

Diablo Valley College - Student Equity Plan (2022-25)

Details

Assurances

Legislation

✓ I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

 [EDC 78220.pdf](#)

Additional 78220 Acknowledgement

✓ I read and have given special consideration to [Education Code 78220](#) 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

[View Memo](#)

Race Consciousness in Equity Plan Development *

Reviewing the research on student outcomes, it is clear the college needs to build the infrastructure to access and showcase disaggregated data, learn concrete ways to use data as a catalyst for change, and construct measurable racial equity goals. According to the analysis of local data, the most persistent, inequitable outcomes are occurring for Black/African American and Foster Youth students at our college. Data compiled from campus-wide surveys, administered between 2020 and 2022, reveal that there is an urgent need for improving the experiences of African American students across different sectors of our institution. For instance, only 56% of African American students believe faculty accept them for who they are and 20% of African American students do not know whom to approach on campus when they have a question. Only 44% of Black or African American student respondents noted that they receive regular feedback on their work from their instructors.

Clearly, the college needs strong professional development around racial equity-based pedagogy around core Math and English transfer-level courses. When developing equity-centered strategies and setting goals, the college must use clear, race-conscious language, and that includes confronting anti-Black racism in the United States. In addition, the college must adopt an intersectional lens to understand the interlocking aspects of structural inequalities. For instance, Black youth have been overrepresented in the U.S. foster care system for decades. At DVC, Black students are 4-5% of total enrollment but 15% of the foster youth population. The 2019-22 DVC Student Equity Plan aspired to center the March 13, 2019, students of color demands in response to racist graffiti at DVC. These demands included mandatory anti-racist training for faculty and staff, more resources and safe spaces for students of color, a robust ethnic studies department, and more hiring of and support for faculty and staff of color. While the college made progress in some areas, we need a more focused approach using strategies that explicitly align race-specific metrics to race-specific activities. DVC is committed to uprooting anti-Blackness in ourselves and our institution. But racial equity goals will only be achieved in a culture of evidence and accountability. To this end, our plan will embrace an inquiry process that can develop, execute, and evaluate actionable goals to enhance racial equity.

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American

3-year outcome: Improve enrollment rates by 2% annually over a 3-year period. The baseline enrollment trend will be the average enrollment change for the three most recent years (2018-19, 2019-20, 2020-21 - data for 2021-22 was not available at time of writing). Source: SSM All Students Dashboard

Foster Youth

3-year outcome: Improve enrollment rates by 2% annually over a 3-year period. The baseline enrollment trend will be the average enrollment change for the three most recent years (2018-19, 2019-20, 2020-21 - data for 2021-22 was not available at time of writing). Source: SSM All Students Dashboard

Completed Transfer-Level Math & English

Black or African American

3-year outcome: Improve completion rates of transfer level math and English by 2% annually over a 3-year period. The baseline completion rate is the average completion rate for the three most recent years (2018-19, 2019-20, 2020-21 - data for 2021-22 was not available at time of writing). Source: SSM All Students Dashboard

Foster Youth

3-year outcome: Improve completion rates of transfer level math and English by 2% annually over a 3-year period. The baseline completion rate is based upon data from 2020-21 (data from 2018-19 and 2019-20 were suppressed due to cohort size & data for 2021-22 was not available at time of writing). Source: SSM All Students Dashboard

Persistence: First Primary Term to Secondary Term

Black or African American

3-year outcome: Improve persistence rates from first primary to secondary term by 2% annually over a 3-year period. The baseline completion rate is the average completion rate for the three most recent years (2018-19, 2019-20, 2020-21 - data for 2021-22 was not available at time of writing). Source: SSM All Students Dashboard

Foster Youth

3-year outcome: Improve completion rates of transfer level math and English by 2% annually over a 3-year period. The baseline completion rate is the average completion rate for the three most recent years (2018-19, 2019-20, 2020-21 - data for 2021-22 was not available at time of writing). Source: SSM All Students Dashboard

Transfer

Black or African American

3-year outcome: Improve transfer rates by 2% annually over a 3-year period. The baseline completion rate is the average completion rate for the three most recent years (2018-19, 2019-20, 2020-21 - data for 2021-22 was not available at time of writing). Source: SSM All Students Dashboard

Foster Youth

3-year outcome: Improve transfer rates by 2% annually over a 3-year period. The baseline completion rate is the average completion rate for the three most recent years (2018-19, 2019-20, 2020-21 - data for 2021-22 was not available at time of writing). Source: SSM All Students Dashboard

Completion

Black or African American

3-year outcome: Improve completion rates by 2% annually over a 3-year period. The baseline completion rate is the average completion rate for the three most recent years (2018-19, 2019-20, 2020-21 - data for 2021-22 was not available at time of writing).

Source: SSM All Students Dashboard

Foster Youth

3-year outcome: Improve completion rates by 2% annually over a 3-year period. The baseline completion rate is the average completion rate for the three most recent years (2018-19, 2019-20, 2020-21 - data for 2021-22 was not available at time of writing).

Source: SSM All Students Dashboard

District Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
Kenyetta Tribble	Project Lead	n/a	ktribble@contracosta.edu	(510) 215-3836
Susan Lamb	Chancellor/President	n/a	slamb@dvc.edu	(925) 969-2001
Todd Hampton	Chief Business Officer	n/a	thampton@dvc.edu	
Joseph Gorga	Chief Instructional Officer	n/a	jgorga@dvc.edu	
Vicki Ferguson	Chief Student Services Officer	n/a	vferguson@dvc.edu	(925) 969-2005
Dr. John Freytag	Academic Senate President	n/a	jfreytag@dvc.edu	(925) 969-2509 ext: 22509
Mark Akiyama Ph.D.	Guided Pathways Coordinator/Lead	n/a	makiyama@dvc.edu	(925) 969-2012
Vicki Ferguson	Project Lead	n/a	vferguson@dvc.edu	(925) 969-2005
Rosa Armendariz	Alternate Project Lead	n/a	rarmendariz@dvc.edu	(925) 969-2233
Lindsay Kong	Alternate Project Lead	n/a	lkong@dvc.edu	

Equity Plan Reflection

2019-22 Activities Summary

- Access: Successful Enrollment
- Retention: Fall to Spring
- Transfer to a Four-Year Institution
- Completion of Transfer-Level Math and English
- Earned HS Equivalency, Noncredit Certificate, CO Approved Credit Certificate, Associate Degree, CCC Bachelor's Degree

Key Initiatives/Projects/Activities *

Before turning to a summary of initiatives, projects, and activities during the 2019-22 cycle, it is important to note how a focus on equity has become central to the work of the college during this period and is now reflected in both institutional structures and the college culture. While the 2019-22 Equity Plan and its implementation contributed to this shift, the collective work of many projects, groups, committees, and individuals brought about this change. 2019-2022 saw the creation of Student Equity and Success (SES) as one of DVC's four governance committees, the creation of new equity-focused administrative positions and titles, and the launching of an Ethnic Studies Program at DVC. A focus on equity now permeates the work taking place at the college, from equity-focused speaker series to hiring practices, from equity-focused pedagogical development to student services. While it is not always possible to gauge the direct impact of a single project or activity, each contributed in some way to this collective shift.

The 2019-22 Equity Plan identified and/or supported numerous activities intended to increase student equity. Some initiatives, projects, and activities included: Learning Communities (Puente, Umoja, MESA, FYE, Community of Pride); Dual enrollment initiative; African American Male Leadership Program; The Equity Speaker Series; Student Equity Hour Social Justice Program; Support for the implementation of AB705; A broad range of equity-focused professional development; Pedagogy Inquiry Teams; Online Equity Guidance; Peer Online Mentorship Program (POMP); and Caring Campus.

This is just a partial list of the activities and projects identified in and/or supported by the 2019-22 Equity Plan. As noted elsewhere in this report, the very broad focus of the 2019-22 Equity Plan coupled with a limited capacity to implement, complete, and assess the numerous projects outlined in that plan diminished our ability to evaluate its efficacy. This recognition has informed our planning for the 2022-25 Student Equity Plan as discussed in Sections One, Three, and Four.

Evidence of Decreased Disproportionate Impact *

When looking at the overall impact of our previous equity work at DVC, the college had mixed results. Following AB705, Success in transfer-level English increased from 65% in 2017-18 to 77% in 2019-20. Success in transfer-level Math increased from 49% in 2017-18 to 71% in 2019-20. In campus-wide transfer-level Math throughput, DVC finished 3rd of all California Community Colleges in supporting their students who enrolled in a transfer-level Math course to successfully complete it within one year of their initial enrollment. Several initiatives have worked to include equity, cultural responsiveness, and anti-racism in college curriculum, including but not limited to the Equity and Social Justice Speaker Series, Pedagogy Inquiry Teams, Distance Education, and Nexus (year-long new faculty orientation). Equity mindedness has permeated student services, hiring, professional development, program review and guided pathways efforts. And yet, the college lacks the infrastructure needed to evaluate existing programs and interventions to see whether we moved the needle on closing persistent equity gaps. According to the CUE review of the college's previous SEP, activities were focused on all students, rather than specific racially minoritized groups. A description of how activities will be implemented as well as greater specificity about how equity goals relate to baseline data.

The college's equity plans have typically taken an activities approach to eliminating equity gaps- focusing on interventions rather than structural and cultural transformation. The college has learned it is crucial to name our desired equity outcomes and develop the assessment skills needed to chart our progress identifying and tackling inequities. The college needs to scaffold equity goals to make progress manageable and to tell the story of small and big wins in a meaningful way. Based on the analysis of available data, the SEP writing team decided to strategically focus on the African American and Foster Youth as the most disproportionately impacted groups for our 2022-25 Student Equity Plan. The college will build evaluation tools during the first year of discovery before launching interventions. The DI data will be regularly reviewed and updated by the Student Equity and Success Committee, in partnership with Guided Pathways, Research and Planning, and Program Review committees to measure the college's progress at improving equitable outcomes for our most vulnerable student populations.

2022-25 Planning Efforts *

It was evident from the 2019-2022 student equity plan cycle that the college lacked the capacity to complete the projects outlined in the 2019-2022 Student Equity Plan. With only one administrator devoted half-time to research along with understaffed areas in marketing and outreach, many goals established in the 2019-2022 Equity Plan were unattainable. Additionally, the college recognized a lack of effective communication around activities in the 2019-2022 Equity Plan. While many worthwhile activities

were developed in the writing of the plan, there were limited evaluation systems to oversee the completion and efficacy of events.

Moving forward, the college plans to adopt an inquiry process focused on collecting and reviewing data for a select group of disproportionately impacted students. After reviewing the data, the writing group chose African American and Foster Youth as the DI populations to begin the inquiry process. The data will drive the intervention efforts developed for the five metrics outlined in the plan. The college will identify areas and staff responsible for completing intervention strategies and ensure that communication is happening at all levels. It is essential to direct college priorities to completion of intervention strategies including devoting necessary financial resources and personnel to completing tasks. In order to ensure outcomes, the college will develop an evaluation process and communication strategy with college governance. The Student Equity and Success Committee will periodically review the Equity Plan and reports from individual areas tasked with intervention strategies. A systematic review will help the college continue to focus on the goal of serving disproportionately impacted students and identify ways to support effective intervention techniques.

Pandemic Acknowledgement

- × Interrupted Work Fully
- ✓ Catalyzed Work

Provide an explanation (optional)

The pandemic exacerbated historical equity gaps at the college. Many students were unable to access basic needs, technology, resources, and services. It was difficult for students to create and maintain a sense of community without the ability to develop connections with peers and employees. Additionally, the pandemic magnified stresses for students, leading some to stop out, drop out and underperform, as mental health and other challenges became more acute. Challenges faced during the pandemic created opportunities for deeper discussions about equity at the college and necessitated innovative ways to serve, support, and educate our students.

The college's Equity Reminder statements were expanded during the pandemic to include equitable virtual practices such as how to "Be Intrusive," "Rethink Assessment," provide "Authentic Caring," and "Connect with Services and Community." Faculty and staff were encouraged to normalize the sharing of feelings and difficulties as well as to pay attention to socioemotional or noncognitive skills – including creativity, tolerance, persistence, empathy, resilience, self-control, and time management. Distance Education spearheaded professional development work focused on incorporating equity mindedness in pedagogy work by adopting an online equity guidance rubric across the college and then used that guidance as a center for all instructional training efforts. Professional development work was often incentivized by stipends and monies designated specifically for professional development.

