Student Equity and Achievement Program Produced: 02/08/2023 07:16 AM PST Paul de Dios

Cypress College - Student Equity Plan (2022-25): Certified

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 *

The report provided by Center for Urban Education on the 2019-2022 revealed the need for specific race based activities and initiatives and as such, in the development of the 2022-2025 Student Equity Plan, has identified the greatest gaps within the Latinx and Black/African American student groups in which the plan will focus it's efforts for the next three years in an effort to narrow equity gaps within these DI groups.

Through the planning process for the 2022-25 Student Equity Plan, Guided Pathways, Title V, Student Equity have joined efforts to ensure that the work across campus is focused and aligned to ensure student success for the DI groups identified- Successful Enrollment for Female students, Completion of Transfer Level Math & English for Latinx students, Persistence from first primary term to secondary term for Latinx students, Completion of certificates of 18 units or more, AA degrees, and transfer for both Latinx students and Black/African American Students.

The 2022-2025 Student Equity Plan was based on feedback from the campus community, campus data as identified through Guided Pathways and Title V initiatives on the Cypress College campus. The campus community took part in the creation of the 2022-25 Plan in the form of interviews with students, Legacy Program faculty and students, Puente Program faculty and students, Math, English, ESL faculty, EOPS, CARE, and Guardian Scholars, Dual Enrollment, Disability Support Services, Veteran students and faculty, Counseling, and the input and approval from President's Advisory Council, Academic Senate, Classified Senate, Associated Students, Planning and Budget, Guided Pathways Steering Committee, and the Title V completion teams.

Summary of Target Outcomes for 2022-25

Successful Enrollment

Female

3-year outcome: Achieve equity in successful enrollment for female students by increasing the percentage and number of successful enrollments by 14.1% (184 additional students).

Completed Transfer-Level Math & English

Hispanic or Latino

3-year outcome: Achieve equity in transfer-level math and English completion for Hispanic or Latino students by increasing the percentage and number of transfer-level math and English completers by 47.1% (122 additional students).

Persistence: First Primary Term to Secondary Term

Hispanic or Latino

3-year outcome: Achieve equity in persistence from the first primary term to the secondary term for Hispanic or Latino students by increasing the percentage and number of persisting students by 4.4% (50 additional students).

Transfer

Black or African American

3-year outcome: Achieve equity in transfer for Black or African American students by increasing the percentage and number of transfers by 260.0% (13 additional students).

Hispanic or Latino

3-year outcome: Achieve equity in transfer for Hispanic or Latino students by increasing the percentage and number of transfers by 74.4% (87 additional students).

Completion

Black or African American

3-year outcome: Achieve equity in completion for Black or African American students by increasing the percentage and number of students achieving the Vision For Success definition for completion by 81.8% (9 additional students).

Hispanic or Latino

3-year outcome: Achieve equity in completion for Hispanic or Latino students by increasing the percentage and number of students achieving the Vision For Success definition for completion by 49.1% (84 additional students).

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Equity Plan Reflection

2019-22 Activities Summary

- Charger Fridays: Onboarding Process to Ensure Successful Enrollment
- MyPath Implementation and Maintenance
- Course Registration Events: Onboarding to Ensure Successful Enrollment
- Increase Student Engagement through Marketing and Events
- Implementation of Guided Pathways to Increase Retention, Goal Completion, and Transfer to 4 year
- Civitas Predictive Analytics
- DegreeWorks
- Ongoing Professional Development for Faculty and Staff

- ARISE Lab
- Equity Ally Project
- Revision of Registration Process
- AB 705 Student Support
- Counseling

Key Initiatives/Projects/Activities *

Legacy Counselor

Veterans Center Full Time Coordinator

Athlete Success Center Academic Coaches/Tutors

Legacy Program

ARISE Lab Adjunct Counselors to support students with Autism

Online transition of Charger Fridays to onboard students from most marginalized communities

Student Support Services transition from in person services to online via Cranium Cafe

Revision of Language used in registration process to include equitable, student centered language

AB705 student support through Faculty initiatives- Math Sidekick Project, Tutoring Services in Math Learning Center, English Success Center, Directed Learning Activities (DLA's) in Math and English

Counseling Support in Express Counseling online via Cranium Café and in person

The development of a campuswide Equity Framework to be used by the campus community to ensure that the campus core values are implemented with an equity lens. This framework was the collaboration of the campus community that included faculty, classified staff, students and managers. The Equity Framework is the beginning of a campus wide effort to infuse equity in the everyday work of all campus constituent groups. The next phase of this framework will be focused on ensuring a race based approach to the work done at the college.

