developing new models as described above
6. Work with Curriculum chair and instructional management to move forward the approval of re-vamped, co-req supported College Algebra course (Math 2) for underprepared students with STEM interests
7. Research the fiscal trade-off of lowering math class sizes to support higher-touch instruction with the aim of improved completion rates
8. Work with faculty union and Deans of Liberal Arts and Mathematics to address equity impacts of scheduling decisions (e.g. online vs. in-person) for first-semester courses
9. Coordinate meetings / forums with outreach team & with local high school counselors and faculty to strengthen strategies for successful HS-college transition, especially with regards to math preparation

CHANCELLOR'S OFFICE – SUPPORT NEEDED

- **Proof of Concept Pilots:** Publication and webinars featuring best practices / successful models from colleges that are achieving above-average transfer-level English and Math completion rates, both in general and specifically with Black and African American students.

Metric: Retention Between First and Second Semesters

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Black and African American Students

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	<ul style="list-style-type: none"> ● Increase Black student retention by 5% (from 84.2 to 86.2%)
Year 2 (2023-24)	<ul style="list-style-type: none"> ● Increase Black student persistence by 5% (from 86.2 to 88.2% from 50% to 55%)
Year 3 (2024-25)	<ul style="list-style-type: none"> ● Increase Black student retention persistence by 5% (from 55% to 60%)

Notes:

- Baseline cohort success rate for AA/Black students: 50%
- Highest performing group on this metric: Filipino at 77%

STRUCTURE EVALUATION: FRICTION POINTS

We know that we lose approximately 40% of our students between the first and second primary semesters each year. The experience during the first semester and lack of adequate, individualized support or safety nets pushes too many students away, especially those from minoritized communities. We see inconsistent support and resources provided to help students build towards a successful first semester and the confidence to continue forward into the second semester. This stems from a lack of clearly identified pathways and course sequencing so students identify and stay on the path, and there is currently no consistent mechanism for pro-active intervention along the student journey to encourage success and remediate challenges.

Our processes and practices assume students are 'college ready' and know how to navigate complex systems, find the answers they seek, and know how to advocate for what they need. This experience is exacerbated for many Black and African American students who report feeling alienated on campus, and who do not feel we offer a safe, anti-racist environment in which they can thrive. This lack of a consistent method of high-touch support for our most

disproportionately impacted students impedes their persistence through to completion (employment, degree, transfer, etc.).

STRUCTURE EVALUATION: CURRENT STRUCTURE

Instruction

- **Faculty play inconsistent role in campus retention strategies** (aside from Early Alert or individual self-appointed mentoring)
- **Classroom environment is not uniformly welcoming**; lack of consistent DEI framework informing classroom practices and pedagogies
- **Academic policies are overly punitive and parental** (strict due dates, no late work accepted, overly concerned about cheating, students have 'a right to fail' mentality)
- **Lack of consistent access** to textbooks, classroom materials, and stable connectivity.

Wrap-Around Services

- **Lack of dedicated, integrated wrap around services** to support student access, persistence, and success; assumption that all students know how to navigate our programs and advocate effectively for what they need
- Childcare needs continue to be a barrier for students.

Other

- **Policies, procedures, and practices that reinforce a punitive approach** to academic support and stigmatize students rather than wrapping our arms around them to help them succeed.
- Current **employee evaluation processes** for faculty, staff, and managers do not include performance indicators for applying/implementing DEIA or anti-racist practices and pedagogies.
- **Transportation** continues to be a hurdle and barrier for student access. Although students can ride the local County buses for free, the current route structure does not support easy or efficient transportation to the main campus (Fairfield) or between the three campus locations.
- **Impacted student campus culture**; COVID has affected the culture of engagement; currently a struggle to get enough students to run for ASSC government, or form/participate in a diverse array of student clubs. Not enough clearly advertised ways for students to engage with the campus community

STRUCTURE EVALUATION: IDEAL STRUCTURE

Instruction

- Faculty are engaged in racial and equity literacy education and training as a means of expanding equitable practices in the classroom
- Faculty are involved in the cohort management module as a member of student Completion and Success teams

Wrap-Around Services

- Expanded counseling services designed around a cohort management model: Completion and Success Teams
- Basic Needs Center providing holistic, integrated support for all students

General Operations:

- Implementing a local shuttle service between campuses to expand access to students, particularly students from DI populations.
- Improved access to on-site childcare resources

Other

- Invigorated campus culture where every student is celebrated and unconditionally supported (“every student has a right to succeed”); going the extra miles is normalized
- Retention services are centered on the lives of part-time students
- Comprehensive communications strategy that utilizes technology to improve the content, timeliness, and efficiency of student communications (information, workshops, deadlines, events, etc.).