The college expanded our loan technology program to provide thousands of students with calculators, Chromebooks, headphones, webcams, and wi-fi hot spots. Student Life ensured food was available via our Food Pantry and Produce Market. A FAQ zoom room was created as a one-stop shop for students who did not know who to contact for information. A virtual drop-in lab was created to mimic our Enrollment Lab. Staff were available to connect with students via online chats. Dynamic versions of forms were made available. These services continue to be advantageous for students who have limited or no access to transportation. The college now serves, supports, and educates our students in-person and virtually. Many of the interventions developed during the pandemic will expire soon, and the college needs resources to sustain efforts that worked to close equity gaps.

- × Delayed Work

Executive Summary URL *

<https://www.dvc.edu/about/governance/college-plans/student-equity-plan.html>

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
Black or African American	✓	✓	✓	✓	✓
Foster Youth	✓	✓	✓	✓	✓

Successful Enrollment

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 *

Like many other institutions of higher education, DVC has developed structural processes and procedures that have resulted in barriers to our students successfully onboarding, enrolling, persisting, and completing their academic journey. DVC’s 2018-2023 Educational Master Plan called for the college to reimagine and transform both structural and cultural barriers at DVC to achieve equitable student success. By focusing our attention and efforts on institutional transformation, the college shifted its mindset from a deficit model (student lack of preparation, race/cultural conditions, and readiness for college) to how we can change ourselves and the college to equitably serve all our students. The framework that DVC chose to implement our structural and cultural transformation is Guided Pathways (DVC Educational Master Plan).

The Guided Pathways framework requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for all our students. As DVC begins to discuss, design, and develop a model of institutional continuous improvement, we are now stepping back to examine and evaluate the college’s current institutional structures, practices, and processes across the student’s journey in order to develop, plan, implement, and evaluate new strategies and approaches to equitably serve all students. To accomplish this transformational work, we have adopted an Inquiry and Action Cycle of continuous improvement.

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? *

- No targeted “integrated” outreach/enrollment interventions for any population including Black/African American Students
- Early connections with career info and guidance not provided to inform choice of program/major
- Outreach services not integrated into a single approach
- Outreach not integrated with other college outreach efforts (siloeed)
- The language used in the onboarding services/support Q & A responses is not student friendly and often too technical to be effective

✗ 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? *

- Important changes in processes (e.g., Chancellor's Office or District processes) are not communicated to key stakeholders effectively
- Graduating seniors who would like to take Counseling 95 (academic advising) must complete two applications to be eligible to enroll in classes for their primary semester. This process is non- intuitive and very confusing for students.
- Application and enrollment process is confusing and very difficult to complete

✗ Other

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? *

Identification and removal of structural barriers (see current structure evaluation above)

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

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

Increase the capacity of Office of Institutional Effectiveness and Marketing & Communications Office to be able to provide targeted outreach to Black/African American students

✓ 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? *

Identification and removal of structural barriers (see current structure evaluation above)

✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The initial 2022-23 SEP year will be focused on discovery to identify current processes/policies/practices/cultural norms at DVC that impede equitable outcomes for Black/African American students. The college will leverage a blend of internal and external resources to collate data collected from district and college surveys and evaluation efforts to unpack how students are experiencing classroom pedagogy, student services, and campus climate at DVC. These data will help DVC establish benchmarks and frameworks from which the college can assess student progress across integral college success priorities aligned with Guided Pathways, Career Education, and university transfer.

Utilizing a blend of quantitative and qualitative data, the college will document the lived experiences of our Black/African American students to aid understanding among the DVC campus community about the specific educational support and guidance these students need to be successful. The data and information collected during the 2022-23 SEP year will be used during the 2023-24 SEP year to develop and implement continuous improvement priorities such as trainings and assessment frameworks to improve data use with leading and lagging indicators to help faculty, classified professionals, and administrators pinpoint where students are on their educational journeys and appropriately scaffold equity-minded support that inspires student motivation and success.

Though most of the data and information required to inform institutional, departmental, programmatic, and classroom practices to best support Black/African American students will be collected during the initial 2022-23 SEP year, the cycle of inquiry will continue to fuel and guide continuous improvement throughout all three SEP years. Examples might include formative assessment of SEP-focused interventions, trainings, and other DVC programs specifically focused on serving Black/African American students. The final 2024-25 SEP year will be focused on institutionalizing the lessons learned throughout the SEP cycle of inquiry and summative evaluation of SEP outcomes for reporting.

Action

Action Steps *

The Inquiry and Action Cycle provides five phases for developing and examining planning and implementation activities: \

1. Discover: The Discover phase allows practitioners to take a step back and assess the previous work/interventions implemented around the project/initiative. "Discover" also allows practitioners to review local, regional, and statewide data; empirical research; and other sources of information to strategize what can be improved. Data and information are examined throughout this phase.
2. Develop: The Develop phase focuses on forward thinking in the design of targeted interventions and evaluation tools to support project planning, implementation, and evaluation. As part of this phase, practitioners should discuss and review the college's resources and capacity to successfully plan, support, and implement the work.
3. Implement: The Implement phase is the time for action, when the goals, objectives, and strategies of the plan are operationalized. Practitioners should continue data and information validation throughout this phase.
4. Evaluate: In the Evaluate phase, practitioners measure progress toward the achievement of institutional goals and objectives associated with planning efforts. It is important to evaluate the progress being made towards goals on a regular basis, at least annually, but more frequently if needed. For multi-year plans, evaluation may

lead to slight modifications of objectives and strategies. Though Evaluate is near the end of the cycle, it is critical to realize that evaluation should play an important role throughout the other phases of the model. This phase provides the opportunity to check the impact of your work.

5. Report: The Report phase provides a means to share results from processes and products associated with the Implement and Evaluate phase. This phase is supported when results of the evaluation are shared broadly and are viewed as a critical component in the integration process. As part of this phase, practitioners should review and discuss what interventions were successful and those that were not. These discussions will help initiate a second phase of Inquiry and Action (continuous improvement).

Examples of interventions we will explore:

- Integration of local outreach efforts across college Ensure all key parties are included in outreach integration efforts: Marketing & Communications, Career/Transfer, Workforce Development, and Outreach Map current outreach efforts by multiple units
- Develop ownership and collaborate with essential units /stakeholders/department services
- Increase the capacity of Office of Institutional Effectiveness and Marketing & Communications Office to be able to provide targeted outreach to Black/African American students
- Execute targeted outreach to Black/African American students
- Develop branding and outreach materials that target Black/African American students
- Develop approach that targets local Black/African American students in our high schools and community Investigate communication methods/social media used by Black/African American students
- Collaborate with existing college learning communities to provide outreach and touchpoints (e.g. panels, presentations) to feeder high schools

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

We would benefit from the supports checked above.

Foster Youth

Structure Evaluation: Friction Points

Friction Points

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The Guided Pathways framework requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for all our students. As DVC begins to discuss, design, and develop a model of institutional continuous improvement, we are now stepping back to examine and evaluate the college's current institutional structures, practices, and processes across the student's journey in order to develop, plan, implement, and evaluate new strategies and approaches to equitably serve all students. To accomplish this transformational work, we have adopted an Inquiry and Action Cycle of continuous improvement.

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? *

- No targeted "integrated" outreach/enrollment interventions for any population including current and former foster youth
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- Outreach services not integrated into a single approach
- Outreach not integrated with other college outreach efforts (siload)
- The language used in the onboarding services/support Q & A responses is not student friendly and often too technical to be effective

✗ 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? *

- Important changes in processes (e.g., Chancellor's Office or District processes) are not communicated to key stakeholders effectively

- Identified barrier: Graduating seniors who would like to take Counseling 95 (academic advising) must complete two applications to be eligible to enroll in classes for their primary semester. This process is non-intuitive and very confusing for students.
- Application and enrollment process is confusing and very difficult to complete

× Other

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? *

Identification and removal of structural barriers (see current structure evaluation above)

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

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

Increase the capacity of Office of Institutional Effectiveness and Marketing & Communications Office to be able to provide targeted outreach to current and former foster youth students

✓ 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? *

Identification and removal of structural barriers (see current structure evaluation above)

× Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

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Utilizing a blend of quantitative and qualitative data, the college will document the lived experiences of our current and former foster youth students to aid understanding among DVC campus community about the specific educational support and guidance these students need to be successful. The data and information collected during the 2022-23 SEP year will be used during the 2023-24 SEP year to develop and implement continuous improvement priorities such as trainings and assessment frameworks to improve data use with leading and lagging indicators to help faculty, classified professionals, and administrators pinpoint where students are on their educational journeys and appropriately scaffold equity-minded support that inspires student motivation and success.

Though most of the data and information required to inform institutional, department, programmatic, and classroom practices to best support current and former foster youth students will be collected during the initial 2022-23 SEP year, the cycle of inquiry will continue to fuel and guide continuous improvement throughout all

three SEP years. Examples might include formative assessment of SEP-focused interventions, trainings, and other DVC programs specifically focused on serving current and former foster youth students. The final 2024-25 SEP year will be focused on institutionalizing the lessons learned throughout the SEP cycle of inquiry and summative evaluation of SEP outcomes for reporting.

Action

Action Steps *

The Inquiry and Action Cycle provides five phases for developing and examining planning and implementation activities: \

1. Discover: The Discover phase allows practitioners to take a step back and assess the previous work/interventions implemented around the project/initiative. “Discover” also allows practitioners to review local, regional, and statewide data; empirical research; and other sources of information to strategize what can be improved. Data and information are examined throughout this phase.
2. Develop: The Develop phase focuses on forward thinking in the design of targeted interventions and evaluation tools to support project planning, implementation, and evaluation. As part of this phase, practitioners should discuss and review the college’s resources and capacity to successfully plan, support, and implement the work.
3. Implement: The Implement phase is the time for action, when the goals, objectives, and strategies of the plan are operationalized. Practitioners should continue data and information validation throughout this phase.
4. Evaluate: In the Evaluate phase, practitioners measure progress toward the achievement of institutional goals and objectives associated with planning efforts. It is important to evaluate the progress being made towards goals on a regular basis, at least annually, but more frequently if needed. For multi-year plans, evaluation may lead to slight modifications of objectives and strategies. Though Evaluate is near the end of the cycle, it is critical to realize that evaluation should play an important role throughout the other phases of the model. This phase provides the opportunity to check the impact of your work.
5. Report: The Report phase provides a means to share results from processes and products associated with the Implement and Evaluate phase. This phase is supported when results of the evaluation are shared broadly and are viewed as a critical component in the integration process. As part of this phase, practitioners should review and discuss what interventions were successful and those that were not. These discussions will help initiate a second phase of Inquiry and Action (continuous improvement).

Examples of interventions we will explore:

- Targeted outreach to current and former foster youth students
 - Develop partnerships with community partners and social services agencies who support foster youth (e.g., County Offices of Education, Independent Living Skills Programs)
 - Connect with high school district FY and homeless liaisons
 - Coordinate outreach efforts with departments who may serve foster youth (e.g., START, EOPS)
 - Integration of local outreach efforts across college to support foster youth
 - Ensure all key parties are included in outreach integration efforts: Marketing & Communications, Career/Transfer, Workforce Development, and Outreach
 - Map current outreach efforts by multiple units
 - Develop ownership and collaborate with essential units /stakeholders/department services - ensure the ability to provide appropriate referrals for inquiries
 - Update foster youth program marketing materials and ensure college outreach representatives are trained and knowledgeable about foster youth resources available at DVC

- Provide intentional FY application assistance and support with 3SP processes
 - Given FY's potentially unstable circumstances, they often have challenges completing CCCApply, FAFSA, etc. (due to lack of access to HS transcripts, financial history documents, etc.). They would benefit from more hands-on support from staff who have been trained with FY context to navigate these processes
- Increase the capacity of Office of Institutional Effectiveness and Marketing & Communications Office to be able to provide targeted outreach to current and former foster youth students
- Execute targeted outreach to current and former foster youth students
 - Develop branding and outreach materials that target current and former foster youth students
 - Develop approach that targets local current and former foster youth students in our high schools and community
 - Investigate communication methods/social media used by current and former foster youth students
 - Collaborate with existing college learning communities to provide outreach and touchpoints (panels, presentations) to feeder high schools

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

We would benefit from support in all of the areas checked above.

Completed Transfer-Level Math & English

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 *

Like many other institutions of higher education, DVC has developed structural processes and procedures that have resulted in barriers to our students successfully onboarding, enrolling, persisting, and completing their academic journey. DVC's 2018-2023 Educational Master Plan called for the college to reimagine and transform both structural and cultural barriers at DVC to achieve equitable student success. By focusing our attention and efforts on institutional transformation, the college shifted its mindset from a deficit model (student lack of preparation, race/cultural conditions, and readiness for college) to how we can change ourselves and the college to equitably serve all our students. The framework that DVC chose to implement our structural and cultural transformation is Guided Pathways (DVC Educational Master Plan).