Evidence of Decreased Disproportionate Impact *

Over the 2019-2022 time period, the following populations demonstrated a decrease in disproportionate impact:

Veteran Students- Retention Fall to Spring for Male students, Completion of Transfer Level Math and English for Male students,

LGBTQIAS+ - Successful Enrollment for Males and Females, Retention Fall to Spring for Males, Completion for Female students, Earned certificate over 18 units Female and Male students, Transfer to four year institution for Female students

American Indian/Native Alaskan - Retention Fall to Spring semesters,

Foster Youth - Access Successful Enrollment for Female students, Completion Transfer to a Four Year institution for Female Students

The overall decrease of Veteran students across the board in several metrics is attributed to the intentionality of the campus to provide support for the Veteran student population. During this time period, a Veteran Resource Center was established, the Student Equity and Achievement (SEA) committee funded a full time coordinator for the center that provided on boarding support, established a mentoring program, and provided student support resources to students. In addition, a part time counselor was added to support this student population, which has resulted in the overall success of the Veteran student population.

As part of the ongoing funding for student groups, the SEA program allocated funding for Foster Youth to provide academic support in the form of textbook, basic needs, and academic support. A full-time specialist dedicated to this student population contributes to the ongoing success of the Foster Youth population.

Overall support from the campus community during the COVID lockdown provided students with increased access to the campus. As online counseling, instruction, student support services were available, students who were unable to access services or

classes were now able to receive critical campus support and access instruction. This opportunity for online access will continue to be available to students as the campus transitions to a new normal.

2022-25 Planning Efforts *

After examining the DI populations from the 2019-22 plan, the populations that were identified in the 2022-25 were those who continued to be impacted. The female student population continues to be disproportionately impacted in the successful enrollment metric. However, the female population does not show DI in any of the other SEA metric areas. Latinx students continued to be impacted in all metrics, as were Black/African American students for completion of certificates, AA degress, and transfer. Therefore, the 2022-25 will focus primarily on Latinx, Black/African American students and female students.

One of the recurring themes in the interviews from the 2019-2022 plan was the need for a space on campus for students to feel welcomed and a sense of belonging. Despite COVID, spaces have been created for the first time in campus history specifically, these spaces are Puente (Latinx students), Legacy (Black/African American Students), and LGBTQIA2S+ student population. Similarly, through out the interviews conducted for the 2022-25 Equity Plan, included the need for overall student spaces where students could connect to the campus. The next three years will focus on identifying and producing spaces were students can study, meet with other students, and create community on campus.

Pandemic Acknowledgement

✕ Interrupted Work Fully

✓ Catalyzed Work

Provide an explanation (optional)

Not Entered

✓ Delayed Work

Provide an explanation (optional)

Not Entered

Executive Summary URL *

http://www.cypresscollege.edu/student-equity-and-achievement/

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	✕	✕	✕	✓	✓
Female	✓	✕	✕	✕	✕
Hispanic or Latino	✕	✓	✓	✓	✓

Successful Enrollment

Female

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 *

Many females considering enrollment will encounter blocks in their ability to move through the process:

1. These students may lack a clear understanding of the college application and enrollment processes, which can prevent enrollment. While this information is on the website and sent to students via email at each step of the process, students may not be fully engaging with campus communications.
2. These students may lack institutional knowledge. This lack of knowledge at the beginning can negatively impact students early in the semester. Students may lack knowledge of policies (add/drop), academic support services, etc.
3. Though the college has multiple events to present clear information to high school students in chunks, they may be overwhelmed by the amount of new information and not retain it. Female students may also not be entering from high school, which compounds the above issues with understanding processes and policies. Therefore, their knowledge of college processes will be based on what they can glean from their own efforts.
4. Timely and clear messaging to students may impact the above issues.
5. Mothers with young children may lack the support systems for them to come to campus and participate in onboarding events and courses. We have no day care options; we lack nursing facilities.

Structure Evaluation

Current Structure

√ Instruction

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

Currently, the college offers a variety of course modalities (online, hybrid, face-to-face) for students to support varying student instructional needs. Hyflex is also currently being explored. Dual Enrollment has a very high success rate for females at 92.5%, but the program has a very small population per year with limited expansion opportunities.

× Wraparound Services (Counseling, Support Programs, Textbook Programs, 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? *

Title IX and DSS collaborate to provide pregnancy accommodations.

Charger Assessment Team encourages employees to refer students who may be struggling with life circumstances. ChAT connects the students to resources on campus and in the community as needed.