STRUCTURE EVALUATION: NECESSARY TRANSFORMATION NEEDED

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

The biggest transformational change associated with this metric is the redesign and recalibration of our traditional academic counseling framework to a dynamic cohort management model that would support students from orientation through to completion, transfer, or into employment. This model brings together campus employees into Completion and Success Teams designed to create a welcoming, inclusive, and individual experience for each student. This model allows for a consistent presence of team members along the student’s academic journey, braiding various services, guidance, mentoring, and resources into a holistic support ecosystem where we bring the resources to the student – they don’t have to guess or discover where and how to access support. These teams would be intentional and deliberate in tracking student progress and assisting students through educational planning, course sequencing decisions, declaration

of a major, as well as pro-actively intervening to champion student success, coach students through important milestones, and prepare them for completion and success.

DRAFT

ACTION STEPS

1. Transition current academic counseling framework into a cohort-management model for Black and African American students
 - Completion and Success teams to strengthen onboarding, persistence, momentum, and completion (certificate, degree, or employment)
2. Design a comprehensive Retention Strategy for Black and African American students:
 - Conduct qualitative/quantitative research to support a comprehensive retention strategy for the college, with an emphasis on Black/African American students.
 - Hire external experts to conduct focus groups, community surveys, and other quantitative/qualitative data gathering to improve retention of our students
 - Develop semi-annual survey instrument to gauge student satisfaction and experience
3. Expand the reach of Teaching4Equity learning communities
 - Support the growth of T4E to scale up mentor and participant training
 - Encourage new and current faculty to fully engage in race and equity education and training
 - Design mandatory FLEX workshops around DEI frameworks, anti-racist and social justice teaching and learning
 - Share college success information to help focus areas of growth and intervention
4. Establish Student Resource Center (Basic Needs)
 - Centralize the intake and delivery of services and resources to students
 - Locate Basic Needs services in the student union building
5. Leverage technology to streamline student communications and information
 - Procure a Client Relationship Management (CRM) software system to gain insight into student behavior and adjust our communication to students to ensure they are served in ways they respond to
 - Ability to pull data and communicate with select groups with the intention of moving students to a goal/outcome along their educational journey

CHANCELLOR'S OFFICE – SUPPORT NEEDED

- **Professional Development:** More opportunities for faculty to engage in racial equity learning and training.

Metric: Completion

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Black and African American Students

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
Year 1 (2022-23)	<ul style="list-style-type: none">N/A
Year 2 (2023-24)	<ul style="list-style-type: none">For 2019-2020 entering cohort of AA/Black students, 3-year completion rate improves to 10% (up from 7% in the 2017-18 baseline cohort)
Year 3 (2024-25)	<ul style="list-style-type: none">For 2020-21 entering cohort of AA/Black students, 3-year completion rate improves to 15% (up from 7% in the 2017-18 baseline cohort)

Notes:

- Baseline cohort success rate for AA/Black students: 7%
- Highest performing group on this metric: Filipino at 23%

STRUCTURE EVALUATION: FRICTION POINTS

Solano College currently lacks any systematic, intentional, proactive system of guidance and support to ensure that African American or Black students reach key momentum points and ultimately complete certificates, degrees and/or transfers.

STRUCTURE EVALUATION: CURRENT STRUCTURE

Wraparound Services

- Support services such as counseling, tutoring, basic needs, and career and transfer support are decentralized in different campus locations which students may or may not discover.
- Students must be proactive to receive services key to completion, such as financial aid help, counseling and education planning, career exploration, and transfer application support. Students who complete all coursework to qualify for a certificate or degree must petition for the award(s).
- The college lacks any mechanism or practice where students who have made significant progress toward a goal are required to attend targeted advising to ensure they know what's needed next to reach completion goals.

Admissions & Records

- DegreeWorks is used for certificate & degree audits by A&R staff when students petition, but the student-facing feature has not been activated, so students have no opportunity to self-audit or monitor their own progress toward their goals.

STRUCTURE EVALUATION: IDEAL STRUCTURE

Wraparound Services

- In our ideal structure, key services such as such as counseling, comprehensive ed plans, transfer application assistance, and degree / certificate petition are built in at regular intervals (such as every 15 units), and the college would proactively contact students at each milestone to celebrate their progress and to offer guidance and support for their next steps
- We envision coordinating all services through an “opt-out” cohort model, where every incoming student would be expected to select a cohort (whether by academic affinity such as by guided pathways meta-major, or by social affinity such as an HBCU transfer pipeline), and each cohort would be served by a Completion & Success team providing proactive support at key milestones, as well as a platform for social and career networking. Completion & Success Teams would support students through their journey towards a certificate, degree, transfer opportunity, or employment in a high demand job.