The Guided Pathways framework requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for all our students. As DVC begins to discuss, design, and develop a model of institutional continuous improvement, we are now stepping back to examine and evaluate the college's current institutional structures, practices, and processes across the student's journey in order to develop, plan, implement, and evaluate new strategies and approaches to equitably serve all students. To accomplish this transformational work, we have adopted an Inquiry and Action Cycle of continuous improvement.

Structure Evaluation

Current Structure

✓ Instruction

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

Structural and cultural practices focus on improving access for all students rather than targeting specific DI groups with specific, targeted interventions.

Need for strong professional development around racial equity-based pedagogy around core Math and English transfer-level courses. According to the SP22 Technology Survey, only 44% of Black or African American student respondents noted that they receive regular feedback on their work from their instructors. Infrequent feedback on learning can perpetuate inequities and lower success rates.

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

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

Structural and cultural practices focus on improving access for all students rather than targeting specific DI groups with specific, targeted interventions.

Inconsistent access to technology and wifi is a major friction point for DI groups. Math/English tend to have heavy technology usage including ebooks, integrated technology platforms, Canvas, digital writing/skills, etc.

Lack of targeted communication to Black/African American students about available technology services such as the Technology Loan Program and Canvas expert and Online Success badges. 45% of Black or African American SP22 Technology Survey respondents noted they were not aware of services such as printing or the ability to borrow a Chromebook, hotspot, calculator, webcam, etc.

No institutionalized structure for onboarding students to technology and online learning in core AB705 Math and English classes. We have two student badges—Canvas Expert and Online Success—that receive strong feedback and are revised yearly to incorporate significant resources that impact DI populations, but there is not clear awareness, support, or incentivization to incorporate student trainings into AB705/Core First Year classes. 50% of Black/African American SP22 Technology Survey respondents noted they were not aware badges existed.

× 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? *

Disconnect between equity plan, program review, SLOs, and curriculum practices. Intentional integration of these processes and plans is needed.

Data are often collected around core Math/English but it is hard to pull together, track, and read across various sources. We need more student comments, voices, and focus groups for DI populations. Data need to be sorted by modality and disaggregated by race/ethnicity. Intersectionality with disability support services data is also important.

Ideal Structure

✓ Instruction

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

Identification and removal of structural barriers (see current structure evaluation above)

✓ 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? *

Identification and removal of structural barriers (see current structure evaluation above)

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

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

Increase the capacity of Office of Institutional Effectiveness and Marketing & Communications Office to be able to support AB 705 improvements targeted at Black/African American students.

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

× Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The initial 2022-23 SEP year will be focused on discovery to identify current processes/policies/practices/cultural norms at DVC that impede equitable outcomes for Black/African American students. The college will leverage a blend of internal and external resources to collate data collected from district and college surveys and evaluation efforts to unpack how students are experiencing classroom pedagogy, student services, and campus climate at DVC. These data will help DVC establish benchmarks and frameworks from which the college can assess student progress across integral college success priorities aligned with Guided Pathways, Career Education, and university transfer.

Utilizing a blend of quantitative and qualitative data, the college will document the lived experiences of our Black/African American students to aid understanding among the DVC campus community about the specific educational support and guidance these students need to be successful. The data and information collected during the 2022-23 SEP year will be used during the 2023-24 SEP year to develop and implement continuous improvement priorities such as trainings and assessment frameworks to improve data use with leading and lagging indicators to help faculty, classified professionals, and administrators pinpoint where students are on their educational journeys and appropriately scaffold equity-minded support that inspires student motivation and success.

Though most of the data and information required to inform institutional, departmental, programmatic, and classroom practices to best support Black/African American students will be collected during the initial 2022-23 SEP year, the cycle of inquiry will continue to fuel and guide continuous improvement throughout all three SEP years. Examples might include formative assessment of SEP-focused interventions, trainings, and other DVC programs specifically focused on serving Black/African American students. The final 2024-25 SEP year will be focused on institutionalizing the lessons learned throughout the SEP cycle of inquiry and summative evaluation of SEP outcomes for reporting.

Action

Action Steps *

The Inquiry and Action Cycle provides five phases for developing and examining planning and implementation activities:

1. Discover: The Discover phase allows practitioners to take a step back and assess the previous work/interventions implemented around the project/initiative. "Discover" also allows practitioners to review local, regional, and statewide data; empirical research; and other sources of information to strategize what can be improved. Data and information are examined throughout this phase.
2. Develop: The Develop phase includes a focus on forward thinking in the design of targeted interventions and evaluation tools to support project planning, implementation, and evaluation. As part of this phase, practitioners should discuss and review the college's resources and capacity to successfully plan, support, and implement the work.
3. Implement: The Implement phase is the time for action, when the goals, objectives, and strategies of the plan are operationalized. Practitioners should continue data and information validation throughout this phase.
4. Evaluate: In the Evaluate phase, practitioners measure progress toward the achievement of institutional goals and objectives associated with planning efforts. It is important to evaluate the progress being made towards goals on a regular basis, at least annually, but more frequently if needed. For multi-year plans, evaluation may lead to slight modifications of objectives and strategies. Though Evaluate is near the end of the cycle, it is critical to realize that evaluation should play an important role throughout the other phases of the model. This phase provides the opportunity to check the impact of your work.
5. Report: The Report phase provides a means to share results from processes and products associated with the Implement and Evaluate phase. This phase is supported when results of the evaluation are shared broadly and results are viewed as a critical component in the integration process. As part of this phase, practitioners should review and discuss what interventions were successful and those that were not. These discussions will help initiate a second phase of Inquiry and Action (continuous improvement).

Examples of interventions we will explore:

- Deep dive into data: Identify data needed to sufficiently determine barriers for DI groups in Transfer Math/English; track number and success rate of students completing both Math/English in their first year;

disaggregate data by ethnicity; explore Learning Community data with focus on DI group to assess relative success, connection, inclusivity, and awareness of support resources

- Outreach: Reach out to students who may have completed one discipline but not the other; Canvas and Starfish outreach to DI populations
- Instruction: English and Math hold departmental discussions on classroom best practices for DI populations to increase outreach and success; examine success rates at the course level and reflect on intervention strategies. Plan/create/adopt instructional success strategies that target DI groups; improve online instruction (focused on racial equity strategies and accessibility) in first- year Math and English classes through Peer Online Mentorship Program (POMP) to increase course success rates in DI groups
- Professional Development: Training for faculty in better strategies for online teaching, especially focused on racial equity strategies online through POMP; racial equity-based feedback training for instructors (how to give feedback in ways that promote student advancement, specifically geared towards racial equity); culturally responsive teaching and learning in association with equitable assessment in core English and Math
- Scheduling/Academic Planning interventions: Student-centered scheduling; designated counseling for DI population
- Student Services/Support: Peer mentors; intrusive hand-holding; intervention/retention specialists; targeted tutoring or other academic interventions using Student Centers (designated staff to outreach/retain students (i.e. den mother)); executive functioning/time management workshops; early interventions through Guided Pathways or some version of First-Year Experience; Faculty and Staff assigned to DI populations
- Community Programs/Connections to Campus: Amplify programs for DI populations (AAML P); strengthen existing learning communities (Umoja); develop websites/social media presence; invite students to targeted events; share stories of success for DI group; promote Speaker Series/other events targeted at DI population; target DI students at these events to put them into contact with resources (e.g., learning communities, student services, etc.)
- Technology resources: Increase adoption of student badges (Canvas Expert and Online Success) in core Math and English courses (target DI populations); create consistent and clear access to Laptop/Technology/Hotspot loan program to ensure everyone starts with the right technologies in first year- target communication to DI group

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

We would benefit from all the supports checked above.

Foster Youth

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 *

Like many other institutions of higher education, DVC has developed structural processes and procedures that have resulted in barriers to our students successfully onboarding, enrolling, persisting, and completing their academic journey. DVC's 2018-2023 Educational Master Plan called for the college to reimagine and transform both structural and cultural barriers at DVC to achieve equitable student success. By focusing our attention and efforts on institutional transformation, the college shifted its mindset from a deficit model (student lack of preparation, race/cultural conditions, and readiness for college) to how we can change ourselves and the college to equitably serve all our students. The framework that DVC chose to implement our structural and cultural transformation is Guided Pathways (DVC Educational Master Plan).

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Structure Evaluation

Current Structure

✓ Instruction

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

Structural and cultural practices focus on improving access for all students rather than targeting specific DI groups with specific, targeted interventions.

Need for strong professional development around racial equity-based pedagogy around core Math and English transfer-level courses. According to the SP22 Technology Survey, only 44% of Black or African American student respondents noted that they receive regular feedback on their work from their instructors. Infrequent feedback on learning can perpetuate inequities and lower success rates.

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

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

Structural and cultural practices focus on improving access for all students rather than targeting specific DI groups with specific, targeted interventions.

Inconsistent access to technology and wifi is a major friction point for DI groups. Math/English tend to have heavy technology usage including ebooks, integrated technology platforms, Canvas, digital writing/skills, etc.

Lack of targeted communication to Black/African American students about available technology services such as the Technology Loan Program and Canvas expert and Online Success badges. 45% of Black or African American SP22 Technology Survey respondents noted they were not aware of services such as printing or the ability to borrow a Chromebook, hotspot, calculator, webcam, etc.

✗ 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? *

Disconnect between equity plan, program review, SLOs, and curriculum practices. There is a need for more intentional integration of these plans and processes.

Data are often collected around core Math/English but it is hard to pull together, track, and read across various sources. We need more student comments, voices, and focus groups for DI populations. Data need to be sorted by modality and disaggregated by foster youth status. Intersectionality with disability support services data is also important.

Ideal Structure

✓ Instruction

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

Identification and removal of structural barriers (see current structure evaluation above)

✓ 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? *

Identification and removal of structural barriers (see current structure evaluation above)

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

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

Increase the capacity of Office of Institutional Effectiveness and Marketing & Communications Office to be able to support AB 705 improvements targeted at current and former foster youth students.

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

✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The initial 2022-23 SEP year will be focused on discovery to identify current processes/policies/practices/cultural norms at DVC that impede equitable outcomes for current and former foster youth students. The college will leverage a blend of internal and external resources to collate data collected from district and college surveys and evaluation efforts to unpack how students are experiencing classroom pedagogy, student services, and campus climate at DVC. These data will help DVC establish benchmarks and frameworks from which the college can assess

student progress across integral college success priorities aligned with Guided Pathways, Career Education, and university transfer.

Utilizing a blend of quantitative and qualitative data, the college will document the lived experiences of our current and former foster youth students to aid understanding among DVC campus community about the specific educational support and guidance these students need to be successful. The data and information collected during the 2022-23 SEP year will be used during the 2023-24 SEP year to develop and implement continuous improvement priorities such as trainings and assessment frameworks to improve data use with leading and lagging indicators to help faculty, classified professionals, and administrators pinpoint where students are on their educational journeys and appropriately scaffold equity-minded support that inspires student motivation and success.

Though most of the data and information required to inform institutional, department, programmatic, and classroom practices to best support current and former foster youth students will be collected during the initial 2022-23 SEP year, the cycle of inquiry will continue to fuel and guide continuous improvement throughout all three SEP years. Examples might include formative assessment of SEP-focused interventions, trainings, and other DVC programs specifically focused on serving current and former foster youth students. The final 2024-25 SEP year will be focused on institutionalizing the lessons learned throughout the SEP cycle of inquiry and summative evaluation of SEP outcomes for reporting.

Action

Action Steps *

The Inquiry and Action Cycle provides five phases for developing and examining planning and implementation activities:

1. Discover: The Discover phase allows practitioners to take a step back and assess the previous work/interventions implemented around the project/initiative. "Discover" also allows practitioners to review local, regional, and statewide data, empirical research, and other sources of information to strategize what can be improved. Data and information are examined throughout this phase.
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5. Report: The Report phase provides a means to share results from processes and products associated with the Implement and Evaluate phase. This phase is supported when results of the evaluation are shared broadly and results are viewed as a critical component in the integration process. As part of this phase, practitioners should review and discuss what interventions were successful and those that were not. These discussions will help initiate a second phase of Inquiry and Action (continuous improvement).