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? *

Implementation of the following services on campus:

Weekend Services- Counseling, Student Support Services

Women's Program that includes:

- Community Partnerships to support students with childcare programs (i.e. Department of Education, Girls, Inc.)

- Empowerment & Support activities such as workshops (time management), spaces to build networks, mentorship, celebrating Women's History Month (March)

- Entering the Path – Guided Pathways

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

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

Engagement of groups on campus (i.e. Planning and Budget Committee, SEA Committee) to commit to the allocation of funds for ongoing support of female students.

Additional Saturday service hours

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

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Saturday Services require commitment from administration to support the services as well as personnel from multiple service areas.

Women's services and celebrations require a point person and task force to do build a program.

Action

Action Steps *

Engage campus constituent groups to provide intentional support for female students across the campus.

Identify personnel to work toward building a Women's Program.

Develop programming for a Women's Program.

Create a plan to provide services for students outside current operating hours.

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

Disaggregated data for female student population in order to focus efforts on race.

Completed Transfer-Level Math & English

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

Many students have math trauma and choose to avoid it, so enrollment avoidance is an issue for transfer level math. Only 48% of students attempt transfer level math in the 1st year compared to 73% attempting transfer level composition. In the Latinx population, 43.6% attempt transfer level math in year one.

Education plans may also affect scheduling transfer level math in the first year. If students do not get their transfer level math into their education plan, they will likely not take it in the first semester or year.

Once in the courses, students may not persist to successful completion. Math faculty believe that putting off transfer level math beyond the first year may decrease the chances of successful completion as waiting longer may mean forgetting the key concepts learned in high school. The Math department has paired and stand-alone courses.

When students select their transfer level course, they have the option to select a 4-unit transfer level composition and a 5-unit TLC. According to English Department faculty, many students who need additional support are choosing the 4-unit transfer level composition rather than the enhanced 5-unit course. This leaves students without the embedded support they need to be successful in transfer level composition. In addition, many students are choosing online options rather than face-to-face sections; English faculty believe this leaves students without as much guidance and direct support as online courses require independence.

One of the sticking points after enrollment in transfer level composition is the research paper, which requires quick development of research and citation skills.

Structure Evaluation

Current Structure

✓ Instruction

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

Students are less connected to the campus community. Many current students started college on Zoom, and have not had a traditional college experience. Students are struggling with course workload and not utilizing the support services available to them.

Transfer level composition completion rates at Cypress are fairly similar to surrounding colleges, but success and retention rates have dropped, likely due at least in part to the pandemic.

Cypress College currently has several very successful learning communities: Puente and Legacy. These communities have high success and retention rates. These successful communities can be models for bringing a larger number of students to successful completion of these courses.

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

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

Data show that existing success centers (the Math Learning Center and the English Success Center) have a positive impact on student success.

Data also show that PALS, which are currently used in a few courses, positively impact success rates.

Charger Experience (Promise Program) requires students to take transfer level math and composition during their first year, in addition to offering study skills workshops, providing event credit for participation in tutoring and also attending office hours with faculty to increase academic success.

✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✗ 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? *

Latin X students will enroll in blocks of courses as cohorts for at least the first two semesters. Creating learning cohorts will build belonging and connections and provide students with a support system. These cohorts can be

developed around Guided Pathways and careers. The paired courses will develop curriculum based on those pathways/careers with a high-interest theme that spans the paired courses. For example, transfer level composition and another GE course (or more) could focus on Latinos/Latinas in medicine.

Supports need to be built into the curriculum. It isn't enough to have or even inform students of the supports available to them. Instead, support services must be built into learning modules that have students use services, such as writing tutoring, English Success Center activities, the library, etc., as part of class assignments and activities.

In addition, embedded support such as PALS can be added to the cohort classes for transfer level composition. Additional support is needed particularly for research and citation.

✓ 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? *

Learning cohorts require counseling support: abbreviated ed plans need to include transfer level math, transfer level composition and any paired course and ensure block scheduling of cohorts in the same classes over the first year. Comprehensive ed plans must be developed by the end of the second term.

In addition, to ensure students are in appropriate cohorts, summer counseling and career related workshops should do a deep dive into pathways to ensure students are on the right path and reduce changes of majors, which could possibly result in dropping out of cohorts.

Onboarding and ongoing events should include workshops that build growth mindset, reduce anxiety, increase comfort, and build community. For example, Math anxiety workshops can be added to the onboarding events to reduce anxiety and address the need for students to choose math early rather than delaying enrollment in transfer level math.

Learning cohorts should include OER or free textbooks covered by college or state programs.