Admissions & Records

- In our ideal structure, students could log into personal dashboard where they could see their progress toward their goal as well as what they have left to complete.
- Ideally, students should be auto-awarded any certificate and/or degree for which they complete the requirements, without having to petition. In addition, developing and awarding milestone certificates would provide more opportunities to recognize students' accomplishments.

STRUCTURE EVALUATION: NECESSARY TRANSFORMATION TO REACH IDEAL

To reach our ideal, the College must normalize proactive, wrap-around counseling / advising, academic and social support for our African American / Black students. Instead of relying on niche programs and students' own proactive efforts to discover and avail themselves of support services, the college must establish automatic / default systems of support to provide continuing guidance appropriate to each stage of a students' journey. To this end, we envision moving toward a cohort management system, initially prioritizing African American / Black students and eventually scaling to other DI populations (e.g. first generation college students) and possibly all incoming students.

ACTION STEPS

1. Develop Black and African American student cohort program (Umoja, HBCU pipeline, or similar, coordinating with current A@MEND & Imani as well as community organizations such as Wille B. Adkins)
2. Complete DegreeWorks implementation to include student-facing portal
3. Implement cohort management counseling model for Black and African American students, to support students through FA application, schedule planning, understanding the benefit of taking more units, etc.
4. Conduct proactive outreach to Black and African American students at key milestones, to celebrate progress & coach next steps towards certificate and degree attainment or entry into the workforce.
5. Increase awareness of our bachelor's degree in Biomanufacturing as one of the few California Community Colleges to offer a BA degree. Enhance our outreach and promotion of this program, recruiting students from disproportionately impacted populations and support a seamless onboarding to the college.
6. Improve visibility & interface of graduation petition process—or eliminate petition and replace with proactive campaign of congratulations & invitation to graduate
7. Additional research & analysis of target group

CHANCELLOR'S OFFICE – SUPPORT NEEDED

- **Technology Investments & Tools:** It would be valuable for the Chancellor's Office would provide colleges with a uniform data collection and student-tracking platform to allow districts to track students' progress and students to view their own progress toward completion, including courses completed at other CCC colleges / districts

Metric: Transfer

Please approach this section with consideration of your current and future efforts, planning, budgeting, and collaborations regarding the identified student population experiencing disproportionate impact. Note, the population you selected in the previous section will auto-populate in the field below within NOVA.

Population Experiencing the Most Significant Disproportionate Impact:

Black and African American Students

TARGET OUTCOMES FOR 2022-25

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	<ul style="list-style-type: none"> ● Increase the number of Black and African American students transferring to a 4-year institution by 10% ● Increase the number of Black and African American students transferring to an HBCU by 3%
<i>Year 2 (2023-24)</i>	<ul style="list-style-type: none"> ● Increase the number of Black and African American students transferring to a 4-year institution by to 20% ● Increase the number of Black and African American students transferring to an HBCU by 5%
<i>Year 3 (2024-25)</i>	<ul style="list-style-type: none"> ● Increase the number of Black and African American students transferring to a 4-year institution by 30% to 25% ● Increase the number of Black and African American students transferring to an HBCU by 7%

Notes:

- Baseline cohort success rate for AA/Black students: 16%
- Highest performing group on this metric is 2 or more races at 32%, then Filipino at 31%

STRUCTURE EVALUATION: FRICTION POINTS

There are two areas where students experience friction points in the transfer process. The first area is defined by the lack of a robust transfer culture on campus, whereby faculty, staff, and students are fully engaged in promoting the various transfer options for students at every stage in the student journey. While transfer services and information is housed in a center in our Student Services building, and counselors are versed in requirements and opportunities for transfer, there is not yet a full-blown central narrative about the importance of ensuring every student understand the choices and options related to transfer – especially our Black and African American students.

The second friction point is related to a lack of specific, clear, and consistent information about transfer options that are baked into the culture of student services, ensuring that each student can understand the requirements, expectations, and opportunities associated with transfer to a 4-year university. Some of the information is buried, not easily resourced, and we don't have a systematic process for exposing students early and often about their transfer options across a range of institutions, e.g. UC, CSU, HBCU, private, out of state (WUE), etc.

STRUCTURE EVALUATION: CURRENT STRUCTURE

Instruction

- The student schedule is not designed around a student-centered framework prioritizing transfer and completion. The current scheduling process is fragmented across schools, and does not align with clear meta-major pathways, GE sequencing, etc. The majority of classes tend to bunch Mon-Thurs between 9am-2pm, which does not acknowledge the reality that the majority of our students are part-time, take less than 12 units, and often work multiple jobs.