Examples of interventions we will explore:

- Deep dive into data: Understand the coding of FY students and areas of discrepancy; identify data needed to sufficiently determine barriers for DI groups in Transfer Math/English; track number and success rate of students completing both Math/English in their first year; disaggregate data by ethnicity; explore foster youth to assess relative success, connection, inclusivity, awareness of support resources
- Outreach: Reach out to FY students who may have completed one discipline but not the other; targeted outreach to FY students about tech loan program
- Instruction: English and Math hold departmental discussions on classroom best practices for DI populations to increase outreach and success; examine success rates at the course level and reflect on intervention strategies. Plan/create/adopt instructional success strategies that target DI groups; improve online instruction (focused on racial equity strategies and accessibility) in first-year Math and English classes through Peer Online Mentorship Program (POMP) to increase course success rates in DI groups
- Professional Development: Training for faculty in better strategies for online teaching, especially focused on racial equity strategies online through POMP; special populations equity-based feedback training for instructors (how to give feedback in ways that promote student advancement, specifically geared towards racial equity); culturally responsive teaching and learning in association with equitable assessment in core English and Math
- Scheduling/Academic Planning interventions: Student-centered scheduling; designated counseling for DI population
- Student Services/Support: Peer mentors; intrusive hand-holding; intervention/retention specialists; targeted tutoring or academic interventions using Student Centers (designated staff to outreach/retain students (i.e. den mother)); executive functioning/time management workshops; early interventions through Guided Pathways or First-Year Experience; Faculty and Staff assigned to FY; streamline priority reg process;
- Community Programs/Connections to Campus: Amplify programs for DI populations (START); develop websites/social media presence; invite students to targeted events; share stories of success for DI group; promote Speaker Series/other events targeted at DI population; target DI students at these events to put them into contact with resources (e.g., learning communities, student services, etc.)
- Technology resources: Increase adoption of student badges (Canvas Expert and Online Success) in core Math and English courses (target DI populations); create consistent and clear access to Laptop/Technology/Hotspot loan program to ensure everyone starts with the right technologies in first year - target communication to DI group

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

We would benefit from all of the supports checked above.

Persistence: First Primary Term to Secondary Term

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 *

Like many other institutions of higher education, DVC has developed structural processes and procedures that have resulted in barriers to our students successfully onboarding, enrolling, persisting, and completing their academic journey. DVC's 2018-2023 Educational Master Plan called for the college to reimagine and transform both structural and cultural barriers at DVC to achieve equitable student success. By focusing our attention and efforts on institutional transformation, the college shifted its mindset from a deficit model (student lack of preparation, race/cultural conditions, and readiness for college) to how we can change ourselves and the college to equitably serve all our students. The framework that DVC chose to implement our structural and cultural transformation is Guided Pathways (DVC Educational Master Plan).

The Guided Pathways framework requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for all our students. As DVC begins to discuss, design, and develop a model of institutional continuous improvement, we are now stepping back to examine and evaluate the college's current institutional structures, practices, and processes across the student's journey in order to develop, plan, implement, and evaluate new strategies and approaches to equitably serve all students. To accomplish this transformational work, we have adopted an Inquiry and Action Cycle of continuous improvement.

Structure Evaluation

Current Structure

✓ Instruction

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

- Inequity in grading policies
- Lack of embedded support
- Lack of faculty representation
- Lack of culturally responsive pedagogy
- Lack of evaluation
- Minimal PD for working with African American students, limited data use, student access to course materials
- Limited data use
- Inadequate student access to course materials

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

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

- Current services target small number of populations
- Ineffective outreach to students about available services and programs
- Failure to recruit students to available services and programs
- Minimal professional development for working with Black/African American students

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

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

- Lack of funding for professional development
- Restrictive funding timelines and allowables (from funding source and District processes)

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

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

- Inconsistent use of student-centered and welcoming language
- Hours of operations
- Expensive and inconvenient parking fees and restrictions
- Student relations and engagements with campus police

✓ Other

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

- Siloed initiatives
- No clear evaluation and reporting processes in relation to previous Equity Plan goals
- No clear communication about previous plan goals and oversight to ensure progress towards achieving goals

Ideal Structure

✓ Instruction

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

Identification and removal of structural barriers (see current structure evaluation above)

✓ 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? *

Identification and removal of structural barriers (see current structure evaluation above)

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

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

- Identification and removal of structural barriers (see current structure evaluation above)

- Increase the capacity of Office of Institutional Effectiveness to be able to support data-informed retention efforts targeted at Black/African American students.

✓ 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? *

Identification and removal of structural barriers (see current structure evaluation above)

✓ Other

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

- Identification and removal of structural barriers (see current structure evaluation above)

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The initial 2022-23 SEP year will be focused on discovery to identify current processes/policies/practices/cultural norms at DVC that impede equitable outcomes for Black/African American students. The college will leverage a blend of internal and external resources to collate data collected from district and college surveys and evaluation efforts to unpack how students are experiencing classroom pedagogy, student services, and campus climate at DVC. These data will help DVC establish benchmarks and frameworks from which the college can assess student progress across integral college success priorities aligned with Guided Pathways, Career Education, and university transfer.

Utilizing a blend of quantitative and qualitative data, the college will document the lived experiences of our Black/African American students to aid understanding among the DVC campus community about the specific educational support and guidance these students need to be successful. The data and information collected during the 2022-23 SEP year will be used during the 2023-24 SEP year to develop and implement continuous improvement priorities such as trainings and assessment frameworks to improve data use with leading and lagging indicators to help faculty, classified professionals, and administrators pinpoint where students are on their educational journeys and appropriately scaffold equity-minded support that inspires student motivation and success.

Though most of the data and information required to inform institutional, departmental, programmatic, and classroom practices to best support Black/African American students will be collected during the initial 2022-23 SEP year, the cycle of inquiry will continue to fuel and guide continuous improvement throughout all three SEP years. Examples might include formative assessment of SEP-focused interventions, trainings, and other DVC programs specifically focused on serving Black/African American students. The final 2024-25 SEP year will be focused on institutionalizing the lessons learned throughout the SEP cycle of inquiry and summative evaluation of SEP outcomes for reporting.

Action

Action Steps *

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1. Discover: The Discover phase allows practitioners to take a step back and assess the previous work/interventions implemented around the project/initiative. "Discover" also allows practitioners to review local, regional, and statewide data; empirical research; and other sources of information to strategize what can be improved. Data and information are examined throughout this phase.
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4. Evaluate: In the Evaluate phase, practitioners measure progress toward the achievement of institutional goals and objectives associated with planning efforts. It is important to evaluate the progress being made towards goals on a regular basis, at least annually, but more frequently if needed. For multi-year plans, evaluation may lead to slight modifications of objectives and strategies. Though Evaluate is near the end of the cycle, it is critical to realize that evaluation should play an important role throughout the other phases of the model. This phase provides the opportunity to check the impact of your work.
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Examples of interventions we will explore:

- Instruction: Making equity an integral part of program review process, evaluating pedagogical practices in relation to equity plan, diversifying hiring, developing OER/ZTC pathways, establishing a required textbook loaning library (i.e. English, Counseling), continuing PIT structure and going deeper into online equitable pedagogy, targeting top enrolled classes by Black/African American students, creating a faculty guide to retention, expanding teaching strategies, partnering with SEP first year math and English in retention approaches
- Wraparound Services: making equity an integral part of program review process
- Professional Development: regularly offering equity-focused PD specific to Black/African American students
- Budgeting and Administration: general funding for equity initiatives, diversifying hiring, DEOI work is no longer being compensated (previous 6-week cohort)
- General Operation: parking waivers, transparency in police training
- Other: Dedicated people/department at DVC to evaluate equity data. Wood and Palmer's (2014) extension of equity cognitive framework of the C-A-O model, focusing on the institution's responsibility and accountability to better serve Black/African American, e.g., interrogating policies and procedures that create barriers for Black/African American 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

We would benefit from all the supports checked above.

Foster Youth

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 *

Like many other institutions of higher education, DVC has developed structural processes and procedures that have resulted in barriers to our students successfully onboarding, enrolling, persisting, and completing their academic journey. DVC's 2018-2023 Educational Master Plan called for the college to reimagine and transform both structural and cultural barriers at DVC to achieve equitable student success. By focusing our attention and efforts on institutional transformation, the college shifted its mindset from a deficit model (student lack of preparation, race/cultural conditions, and readiness for college) to how we can change ourselves and the college to equitably serve all our students. The framework that DVC chose to implement our structural and cultural transformation is Guided Pathways (DVC Educational Master Plan).

The Guided Pathways framework requires the college to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for all our students. As DVC begins to discuss, design, and develop a model of institutional continuous improvement, we are now stepping back to examine and evaluate the college's current institutional structures, practices, and processes across the student's journey in order to develop, plan, implement, and evaluate new strategies and approaches to equitably serve all students. To accomplish this transformational work, the college adopted an Inquiry and Action Cycle of continuous improvement.

Structure Evaluation

Current Structure

✓ Instruction

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

- Inequity in grading policies
- Lack of embedded support
- Lack of faculty representation
- Lack of culturally responsive pedagogy
- Lack of evaluation
- Minimal PD for working with former and current foster youth students
- Limited data use
- Inadequate student access to course materials

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

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

- Current services target small number of populations
- Ineffective outreach to students about available services and programs
- Failure to recruit students to available services and programs
- Minimal professional development for working with current and former foster youth students

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

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

- Lack of funding for professional development
- Restrictive funding timelines and allowables (from funding source and District processes)

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

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

- Inconsistent use of student-centered and welcoming language
- Hours of operations
- Expensive and inconvenient parking fees and restrictions
- Student relations and engagements with campus police

✓ Other

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

- Siloed initiatives
- No clear evaluation and reporting processes in relation to previous Equity Plan goals
- No clear communication about previous plan goals and oversight to ensure progress towards achieving goals

Ideal Structure

✓ Instruction

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

Identification and removal of structural barriers (see current structure evaluation above)

✓ 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? *

Identification and removal of structural barriers (see current structure evaluation above)

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

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

- Identification and removal of structural barriers (see current structure evaluation above)
- Increase the capacity of Office of Institutional Effectiveness to be able to support data-informed retention efforts targeted at former and current foster youth students.

✓ 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? *

Identification and removal of structural barriers (see current structure evaluation above)

✓ Other

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

Identification and removal of structural barriers (see current structure evaluation above)

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The initial 2022-23 SEP year will be focused on discovery to identify current processes/policies/practices/cultural norms at DVC that impede equitable outcomes for current and former foster youth students. The college will leverage a blend of internal and external resources to collate data collected from district and college surveys and evaluation efforts to unpack how students are experiencing classroom pedagogy, student services, and campus climate at DVC. These data will help DVC establish benchmarks and frameworks from which the college can assess student progress across integral college success priorities aligned with Guided Pathways, Career Education, and university transfer.

Utilizing a blend of quantitative and qualitative data, the college will document the lived experiences of our current and former foster youth students to aid understanding among DVC campus community about the specific educational support and guidance these students need to be successful. The data and information collected during the 2022-23 SEP year will be used during the 2023-24 SEP year to develop and implement continuous improvement priorities such as trainings and assessment frameworks to improve data use with leading and lagging indicators to help faculty, classified professionals, and administrators pinpoint where students are on their educational journeys and appropriately scaffold equity-minded support that inspires student motivation and success.

Though most of the data and information required to inform institutional, department, programmatic, and classroom practices to best support current and former foster youth students will be collected during the initial 2022-23 SEP year, the cycle of inquiry will continue to fuel and guide continuous improvement throughout all three SEP years. Examples might include formative assessment of SEP-focused interventions, trainings, and other DVC programs specifically focused on serving current and former foster youth students. The final 2024-25 SEP year will be focused on institutionalizing the lessons learned throughout the SEP cycle of inquiry and summative evaluation of SEP outcomes for reporting.

Action

Action Steps *

The Inquiry and Action Cycle provides five phases for developing and examining planning and implementation activities:

1. Discover: The Discover phase allows practitioners to take a step back and assess the previous work/interventions implemented around the project/initiative. "Discover" also allows practitioners to review local, regional, and statewide data; empirical research; and other sources of information to strategize what can be improved. Data and information are examined throughout this phase.
2. Develop: The Develop phase focuses on forward thinking in the design of targeted interventions and evaluation tools to support project planning, implementation, and evaluation. As part of this phase, practitioners should discuss and review the college's resources and capacity to successfully plan, support, and implement the work.
3. Implement: The Implement phase is the time for action, when the goals, objectives, and strategies of the plan are operationalized. Practitioners should continue data and information validation throughout this phase.
4. Evaluate: In the Evaluate phase, practitioners measure progress toward the achievement of institutional goals and objectives associated with planning efforts. It is important to evaluate the progress being made towards goals on a regular basis, at least annually, but more frequently if needed. For multi-year plans, evaluation may lead to slight modifications of objectives and strategies. Though Evaluate is near the end of the cycle, it is critical to realize that evaluation should play an important role throughout the other phases of the model. This phase provides the opportunity to check the impact of your work.
5. Report: The Report phase provides a means to share results from processes and products associated with the Implement and Evaluate phase. This phase is supported when results of the evaluation are shared broadly and are viewed as a critical component in the integration process. As part of this phase, practitioners should review and discuss what interventions were successful and those that were not. These discussions will help initiate a second phase of Inquiry and Action (continuous improvement).