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

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

Given that this system will be highly dependent upon faculty participation, learning cohorts will require funding for faculty to collaborate across disciplines to develop partnerships based on themes and career/major pathways.

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

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

To create cohorts of students in several courses, block scheduling is necessary.

In addition, a faculty interest form and process need to be created to ensure that there is a match between the goals of this SEA plan and the focus of faculty interested in creating cohorts.

The constraint against allowing adjunct to teach while on a PE contract is very problematic. Adjunct faculty are one of the most valuable resources the college has, so allowing funding of PE contracts for adjunct faculty even while teaching will be a necessity if learning communities are to be developed. This requires ongoing District and HR support.

Action

Action Steps *

The primary focus will be on piloting a few cohorts of Latin x students to create learning communities that build connection and embed support.

- Develop a faculty interest form with SEA plan guidelines for targeting DI populations.
- Recruit faculty to develop and teach cohort classes.
- Build cohorts of faculty to support each other and agree upon a high interest theme
- TLC course module that incorporates services
- Create PE contracts to fund development of themed curriculum that span GE classes
- Identify Latin X cohorts for learning communities.
- Build block schedules for cohorts
- Recruit faculty (counselors) to develop summer workshops on career pathways, math anxiety, growth mindset, time management (build in study & relaxation), distraction avoidance (Apps that disable phone for x minutes)
- Pilot workshops and cohort classes

Additional actions can be taken to more broadly affect Latin X students in classes outside of the cohort/learning communities.

- Build support services into curriculum in TLC and TLM.
- Build instructor skills, knowledge, techniques to improve classroom community.
- Disseminate teaching tips, such as communication tools/language across campus.
- Focus on building community and student engagement across campus, which requires administration support. Opening day and Flex workshops can focus on these themes to provide professional development to the campus audience.

Chancellor's Office Supports

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

Explanation of Supports Needed

Not Entered

Persistence: First Primary Term to Secondary Term

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

At the point of enrollment, students may lack a clear understanding of the structures of the college that can decrease persistence from one semester to the next.

At the beginning of the first semester, students new to college will lack institutional knowledge. This lack of knowledge at the beginning can negatively impact students early in the semester. Students may lack knowledge of the following:

- Basic campus familiarity -where to park, timing required for parking, finding buildings and classes
- Basic college knowledge-what is a unit; what does a unit mean for time management; registration processes and timing, add codes, waitlists, creating a schedule
- Academic support services such as office hours with instructors, counseling, and tutoring
- Policies about add/drop deadlines, the requirement to show up on day one, or the need to communicate with faculty
- Inexperience with time management and self-discipline required in college (maybe this is for AS to help with?)

Even though the college has multiple events to present clear information to high school students, they may be overwhelmed with so much new information that they do not retain it. The college breaks up the onboarding process into several different sessions over the course of ten months starting in November (Connect to Cypress, Commit to Cypress, Charger Experience, Welcome Night) and continuing up to the week before fall semester begins; the college also sends out focused messages for each stage of the process, yet students may not be engaging with the email communications.

Even if they are aware of the services and policies, they may not know how to use or access these services. The information may have been forgotten, or they may have missed a key session or some elements within a session, and they may not know who to go to for help.

In addition, personal views regarding asking for help may interfere with students actually using services: students may view tutoring and other services as negatively reflecting on their own knowledge and abilities and so avoid them.

Structure Evaluation

Current Structure

✓ Instruction

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

Currently, there is no process for the creation of learning cohorts amongst faculty. The creation of learning communities will encourage students to persist from semester to semester.

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

Currently, Cypress has several learning communities (Puente and Legacy) that provide extensive support to students in these programs.

Counseling is currently undergoing some changes:

- Front-loading of transcripts is beginning to be implemented.
- Educational plans are being revised; additional Counseling courses are being added to support the completion of ed plans for more students.

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

The 2022-25 plan will focus on creation of a process that will allow faculty to identify how their course(s) can contribute to a learning cohorts. Examples of a learning cohort would include linking English and Counseling courses with themes or topics targeted for Female, Black/African American, and Latinx students.

Extensive faculty training on effective communication with students & success behaviors

- to build belonging
- to build better rapport with students
- to increase student use of services that increase student success

✓ 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? *

The replication of some aspects of the services provided through student learning communities such as Puente and Legacy. The creation of learning cohorts would be a cross collaboration from instruction to student services in the paired offerings of English, ESL, counseling, and other GE courses.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Since SEA is unable to fund instruction, a collaboration across multiple funding sources to allocate funding for faculty reassign time.