Wrap-Around Services

- There is not enough **dedicated, individualized support** to help students understand what is involved in declaring a major, or the time for progressive exploration of academic and career pathways.
- **Support services are not integrated** around each individual student's journey. Students often have to navigate between various offices and departments, e.g. counselors, outreach, financial aid, etc. rather than being guided towards an integrated model of support and resources that meets their individual needs.
- **Information and guidance is not consistently advertised** or focused on a diverse student audience; our **catalog** guide for transfer does not begin with welcoming, student friendly information defining what transfer is, what it entails, and how we are here to support students' goals.
- **Faculty counselors currently carry a high student to counselor ratio**, which limits the number of contact hours a counselor can spend with the same student across each semester, which impedes the delivery of consistent or sustained support for each student.
- **Transfer Center Resources** are limited. We have only had a dedicated Transfer Center Coordinator since ____, which limits the capacity for outreach and in-reach, and the coordination of more integrated information and resources about transfer opportunities.

STRUCTURE EVALUATION: IDEAL STRUCTURE

Instruction

- Student-centered scheduling that aids pathway progress, course sequencing completion, and timely preparation for transfer.

Wrap-Around Services

- Accurate and consistent information on what it takes to transfer, what courses and educational pathways are needed for transfer (website, printed materials, social media, catalogue, etc.)
- Timely and wide-spread messaging on transfer deadlines
- Expanded relationship with transfer receiving institutions

Budgeting and Admin

- Provide funding for transfer fairs, travel to transfer events, and a higher visibility of transfer related activities.
- Funding/scholarships available to provide financial support and offset costs for students

General Operations:

- Maximize visibility of the Transfer Center and ensure it has adequate resources to provide robust outreach and in-reach, and integrate transfer information and messaging across campus.

Other

- Greater awareness on campus about the impact of implicit bias, structural inequities, and anti-Black racism. This would include education about the historical reality of racism in the US, and how the higher education system has always been based on 'cooling out' certain populations, e.g. Black and brown students.
- Comprehensive marketing and recruitment strategy that promotes the college's brand and highlights the many opportunities and resources we provide related to transfer, especially for disproportionately impacted students.
- Partner with campus organizations, e.g. Imani, A2Mend, that support Black/AA student success.
- Summer college transfer initiatives

STRUCTURE EVALUATION: NECESSARY TRANSFORMATION NEEDED

What structural changes would be necessary to transform your current inequitable process, policy, practice, and/or culture toward a more equity-minded one?

The college would need to make structural changes in our practices and processes to promote greater equity related to how we inform, guide, and coach students through the transfer process. Changes to the information we provide, who we provide it to, and how we counsel students about their educational and career options are needed to ensure that every student understands the transfer process, and students are not dissuaded from a transfer pathway based on deficit mindsets or implicit biases.

Beyond changes to our practices and processes related to transfer options, our greatest opportunity lies in making a fundamental shift to fully integrate a ‘transfer for all’ message into all our outreach and marketing efforts across the campus. This would constitute a cultural shift in which we synthesize information, resources, and efforts into a single campaign supported by various areas on campus – sharing collective responsibility for increasing the number of Black and African American students who successfully transfer to 4-year institutions.

ACTION STEPS

1. Conduct Equity Audit of Transfer language, processes, and procedures

- Opportunity to re-frame our message to students and ensure that every student has the information and option to prepare for a transfer pathway
- Transfer canvas shell – guidance, support, and “how to” stay on track for transfer
- Design a transfer mapping program

2. Build a comprehensive marketing campaign centering transfer options and opportunities for students

- Create media packages featuring Black/AA student alumni success stories
- Partner with community agencies to spread the message to Black/AA community members about transfer opportunities beyond the high schools
- Transfer culture embedded into outreach, recruitment, and marketing messaging
- Introduce transfer options and pathways during summer orientation

3. Implement cohort management counseling model for African American / Black students

- Conduct proactive outreach to African American / Black students at key milestones, to celebrate progress & coach next steps towards transfer progress

4. Audit Transfer Center Capacity

- Hire Student Ambassadors as Peer Transfer Mentors
- Increase capacity for outreach and in-reach; coordinate with Outreach Team

5. Increase programming/workshops and student support

- Annual schedule of tours to UC's, CSU's, privates, HBCU's, etc.
- Create scholarship fund to support Black/AA students applying for transfer

CHANCELLOR'S OFFICE – SUPPORT NEEDED

- **Professional Development:** More opportunities for faculty to engage in racial equity learning and training.

DRAFT