Examples of interventions we will explore:

- Instruction: Making equity and integral part of program review process, evaluating pedagogical practices in relation to equity plan, diversifying hiring, developing OER/ZTC pathways, creating a required textbook loaning library (I.e. English, Counseling), continuing the PIT structure and going deeper into online equitable pedagogy, targeting top enrolled classes by former and current foster youth students, creating a faculty guide to retention, expanding teaching strategies, partnering with SEP first year math and English in retention approaches
- Wraparound Services: making equity an integral part of program review process
- Professional Development: regularly offering equity-focused PD specific to former and current foster youth students
- Budgeting and Administration: general funding for equity initiatives, diversifying hiring, DEOI work is no longer being compensated (previous 6-week cohort)
- General Operation: parking waivers, transparency in police training Basic Needs
 - Current and former foster youth students are more likely than others to be food and housing insecure (Hope Center, 2019), which are barriers to their retention and persistence.
 - We need intrusive interventions assessing their needs and then targeted referrals to Basic Needs supports (food pantry, technology loan program, TimelyCare, etc.)
- Financial Aid
 - Encourage and assist current and former foster youth students in completing FAFSA or CADA, so they receive all financial support for which they are eligible Troubleshoot any current and former foster youth students coding in Colleague
- Streamline priority registration awarding to current and former foster youth students

- Support current and former foster youth students in 3SP completion (orientation, assessment, ed plan)
- Troubleshoot any current and former foster youths coding in Colleague
- Other: Dedicated people/department at DVC to evaluate equity data. Wood and Palmer's (2014) extension of equity cognitive framework of the C-A-O model, focusing on the institution's responsibility and accountability to better serve former and current foster youth students, e.g., interrogating policies and procedures that create barriers for former and current foster youth 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

We would benefit from all the supports checked above.

Transfer

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 *

Like many other institutions of higher education, DVC has developed structural processes and procedures that have resulted in barriers to our students successfully onboarding, enrolling, persisting, and completing their academic journey. DVC's 2018-2023 Educational Master Plan called for the college to reimagine and transform both structural and cultural barriers at DVC to achieve equitable student success. By focusing our attention and efforts on institutional transformation, the college shifted its mindset from a deficit model (student lack of preparation, race/cultural conditions, and readiness for college) to how we can change ourselves and the college to equitably serve all our students. The framework that DVC chose to implement our structural and cultural transformation is Guided Pathways (DVC Educational Master Plan).

The Guided Pathways framework requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for all our students. As DVC begins to discuss, design, and develop a model of institutional continuous improvement, we are now stepping back to examine and evaluate the college's current institutional structures, practices, and processes across the student's journey in order to develop, plan, implement, and evaluate new strategies and approaches to equitably serve all students. To accomplish this transformational work, we have adopted an Inquiry and Action Cycle of continuous improvement.

Structure Evaluation

Current Structure

✓ Instruction

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

- There is a need to address the critical role of culturally relevant practices and culturally responsive curriculum that can engage DI students (especially in math and other STEM fields), and increase retention, completion and hence transfer.
- Institutional efforts supporting African American/Black students are often under-resourced programs that are not well integrated with other broader student support structures and programs throughout the college.

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

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

- The transfer process can be complicated and difficult for students to navigate, which can discourage students from transferring or significantly impact the time it takes to transfer. This is especially true for those students whose sense of connections and belonging hinders them from reaching out for needed support and guidance.
- Students lack regular college-initiated progress touch-points and check-ins that keep them informed of where they are in their transfer journey. Students generally aren't aware of the negative impacts associated with completing less than 12 units per semester on their long-term transfer success.
- Institutional efforts supporting African American/Black students are often under-resourced programs that are not well integrated with other broader student support structures and programs throughout the college.
- There is a lack of priority services for DI students that could positively impact successful unit completion and transfer rates, such as: priority registration; free textbooks, and transportation vouchers.

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

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

- Institutional efforts supporting African American/Black students are often under-resourced programs.
- Programs on campus that have been created to work with African American/Black students and other DI populations, have limited resources and can only serve small cohorts of students. These programs do not have

the capacity to serve all students who identify as African American/Black student. Hence, many DI students must be turned away and do not get the opportunity to benefit from these programs.

- The college continues to work within a framework that utilizes hiring practices that have created an underrepresentation of African American/Black faculty. Increasing African American/Black faculty could increase the number of faculty willing to serve as potential advisors, mentors, and role models for African American/Black students which would likely have a positive impact retention, completion, and transfer rates.
- There is a lack of priority services for DI students that could positively impact successful unit completion and transfer rates, such as: priority registration; free textbooks, and transportation vouchers.
- The Pedagogy Inquiry Team community of practice has been created at DVC to address this professional development need. However, there is a need for a guaranteed ongoing funding for the continuation of these efforts and a need to broaden the coalition of faculty participating in PIT.

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

× Other

Ideal Structure

✓ Instruction

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

- Identification and removal of structural barriers (see current structure evaluation above)

✓ 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? *

- Identification and removal of structural barriers (see current structure evaluation above)

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

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

- Identification and removal of structural barriers (see current structure evaluation above)
- Increase the capacity of Office of Institutional Effectiveness and Marketing & Communications to be able to support transfer efforts targeted at Black/African American students

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

× Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The initial 2022-23 SEP year will be focused on discovery to identify current processes/policies/practices/cultural norms at DVC that impede equitable outcomes for Black/African American students. The college will leverage a blend of internal and external resources to collate data collected from district and college surveys and evaluation efforts to unpack how students are experiencing classroom pedagogy, student services, and campus climate at DVC. These data will help DVC establish benchmarks and frameworks from which the college can assess student progress across integral college success priorities aligned with Guided Pathways, Career Education, and university transfer.

Utilizing a blend of quantitative and qualitative data, the college will document the lived experiences of our Black/African American students to aid understanding among the DVC campus community about the specific educational support and guidance these students need to be successful. The data and information collected during the 2022-23 SEP year will be used during the 2023-24 SEP year to develop and implement continuous improvement priorities such as trainings and assessment frameworks to improve data use with leading and lagging indicators to help faculty, classified professionals, and administrators pinpoint where students are on their educational journeys and appropriately scaffold equity-minded support that inspires student motivation and success.

Though most of the data and information required to inform institutional, departmental, programmatic, and classroom practices to best support Black/African American students will be collected during the initial 2022-23 SEP year, the cycle of inquiry will continue to fuel and guide continuous improvement throughout all three SEP years. Examples might include formative assessment of SEP-focused interventions, trainings, and other DVC programs specifically focused on serving Black/African American students. The final 2024-25 SEP year will be focused on institutionalizing the lessons learned throughout the SEP cycle of inquiry and summative evaluation of SEP outcomes for reporting.

Action

Action Steps *

The Inquiry and Action Cycle provides five phases for developing and examining planning and implementation activities:

1. Discover: The Discover phase allows practitioners to take a step back and assess the previous work/interventions implemented around the project/initiative. "Discover" also allows practitioners to review local, regional, and statewide data; empirical research; and other sources of information to strategize what can be improved. Data and information are examined throughout this phase.
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5. Report: The Report phase provides a means to share results from processes and products associated with the Implement and Evaluate phase. This phase is supported when results of the evaluation are shared broadly and are viewed as a critical component in the integration process. As part of this phase, practitioners should review and discuss what interventions were successful and those that were not. These discussions will help initiate a second phase of Inquiry and Action (continuous improvement).

Examples of interventions we will explore:

In an effort to close the equity gap for African American/Black students, the following equity-minded processes/policies/practices could be enacted to facilitate a shift to equitable outcomes for these populations:

- Integrating transfer-focused personnel and activities for African American/Black students across the DVC campus, specifically in the DVC Student Centers
 - Establish and pilot a Transfer Success Team that will serve as a source of support and information for transfer-focused African American/Black students
 - Structure person-to-person support that helps students develop a relationship with at least one individual on campus who can provide personalized guidance and encouragement.
 - Engage instructional faculty in transfer work by serving as advisors and as sources of specific transfer and career knowledge as it pertains to their disciplines
 - Contextualize transfer support and information to fit students' academic discipline(s) in order to integrate appropriate transfer support in each DVC Student Center
 - Develop peer groups for DI students who have indicated a transfer goal and who have similar educational/career goals
 - Develop clear messaging to students that they matter and that their transfer success is important to the college. Demonstrate that we care about their success (e.g., signage)
 - Make a concerted effort to work with programs such as Umoja to develop strategic ways to assist students with their transfer goals
- Continue and expand funding and support for the Umoja learning community with emphasis on the following:
 - Evaluate the programs' goals for increasing transfer for students (e.g. programming, activities, outreach, college tours) and ensure that staffing needs are met and funding is sufficient for achieving these goals
 - Strengthen the relationship with RPEC (perhaps have an appointed RPEC representative who can work with programs that serve DI populations) and the research office to provide training and support for developing accurate measures for data collection, accounting of students in the program and program evaluation in order to support student success and transfer (e.g. milestones, targeted interventions, resources). Replicate The RP Group's *Through the Gate and African American Tipping Point* studies
 - Ensure that information regarding TAG and HBCU agreements are more widely communicated and supported on campus

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

We would benefit from all of the supports checked above.

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 *

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The Guided Pathways framework requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for all our students. As DVC begins to discuss, design, and develop a model of institutional continuous improvement, we are now stepping back to examine and evaluate the college's current institutional structures, practices, and processes across the student's journey in order to develop, plan, implement, and evaluate new strategies and approaches to equitably serve all students. To accomplish this transformational work, we have adopted an Inquiry and Action Cycle of continuous improvement.

Structure Evaluation

Current Structure

✓ Instruction

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

- There is a need to address the critical role of culturally relevant practices and culturally responsive curriculum that can engage DI students (especially in math and other STEM fields), and increase retention, completion and hence transfer.
- Institutional efforts supporting former and current foster youth are often under-resourced programs that are not well integrated with other broader student support structures and programs throughout the college.

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

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

1. The transfer process can be complicated and difficult for students to navigate, which can discourage students from transferring or significantly impact the time it takes to transfer. This is especially true for those students whose sense of connections and belonging hinders them from reaching out for needed support and guidance.
2. Students lack regular college-initiated progress touch-points and check-ins that keep them informed of where they are in their transfer journey. Students generally aren't aware of the negative impacts associated with completing less than 12 units per semester on their long-term transfer success.
3. Institutional efforts supporting former and current foster youth students are often under-resourced programs that are not well integrated with other broader student support structures and programs throughout the college.
4. There is a lack of priority services for DI students that could positively impact successful unit completion and transfer rates, such as: priority registration; free textbooks, and transportation vouchers.

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

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

1. Institutional efforts supporting former and current foster youth students are often under-resourced programs.
2. Programs on campus that have been created to work with former and current foster youth students and other DI populations, have limited resources and can only serve small cohorts of students. These programs do not have the capacity to serve all students who identify as former or current foster youth. Hence, many DI students must be turned away and do not get the opportunity to benefit from these programs.
3. The college continues to work within a framework that utilizes hiring practices that have created an underrepresentation of faculty of color. Increasing faculty of color could increase the number of faculty willing to serve as potential advisors, mentors, and role models for foster youth students of color which would likely have a positive impact retention, completion, and transfer rates.
4. There is a lack of priority services for DI students that could positively impact successful unit completion and transfer rates, such as: priority registration; free textbooks, and transportation vouchers.
5. The Pedagogy Inquiry Team community of practice has been created at DVC to address this professional development need. However, there is a need for guaranteed ongoing funding for the continuation of these efforts and a need to broaden the coalition of faculty participating in PIT.

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

✗ Other

Ideal Structure

✓ Instruction

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

- Identification and removal of structural barriers (see current structure evaluation above)

✓ 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? *

- Identification and removal of structural barriers (see current structure evaluation above)

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

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

- Identification and removal of structural barriers (see current structure evaluation above)
- Increase the capacity of Office of Institutional Effectiveness and Marketing & Communications to be able to support transfer efforts targeted at former and current foster youth students

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

× Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The initial 2022-23 SEP year will be focused on discovery to identify current processes/policies/practices/cultural norms at DVC that impede equitable outcomes for current and former foster youth students. The college will leverage a blend of internal and external resources to collate data collected from district and college surveys and evaluation efforts to unpack how students are experiencing classroom pedagogy, student services, and campus climate at DVC. These data will help DVC establish benchmarks and frameworks from which the college can assess student progress across integral college success priorities aligned with Guided Pathways, Career Education, and university transfer.

Utilizing a blend of quantitative and qualitative data, the college will document the lived experiences of our current and former foster youth students to aid understanding among the DVC campus community about the specific educational support and guidance these students need to be successful. The data and information collected during the 2022-23 SEP year will be used during the 2023-24 SEP year to develop and implement continuous improvement priorities such as trainings and assessment frameworks to improve data use with leading and lagging indicators to help faculty, classified professionals, and administrators pinpoint where students are on their educational journeys and appropriately scaffold equity-minded support that inspires student motivation and success.

Though most of the data and information required to inform institutional, department, programmatic, and classroom practices to best support current and former foster youth students will be collected during the initial 2022-23 SEP year, the cycle of inquiry will continue to fuel and guide continuous improvement throughout all three SEP years. Examples might include formative assessment of SEP-focused interventions, trainings, and other DVC programs specifically focused on serving current and former foster youth students. The final 2024-25 SEP year will be focused on institutionalizing the lessons learned throughout the SEP cycle of inquiry and summative evaluation of SEP outcomes for reporting.

Action

Action Steps *

The Inquiry and Action Cycle provides five phases for developing and examining planning and implementation activities:

1. Discover: The Discover phase allows practitioners to take a step back and assess the previous work/interventions implemented around the project/initiative. "Discover" also allows practitioners to review local, regional and statewide data, empirical research, and other sources of information to strategize what can be improved. Data and information is examined throughout this phase.
2. Develop: The Develop phase includes a focus on forward thinking in the design of targeted interventions and evaluation tools to support project planning, implementation and evaluation. As part of this phase, practitioners should discuss and review the college's resources and capacity to successfully plan, support, and implement the work.

3. Implement: The Implement phase is the time for action, when the goals, objectives, and strategies of the plan are operationalized. Practitioners should continue data and information validation throughout this phase.

4. Evaluate: In the Evaluate phase, practitioners measure progress toward the achievement of institutional goals and objectives associated with planning efforts. It is important to evaluate the progress being made towards goals on a regular basis, at least annually, but more frequently if needed. For multi-year plans, evaluation may lead to slight modifications of objectives and strategies. Though Evaluate is near the end of the cycle, it is critical to realize that evaluation should play an important role throughout the other phases of the model. This phase provides the opportunity to check the impact of your work.

5. Report: The Report phase provides a means to share results from processes and products associated with the Implement and Evaluate phase. This phase is supported when results of the evaluation are shared broadly and results are viewed as a critical component in the integration process. As part of this phase, practitioners should review and discuss what interventions were successful and those that were not. These discussions will help initiate a second phase of Inquiry and Action (continuous improvement).

Examples of interventions we will explore:

In an effort to close the equity gap for African American/Black and former foster youth students, the following equity-minded processes/policies/practices could be enacted to facilitate a shift to equitable outcomes for these populations:

- Integrating transfer-focused personnel and activities for former and current foster youth students across the DVC campus, specifically in the DVC Student Centers
 - Establish and pilot a Transfer Success Team that will serve as a source of support and information for transfer-focused former and current foster youth students
 - Structure person-to-person support that helps students develop a relationship with at least one individual on campus who can provide personalized guidance and encouragement.
 - Engage instructional faculty in transfer work by serving as advisors and as sources of specific transfer and career knowledge as it pertains to their disciplines
 - Contextualize transfer support and information to fit students' academic discipline(s) in order to integrate appropriate transfer support in each DVC Student Center
 - Develop peer groups for DI students who have indicated a transfer goal and who have similar educational/career goals
 - Develop clear messaging to students that they matter and that their transfer success is important to the college. Demonstrate that we care about their success (e.g., signage)
 - Make a concerted effort to work with programs such as START to develop strategic ways to assist students with their transfer goals

- Continue and expand funding and support for the START program with emphasis on the following:
 - Increase the number of FTE dedicated to support former and current foster youth students
 - Provide dedicated counseling services to encourage former and current foster youth students to meet regularly to create and update educational plans
 - Evaluate the programs' goals for increasing transfer for students (e.g. programming, activities, outreach, college tours) and ensure that staffing needs are met and funding is sufficient for achieving these goals
 - Strengthen the relationship with RPEC (perhaps have an appointed RPEC representative who can work with programs that serve DI populations) and the research office to provide training and support for developing accurate measures for data collection, accounting of students in the program and program evaluation in order to support student success and transfer (e.g. milestones, targeted interventions, resources). Replicate The RP Group's Through the Gate and African American Tipping Point studies (with former and current foster youth as targeted population)
 - Ensure that information regarding TAG and other transfer agreements are more widely communicated
 - Partner with local 4-year institutions to create foster youth transfer pipelines

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

We would benefit from all of the supports checked above.

Completion

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 *

Like many other institutions of higher education, DVC has developed structural processes and procedures that have resulted in barriers to our students successfully onboarding, enrolling, persisting, and completing their academic journey. DVC's 2018-2023 Educational Master Plan called for the college to reimagine and transform both structural and cultural barriers at DVC to achieve equitable student success. By focusing our attention and efforts on institutional transformation, the college shifted its mindset from a deficit model (student lack of preparation, race/cultural conditions, and readiness for college) to how we can change ourselves and the college to equitably serve all our students. The framework that DVC chose to implement our structural and cultural transformation is Guided Pathways (DVC Educational Master Plan).

The Guided Pathways framework requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for all our students. As DVC begins to discuss, design, and develop a model of institutional continuous improvement, we are now stepping back to examine and evaluate the college's current institutional structures, practices, and processes across the student's journey in order to develop, plan, implement, and evaluate new strategies and approaches to equitably serve all students. To accomplish this transformational work, we have adopted an Inquiry and Action Cycle of continuous improvement.

Structure Evaluation

Current Structure

✓ Instruction

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

- Students do not see themselves represented at DVC and the resources have not been invested to encourage them to attend
- Lack of education on the population – for faculty, staff, and administrators – lack of training on how to support this population

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

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

- Insufficient support for case management and providing resources so students complete
- Current tech loans are a band-aid, impermanent, require in-person visit, and need to be returned each semester or renewed. Students are often hesitant to accept a loan if they feel like they will be financially responsible to replace item. Technology access/Digital Literacy/Fluency - offering technology equitably -- not just for online courses, but also for general access to the internet, social connection, personal wellbeing, etc.
- Students do not see themselves represented at DVC
- Lack of education on the population – for faculty, staff, and administrators – lack of training on how to support this population

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

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

Resources have not been invested to encourage them to attend

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

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

Need to develop a student-centered schedule - lack of mixed modalities in schedule

✓ Other

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

- Lack of accurate and consistent system-wide data
- Lack of accurate information about progress
- Non-specific data – need to have the ability to drill data down to fully understand the inequities within these student groups
- Lack of full support – we are not following/charting these student groups and targeting them with specific outreach and/or following them through the years at DVC

Ideal Structure

✓ Instruction

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

Identification and removal of structural barriers (see current structure evaluation above)

✓ 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? *

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

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

- Identification and removal of structural barriers (see current structure evaluation above)
- Increase the capacity of Office of Institutional Effectiveness and Marketing & Communications to be able to support completion efforts targeted at Black/African American students

✓ 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? *

Identification and removal of structural barriers (see current structure evaluation above)

✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The initial 2022-23 SEP year will be focused on discovery to identify current processes/policies/practices/cultural norms at DVC that impede equitable outcomes for Black/African American students. The college will leverage a blend of internal and external resources to collate data collected from district and college surveys and evaluation efforts to unpack how students are experiencing classroom pedagogy, student services, and campus climate at DVC. These data will help DVC establish benchmarks and frameworks from which the college can assess student progress across integral college success priorities aligned with Guided Pathways, Career Education, and university transfer.

Utilizing a blend of quantitative and qualitative data, the college will document the lived experiences of our Black/African American students to aid understanding among the DVC campus community about the specific educational support and guidance these students need to be successful. The data and information collected during the 2022-23 SEP year will be used during the 2023-24 SEP year to develop and implement continuous improvement priorities such as trainings and assessment frameworks to improve data use with leading and lagging indicators to help faculty, classified professionals, and administrators pinpoint where students are on their educational journeys and appropriately scaffold equity-minded support that inspires student motivation and success.

Though most of the data and information required to inform institutional, departmental, programmatic, and classroom practices to best support Black/African American students will be collected during the initial 2022-23 SEP year, the cycle of inquiry will continue to fuel and guide continuous improvement throughout all three SEP years. Examples might include formative assessment of SEP-focused interventions, trainings, and other DVC programs specifically focused on serving Black/African American students. The final 2024-25 SEP year will be focused on institutionalizing the lessons learned throughout the SEP cycle of inquiry and summative evaluation of SEP outcomes for reporting.

Action

Action Steps *

The Inquiry and Action Cycle provides five phases for developing and examining planning and implementation activities:

1. Discover: The Discover phase allows practitioners to take a step back and assess the previous work/interventions implemented around the project/initiative. "Discover" also allows practitioners to review local, regional, and statewide data; empirical research; and other sources of information to strategize what can be improved. Data and information are examined throughout this phase.
2. Develop: The Develop phase focuses on forward thinking in the design of targeted interventions and evaluation tools to support project planning, implementation, and evaluation. As part of this phase, practitioners should discuss and review the college's resources and capacity to successfully plan, support, and implement the work.
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4. Evaluate: In the Evaluate phase, practitioners measure progress toward the achievement of institutional goals and objectives associated with planning efforts. It is important to evaluate the progress being made towards goals on a regular basis, at least annually, but more frequently if needed. For multi-year plans, evaluation may lead to slight modifications of objectives and strategies. Though Evaluate is near the end of the cycle, it is critical to realize that evaluation should play an important role throughout the other phases of the model. This phase provides the opportunity to check the impact of your work.
5. Report: The Report phase provides a means to share results from processes and products associated with the Implement and Evaluate phase. This phase is supported when results of the evaluation are shared broadly and are viewed as a critical component in the integration process. As part of this phase, practitioners should review and discuss what interventions were successful and those that were not. These discussions will help initiate a second phase of Inquiry and Action (continuous improvement).

Examples of interventions we will explore:

- Continuation of technology loan programs

- Improve department communication with students who are close to completing degrees/certificates. This requires collaboration with multiple departments in new ways, e.g., how to pull/who pulls the data?
 - Pilot this program with Black/African American students
- Increase hiring of faculty and staff of color
- More robust ethnic studies department
- Create more safe spaces on campus
- Update progress tool/evaluation systems/methods for entering external coursework

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

We would benefit from support in all areas checked above.

Foster Youth

Areas of Completion

Areas of Completion *

- ✗ Adult Ed/Noncredit Completion
- ✓ Certificate Completion
- ✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

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- Increase the capacity of Office of Institutional Effectiveness and Marketing & Communications to be able to support completion efforts targeted at former and current foster youth students
- Increase the human resources capacity of the institution to serve former and current foster youth students

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Structure Evaluation: Necessary Transformation to Reach Ideal

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The initial 2022-23 SEP year will be focused on discovery to identify current processes/policies/practices/cultural norms at DVC that impede equitable outcomes for current and former foster youth students. The college will

leverage a blend of internal and external resources to collate data collected from district and college surveys and evaluation efforts to unpack how students are experiencing classroom pedagogy, student services, and campus climate at DVC. These data will help DVC establish benchmarks and frameworks from which the college can assess student progress across integral college success priorities aligned with Guided Pathways, Career Education, and university transfer.

Utilizing a blend of quantitative and qualitative data, the college will document the lived experiences of our current and former foster youth students to aid understanding among DVC campus community about the specific educational support and guidance these students need to be successful. The data and information collected during the 2022-23 SEP year will be used during the 2023-24 SEP year to develop and implement continuous improvement priorities such as trainings and assessment frameworks to improve data use with leading and lagging indicators to help faculty, classified professionals, and administrators pinpoint where students are on their educational journeys and appropriately scaffold equity-minded support that inspires student motivation and success.

Though most of the data and information required to inform institutional, department, programmatic, and classroom practices to best support current and former foster youth students will be collected during the initial 2022-23 SEP year, the cycle of inquiry will continue to fuel and guide continuous improvement throughout all three SEP years. Examples might include formative assessment of SEP-focused interventions, trainings, and other DVC programs specifically focused on serving current and former foster youth students. The final 2024-25 SEP year will be focused on institutionalizing the lessons learned throughout the SEP cycle of inquiry and summative evaluation of SEP outcomes for reporting.

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and discuss what interventions were successful and those that were not. These discussions will help initiate a second phase of Inquiry and Action (continuous improvement).

Examples of interventions we will explore:

- Continuation of technology loan programs
- Targeted outreach to former and current foster youth students about availability of resources
 - Collaborate with Career, Transfer, and CTE Departments to provide targeted programs and resources for former and current foster youth students' career exploration and education
 - Establish internship and career opportunities with local employers for former and current foster youth students
 - Partner with the DVC Foundation to establish alumni network of foster youth mentors and success stories
- Improve department communication with students who are close to completing degrees/certificates. This requires collaboration with multiple departments in new ways, e.g., how to pull/who pulls the data?
 - Pilot this program with former and current foster youth students
- Increase the number of FTE dedicated to serving former and current foster youth students
- Create more safe spaces on campus
- Update progress tool/evaluation systems/methods for entering external coursework

Chancellor's Office Supports

Supports Needed

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

Explanation of Supports Needed

We would benefit from support in all areas checked above.

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?

Below are examples of equity efforts that will continue at DVC:

- Social Justice Programming
- Equity Speaker Series
- PUMA (Puente, Umoja, MESA Achievement Learning Communities), including Community of Pride and PACE
- Starfish Implementation
- Re-visioning of the African American Male Leadership Program
- First Year Experience Initiatives
- Pedagogy Inquiry Team
- START Program and Services supporting incoming and current DVC foster youth students
- Technology Loan Program
- Embedded counseling in math
- Career Closet
- Nexus Program
- Professional Development participation such as The National Conference on Race & Ethnicity in Higher Education
- Student Centers (Interest Areas)
- Creation of Ethnic Studies Department
- Dual Enrollment/Early College
- Food Pantry, TimelyCare, and Wellness
- Academic Onboarding Efforts: Placement, AB705 and Evaluation
- Equal Employment Opportunity Committee collaboration with Diversity Hiring Practices Taskgroup

2. Guided Pathways

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

Diablo Valley College's 2018-2023 Educational Master Plan (EMP) calls for Student Equity and Success to be the foundation upon which our college systematically transforms its structural and cultural conditions to equitably serve all students. The tool proposed to create this institutional change is the Guided Pathways framework.

The Guided Pathways framework provides a theoretical model of how community colleges can transform themselves across four pillars- Connect Entry Through Out- of the student's journey. An essential component of the Guided Pathways framework is intentionally and systematically integrating student support and academic support around all stages of the student's journey.

A few highlights of DVC's Guided Pathways work include:

- The creation of (5) Interest Areas (i.e., Meta-Majors/Career Communities) based on over 250 academic degrees and certificates offered by the college.
- The realignment of the college's deans to support the new Interest Area structure.
- The realignment of the student support services to improve student support and the planning and implementation of Starfish.
- The development of (7) Interest Area Student Centers/Academic Support Centers that provide students with academic tutoring, counseling, library support, and career/transfer support. For the Spring 2022 term, our centers had collectively served over 9000+ student campus visits, 1300+ online visits (via Zoom), and documented over 8000+ hours spent in the centers.

- The implementation of a Student Support Hub in our Canvas LMS as well as Interest Area Student Center webpages (<https://www.dvc.edu/current/student-centers/index.html>) to help connect and direct students to wrap around support services.
- The development of a Student Advisory Council (SAC) that provides input and feedback on the college's Pathways work.
- The development of visual program maps and two-year course sequence maps.
- The implementation of our Pedagogy Inquiry Team (PIT) to engage faculty in an inquiry and action cycle to improve teaching in the face-to-face and virtual classroom. The 2022-23 Academic year will have our second cohort of Adjunct/Full-Time faculty engaging in this work.
- The implementation of faculty online teacher training program (Becoming an Effective Online Instructor- BEOI). This 6-week training program is now required for a faculty member to teach an online class.

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

DVC markets its Career Education programs to prospective students in high schools, adult education centers, and the broader community, as well as to current DVC students who have decided on an interest area but have not yet decided on a major. In print and social media marketing, the college showcases students of all races and genders, with special attention to promoting non-traditional occupations. The most recent issue of CareerFocus, a bilingual publication, featured an LGBTQ student in Public Health and included articles on the PUMA Center and the Dreamers Leadership Development Program. DVC has an Industry Insights speaker series, in which people describe their occupation, company, and career preparation. Over the series, students can hear from a diverse group of people whose work spans a range of interest areas. This helps students understand the connection between what they study and what types of jobs they could get, thus helping them get on and stay on a path. In addition, a few interventions to consider:

1. 2021-22: C/E integration (WFD Liaisons) into the seven Student Centers.
 - a. C/E offers student support in developing interview skills and, developing resumes- they also have built a Canvas site with all their tools and resources
2. 2022-23: Integration of Career & Transfer Services into the Student Centers – they support students in the use of Handshake (job searches), career closet (clothing), and transfer support services
 - a. C/E and Career Transfer are working together as a team to offer services to all students
3. 2019-2020: DVC- Caring Campus Initiative: Institute for Evidence-Based Change has a proven method for engaging with professional staff to create a Caring Campus that ensures they are deeply involved in student success. As a result of this work, professional staff become deeply engaged with students on a level that has not occurred before.

The core benefit of this work is making a connection with students, many of whom have not had an adult who cared about them in an educational system. This connection cannot be overestimated. As documented by Tinto in his seminal work on engagement Leaving College (1993), students leave because they do not feel connected to the institution; but that can be successfully addressed. Students come where they feel welcome and stay where they feel cared for.

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.

1. DVC will increase access to disability data and online accessibility data by: collaborating with research efforts across the college to map current disability data, include disability disaggregation in future data, apply an online accessibility lens to

data collection, and assess data needs (such as qualitative student data/experience via focus groups); establishing a baseline data report of online accessibility in Canvas to measure remediation and training needs; examining models for data planning and disaggregation based on disability similar to Temple University's HOPE survey.

2. To promote "accessibility from the start", DVC plans to adopt a curriculum procurement process to ensure accessibility (including instructional technologies and web platforms). The Distance Education Committee, in collaboration with the Technology Committee, will create a list of accessible curriculum and technology recommendations (web technologies, publishers, etc.) that have WCAG 2.0 AA+ compliance

3. Adopt Accessibility Training Course into hiring, onboarding, and orientation of any and all new employees in addition to increasing awareness of the range of disabilities, recognizing ableism, and identifying Universal Design for Learning (UDL) principles and practices.

4. Expand disability liaisons/embedded support (in Math and English, Learning Communities, and Basic Needs Outreach) to include information on accessibility supports, tools, and considerations regardless of DSS status.

5. Increase online accessibility and Universal Design for Learning support/remediation through the Digital Learning Lab and the Peer Online Mentorship Program. Promote the need for 100% Online Accessibility Specialist to manage/run this support across programs and departments.

6. Increase adoption of accessibility support in student orientations and entry points by: improving Canvas accessibility support/information in 4CD orientation and reviewing badges for accessibility/DSS supports; increasing adoption of Canvas Expert and Online Success student badges in core AB705 math and English, first-year experience, tutor training, and student center support staff/faculty/admin

7. Identify existing inaccessible content from DVC website and work with web contributors to remediate or remove.

8. Strengthen Marketing and Communications guidelines/policies to ensure newly posted public-facing materials are accessible (website, social media, student newsletters).

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.

1. **Update DVC Website Navigation and Content to Increase Financial Aid Visibility:** The Marketing department updated the DVC website navigation menu to make it easier for students to find the steps of enrollment. Also DVC's Step to Enrollment now includes applying for financial aid as the second step in the enrollment process. The college also embedded Ocelot's financial aid how-to videos on related webpages and "Penny", DVC's financial aid chatbot, is available 24/7 on financial aid webpages to answer financial-aid related questions. Financial aid chatbot content is also available on other department webpages as well.

2. **General FAFSA and CA Dream Act Awareness Campaign:** All students that complete a DVC application are sent a welcome email from the DVC Financial Aid Office encouraging them to complete a FAFSA or CA Dream Application. Students are provided our school code, a link to FAFSA and CA Dream Act tutorial videos, and informed about our financial aid lab hours, office hours, and provided contact information. The DVC Financial Aid Office also emails all enrolled students without a financial aid application on record throughout the academic year to advise students that the college does not have a financial aid application on file. Students are informed it is not too late to apply, offered information about how to apply, and provided with the Financial Aid online assistance hours in the SSC Enrollment Lab when staff support are available to offer in-person support in completing a financial aid application. In addition, the Financial Aid Office increases our lab hours during the start of the semester, and we conduct a calling campaign for the

same group of students. We offer financial aid workshops in-person and virtually to new DVC students during Welcome Day and at our feeder high schools throughout the year particularly as critical state financial aid deadlines are approaching. The college also reaches out to students who have submitted a FAFSA to DVC but for whose applicant record cannot be found. Students are contacted via their FAFSA email and encouraged to complete a DVC application or check their record with the college to correct any missing information.

3. Updating Insite Student Portal: The Financial Aid Process Expert Team added Insite navigation menu options to the Financial Aid tile as well as shortcuts to application links, checklists, and award information. Also, the college enhanced the FA Checklist to show missing information

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 college follow up with students who are Pell eligible but have not completed verification process. Financial Aid staff are tasked with following up with Pell eligible students with “pending” files at least 3 times per semester via email and phone to offer support in completing the verification process. Staff document each attempted or documented contact in Colleague. The college also continues to foster collaboration between campus programs/services through the Basic Needs Advisory, Dreamer’s Alliance, and Veteran’s stakeholders workgroup to ensure students from disproportionately impacted groups from low-income backgrounds are better served. This includes supporting the work of the Program Coordinator designated as the Foster Youth Initiative Liaison, Homeless Liaison, and Dreamers/CA Dream Act Liaison located in Financial Aid to increase access to financial aid programs particularly Pell Grant.

The college will engage in efforts to improve the technology platform used by students and staff to streamline the financial aid process and make funding more accessible to eligible students. Recently, the district contracted with Global Core, a verification platform to offer an electronic option for students and their parents to submit required documents online. The expectation is that completion of verification requirements will increase Pell utilization rates. The college is working with Strata Information Group (SIG) consultants to improve Colleague functionality and reduce inefficiencies in the financial aid process that increase staff workload and hinder student access to aid, particularly Pell Grant and CA College Promise Grant.

The college is working on leveraging data/analysis from the data dashboard for continuous improvement. Last spring the college underwent process analysis workshop in six different areas of the student experience including financial aid and student accounts to identify promising practices, increase efficiencies, and improve the student experience. This fall the college will review SIGs findings, identify key areas to implement change, and outline next steps towards implementation. We are contracting with ASF to implementing Financial Aid SCFF Dashboard to identify data elements that can be extracted from Colleague to produce useful reports that will assist in the development of outreach interventions. This data will provide the ability to analyze trends amongst FA applicants and recipients to increase utilization rates.

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 *

In addition to federal ARP funding provided by the state, DVC will continue to provide emergency grants to students under the student aid allocation of ARP until funding is exhausted. This funding source will allow DVC to

offer emergency aid to enrolled students that are not eligible under the 2021-2022 Budget Act such as undocumented and international students.

Financial Aid is also working with the Basic Needs Advisory group to offer a transportation support program to 400 students for the 2022-2023 academic year. Low-income students taking in-person classes at the college's Pleasant Hill and San Ramon campuses have the opportunity to apply for a \$125 Clipper card, which can be used with 24 different transportation agencies throughout the Bay Area. The expectation is that access to funding for public transit will reduce the transportation barrier for low-income students. Funding for this program is limited and cards will be awarded on a first-come, first-served basis.

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?

The college recently started construction on our center in August 2022 in collaboration with the Associated Students of Diablo Valley College. Services will transition to our Basic Needs Center, and collaborate with our existing programs, when construction of the center is complete in early 2023. We currently provide the following services:

- Case management and financial coaching services are available through our contract with Sparkpoint through the Richmond Community Foundation, to assist with tax filing, credit repair, financial literacy, budgeting, as well as assistance with paying past due bills and applying for entitlements such as Medi-Cal, Social Security Disability, and In Home Support Services. Our Sparkpoint case manager will be housed in the Basic Needs Center
- We have started our Peer Success Coach program under the direction of two faculty counselors this fall, hiring student workers to serve as peer-to-peer mentors who actively perform outreach to students on alert and dismissal status to offer basic needs advocacy, as basic needs insecurity is often the cause of retention problems
- We will continue to work closely with case managers from the Food Pantry of Contra Costa and Solano Counties as well as the duration of our contract with FreshSuccess to enroll students in CalFresh/SNAP benefits as well as associated case management support for transportation, housing, and technology, and textbooks
- We have piloted the distribution of transit cards to help students who qualify for the California Promise Grants A and B travel to either campus for in-person classes using one-time Basic Needs funding. The Clipper cards work on Bay Area Rapid Transit and other public transit programs and come pre-loaded with \$125. Should we continue the program, we expect to distribute future cards through the Basic Needs Center
- Our AB 801 Homeless Liaison through our Financial Aid department will continue to work with students who are homeless or at risk of losing their housing to ensure they have expedited access to FASFA applications and financial aid
- We will continue to advocate and promote access to medical care and mental health treatment through our contract with TimelyCare in the center, as well as refer and triage students for treatment with doctoral students from the Wright Institute

- The newly hired manager of Retention, Basic Needs, and Wellness and the senior retention coordinator will continue to provide and coordinate basic needs and wellness case management

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

We plan on increasing participation in our Basic Needs Center through the following:

- Advertising the center and the services available on television monitors and through various campus social media venues
- Performing outreach to faculty to include information about the center in our basic needs Canvas shell and providing other information that they can include in their syllabi.
- Including information about relevant services at the center to students who identify having a basic need on our student-wide basic needs survey each semester
- Having our Peer Success Coaches, manager, retention coordinator, and others share information about the center at events in person and online (through tabling), by visiting classrooms, learning communities, as well as in the student learning centers
- Providing Welcome Day workshop classes to students
- Providing new staff orientation training, as well as presentations to faculty and staff, at events such as FLEX Week (for faculty continuing education).

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

The college recognizes that many DVC students face serious financial challenges and are food insecure. According to the [2018-2019 HOPE Study](#), forty-one percent of Diablo Valley College students experience low or very low levels of food security. (The college is participating in the HOPE survey again this year to better understand and advocate for the needs of our students.) Food insecurities affect students' ability to concentrate and focus on their academic studies. Students also struggle to balance proper nutrition with paying college tuition. The DVC Food Pantry serves both campuses as a free supplemental food resource for all students who may need it. The San Ramon Campus offers a meal program in lieu of a pantry. These services were made possible by the California Chancellor's Office Hunger Free allocation, DVC Foundation donations from faculty, staff and community members, DVC Retirees Association Board, and grants from Kaiser Permanente, Whole Foods 365, Safeway, the John Muir Community Health Fund and now the state Basic Needs allocation. The Diablo Valley College Food Pantry opened March 2018 and serves an average of 109 unduplicated students per month during summer and approximately 298 students a month during fall and spring terms. The San Ramon meal program began as a pilot in 2019, now serves approximately 20 students per term, and is growing with the addition of a cafeteria on campus. The Pleasant Hill Pantry was established in the Student Union Multicultural Center through the leadership of DVC's Associated Students in partnership with: English Department; College Administration; Student Life Office; Foundation Office, and the Contra Costa/Solano County Food Bank.

Due to the pandemic and center construction, the pantry was relocated by the Associated Student Body to a larger space in the Student Union Building allowing for one entry and exit point. In Fall 2022 the pantry is transitioning from pre-bagged groceries to a self-serve model providing students the opportunity to select the foods of their choice. In addition, a snack pilot was initiated spring 2022 in the PUMA and Veterans Resource Centers and has expanded to the Student Union Building lobby for students in need of nutrition. The pantry is staffed by a part-time Program Assistant and work study students two days per week. Free produce days are offered twice each semester fall and spring, funded by the Food Pantry Foundation Account. CalFresh outreach efforts will continue

6. Zero-Textbook Cost

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

DVC has been expanding zero textbook cost/open educational resources (ZTC/OER) course offerings through the OER@DVC Academic Senate workgroup for the past three years. We have worked with 78 faculty members to convert courses to ZTC/OER, doubling the number of ZTC sections on campus and saving our students \$500,000 per semester. As of SP22, 18% of course sections are now ZTC.

The OER@DVC workgroup is planning to expand our reach beyond the “low hanging fruit” of early faculty adopters. We are identifying key courses that, if converted, will open up ZTC degree pathways. With funding we will be able to provide professional development and one-on-one support for identified faculty members to complete these high-impact course conversions.

OER@DVC collaborates closely with sister colleges to advance ZTC/OER efforts through the Districtwide Open Educational Resources Council (DOERC). When guidelines for the statewide grant program are announced, DOERC will apply for funding to map and implement ZTC degree pathways across the district.

7. LGBTQ+ Supports

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

In 2020, DVC employees formed the Pride Alliance in response to students’ needs for a more welcoming, safe, and supportive learning environment. The Pride Alliance has made efforts towards LGBTQ+ inclusivity in the following areas but needs secure and consistent funding.

CURRICULUM

DVC’s Community of Pride-- launched in Fall 2019-- is the first learning community at a California community college dedicated to serving primarily LGBTQ+ students. The college recently committed to continuous funding for the development and implementation of this learning community. As the learning community is institutionalized, additional reassigned time and budget may need to be allocated to support expansion.

PHYSICAL SPACES & STUDENT SERVICES

DVC’s students expressed that the most meaningful support the campus can offer is a safe space to gather on our campus. DVC now has secured a shared space, but we need the staffing and continued funding to adequately support this space. The staff for this center will take on the following needs that the Pride Alliance has sought to support consistently:

- Support for Bias incident reporting. Serve as point of contact for VPSS.
- Support for Chosen Name change process on DVC records and Canvas.
- Queer Straight Alliance Club advisor - The Contra Costa LGBTQ+ plan includes one-time funds to support the club.
- Student employment leadership development
- Lavender Graduation

Additionally, the Pride Alliance is currently pushing for more gender-inclusive restrooms around campus, especially in the Student Union near the new pride center.

PROFESSIONAL DEVELOPMENT

DVC’s Pride Alliance has created two pronoun guides, one for faculty, and one for staff, about how pronouns work, common pitfalls, and how best to use them with your students. So far Pride Alliance has provided three trainings aimed at full-time faculty, two trainings for part-time faculty, and one for staff. Pride Alliance has plans to train incoming full-time faculty as part of NEXUS, the new faculty professional development program. We plan to use the incoming funding to help support and expand this work.

DATA COLLECTION

The lack of accessible data on the LGBTQ+ student population is also a barrier to developing programs and supports, for engaging students, and for developing a baseline and metrics to track progress. It is challenging to engage and build trust with this population when we cannot do outreach or communicate strategically.

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.

The college used the funding from the 2021-22 Budget Act to expand our mental health programs as follows:

- The college collaborated with the district to negotiate expanded mental health benefits for our students to include scheduled counseling from TimelyCare, which offers twelve sessions of mental health treatment each year with a licensed clinician. This service allows access to providers who reflect the diversity of our student body, and allows students from hard to reach, underserved populations to engage in treatment with providers with whom they feel a sense of connection. Students can choose a provider by reviewing online biographies and pictures, which include not only clinical specializations, but also language and cultural diversity. The ability to be treated by providers from a similar background has been shown to improve treatment outcomes and engagement, and is likely to better serve our underserved populations
- The college is in year two of our contract with TimelyCare, in which we expanded the services to include scheduled counseling. In the first year of the contract, we offered only TimelyCare's TalkNow service for "on demand" in the moment, mental health counseling. The college continues to provide the TalkNow service
- The colleges provides weekly wellness counseling drop in and group appointments with our faculty counselor to support students with non-clinical and academic support, including stress and time management, work / life balance, socialization, self-care, and academic advising
- The Counseling Department hired a new faculty counselor mental health clinician who will provide mental health treatment, assessment, and diagnostic services to students. As a seasoned clinician, in addition to carrying a caseload of clients better served by a licensed, on-site provider, she will serve on the college's CARE Team, coordinate care with the Wright clinicians, and provide target outreach and treatment to hard-to-reach, underserved populations.

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.

- The college expanded our partnership with the Wright Institute, a graduate school for Clinical Psychology, to provide therapy from nine doctoral clinicians on site at both the Pleasant Hill and San Ramon Campuses, or by secure video. This is an increase from our partnership last year, which offered four clinicians, and had a waitlist by January of over 100 students. The clinical director of the program serves on the CARE Team (behavioral intervention team), and coordinates the triage and treatment of at-risk students from hard to reach, underserved populations to both regular and advanced clinicians who are referred to the team. The college anticipates working with the Wright Institute to offer mental health programs in response to student needs, particularly related to various forms of trauma and addictions used to manage trauma symptoms, using evidence-based psycho-education groups such as Seeking Safety. The college expects such groups will support students in their recovery from various forms of trauma related to identification with marginalized communities, including recovery from racial trauma, sexual trauma, bullying, harassment, and other forms violence and harm
- The college hired our new manager of Retention, Basic Needs, and Wellness who is a licensed marriage and therapist with a great deal of community mental health experience. This experience and licensure allows him the ability to advise and administer the mental health programs referenced above, and actively participate in collaborating to create programs for underserved, hard-to-reach populations. The manager oversees the administration of the mental

health allocation from the Chancellor's Office and works under the supervision of the Counseling Dean to leverage those funds. He serves on our CARE Team and actively collaborates with community mental health organizations, as well as Contra Costa County and Kaiser Permanente, where he is often able to help students gain access to care they might otherwise be denied.

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.

The Contra Costa Community College District (4CD) Governing Board hosts an annual study session on Strategic Direction #2 from the District's 2020-2025 Strategic Plan, which calls on the District and its colleges to "eliminate inequities in student access and outcomes" across all racial and ethnic student groups, as well as special populations (e.g., current and former foster youth, Dreamers, and veterans). During these study sessions, the Board receives updates on progress toward DVC's equity goals, examples of impactful practices, strides toward sustainable institutional change, and opportunities for continuous improvement. Progress toward Vision for Success goals is also featured in the form of disaggregated student outcome data. In addition to receiving updates and reviewing relevant data, Board members have the opportunity to provide feedback on equity goals and strategies, ask questions, and offer to engage in applicable community-facing activities.

Furthermore, the annual Board study sessions include discussions highlighting opportunities for Governing Board partnership in efforts to advance equity. The 4CD Governing Board has indicated an interest in engaging in continuous, relevant professional development during 2022-2025 related to eliminating inequities in public higher education. The five-member Board has committed to considering equity impacts and actively promoting social justice when enacting District policies. Finally, the 4CD Governing Board is poised to assist in finding resources to further DVC's work in equity and social justice, as well as to seek out likeminded community partners to support these efforts as appropriate.

Examples of existing Districtwide efforts supported by the Board:

- TimelyCare implementation
- Undocumented Student Week of Action

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 college will continue to employ strategies and seek opportunities to braid funding where appropriate. Other funding sources include other categorical funds and the general fund. Examples of opportunities for integrated funding include but are not limited to the following:

- Distance Education supports – Digital Learning Laboratory: Exploring additional funding sources (e.g., general funding (GF), state funding)
- Pedagogy Inquiry Team: GF
- Peer Online Mentoring Program: Exploring funding to transition from HEERF to other sources
- Equal Employment Opportunity: Leverage funding for diversity in hiring training
- Interest Area Student Centers: GF & Guided Pathways funding
- TimelyCare health services; basic needs, wellness, and retention manager; food pantry staffing; Basic needs, retention, and wellness allocations
- Expansion of Community of Pride Learning Community: State LGBTQ+ allocation
- Dreamers/LGBTQ+/Health Center: Bond funding
- Equity Student Speaker Series: Transitioning from solely SEAP funding to combination of SEAP and Associated Students funding

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

In this 2022-25 Student Equity Plan, the college described a Cycle of Inquiry strategy to better understand the needs and experiences of our students and the strengths and gaps within our institution. Seeking out and leveraging student voice is central to all phases of the cycle. Beginning with the Discovery phase, students will be asked to share out about their experience at the college. Transitioning to development and implementation, the feedback of students will be at the center of how the college prioritizes and implement strategies. Finally, as part of our evaluation, students will be asked to give feedback on how and if our designed programs have helped them to be successful.

Examples of existing and proposed opportunities to gather student voice includes:

- Presentations to Associated Students of DVC on regular basis to provide updates and gather feedback
- Design and implementation of student focus groups and surveys to better understand the student experience (e.g., DVC MyExperience Survey)
- Implementation of surveys to assess current interventions and services (e.g., Transfer-level math and English intervention surveys to assess embedded counseling and embedded tutoring efforts; Pedagogy Inquiry Team student surveys; Student Center student evaluation/satisfaction surveys)
- Expansion of Learning Communities to include interviews of students



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