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

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Demystify college/Clarify the path-Continue to develop and improve Program Maps.

Front loading of transcripts will be institutionalized.

Career pathway workshops will help students choose the right pathway to ensure accurate ed plans and course selection.

Ensure comprehensive ed plans by the end of the second semester.

Create belonging through proven strategies; campuswide theme of belonging is supported by all constituent groups.

Build learning cohorts that target DI populations and expand support services through these programs.

Action

Action Steps *

Build better messaging

1. Create surveys
    a. Survey faculty (What do you want your new students to know on day 1? What should students bring/do?)
    b. Survey continuing students (What do you wish you knew as a first semester student?)
    c. Use survey results to build messaging about what first semester students need to know.

2. Look at data to see what behaviors, programs, activities, services increase student success and create a taskforce to package and distribute the information in ways that can be easily accessed and digested by students and faculty.
3. Ask all faculty to contact students at specific points before and during the semester with helpful messages (pulled from surveys).
4. Provide message schedule and templates for ease of use in Canvas inbox.
5. Create helpful message templates and videos (content pulled from surveys) by area (like dept and/or division) for online sites.

Develop Learning Cohorts:

1. Develop forms & processes; implement, advertise, recruit to build pilot groups.
2. Work with relevant groups to create block schedules for learning cohort groups.

Focus on building belonging with learning cohorts and across campus

1. Create activities that engage students: Meet and Greet activities/events for students; faculty and student brown bag lunch events.
2. Work with relevant groups (Professional Development, admin) to continue focusing on the theme of belonging.
3. Ensure continued opportunities to build community and belonging.

Chancellor's Office Supports

Supports Needed

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

Explanation of Supports Needed

Not Entered

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 *

Getting students to spend time on campus not only to focus on their academic program, but also to build a network, soft skills, and more is a challenge. Their focus is often elsewhere out of necessity. Finances are a major concern for students. Many hold down jobs while taking classes. Many also have families to take care of as well. This squeeze on their time reduces their ability to spend time on campus, which, in turn, reduces their ability to access support services that improve success and attend workshops and other events that build their skills beyond the classroom.

Besides cost, some students may not see transfer as their pathway or goal.

Overall, this can cause problems for long-term goals, specifically transfer.

Structure Evaluation

Current Structure

✓ Instruction

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

Cypress College has the Legacy program, which is a successful learning community for black/African American students. The program includes block scheduling of classes through the first year, mentors, and university tours. It also has built up a rich array of programs and learning experiences beyond the classes: scholarships, workshops on financial literacy, leadership, communication and networking, health and wellness, and more; paid internships; conference attendance; trauma therapist.

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

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

Legacy serves 28 students in the program but works with a community of approximately 80 students.

Black to School mirrors the Charger Experience on-boarding process where students are welcomed to campus, participate in a student services resource fair, and are connected to critical services on campus to help them succeed such as the tutoring center, counseling, and DSS.

Black Success Week

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

✕ 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? *

Paid internship classes/program for black/African American students.

✓ 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? *

Partnerships between multiple programs:

- Legacy
- Puente
- Veterans
- Career Center
- Transfer Center

Hiring of Black/African American students in front counter positions

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

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

Increased financial support of programs for black/African American students including funding for four year university campus tours, including Historically Black Colleges and Universities.

Paid internships for students, similar to student hourly and work study positions.

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

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Increased funding for continuation and expansion of programs and services that serve Black/African American students. There needs to be a commitment to fund the HBCU tours for Black/African American students, in addition to funding an A2MEND chapter on campus.

Action

Action Steps *

Look at data to see what behaviors, programs, activities, services increase student success and create a task force to package and distribute the information in ways that can be easily accessed and digested by students and faculty.

Creation of services that replicate the Legacy program services.

Provide gas cards, grocery cards, book vouchers.

Increased collaboration with the Career and Planning Center for a creation of a career closet where students can feel supported in their job search and offering career workshops that focus on resume development, and mock interviews.

Chancellor's Office Supports

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

Explanation of Supports Needed

Not Entered

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

Some of the friction points that identified were:

- Lack of understanding of transfer requirements

- Students may not see transfer as an option for themselves

- Financial Issues, which prevent them from pursuing a transfer degree

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? *

Currently, EOPS assist students in providing several "how-to" videos for students, so they were better informed not only how to reach staff and counselors using Cranium Café, how to file a graduation petition or change of major, among others. Additionally, they have a continued partnership with UCI and host Personal Insight Questions Workshops to advise students on how to respond to the personal insight questions of the UC application. Also, EOPS counselors host several CSU and UC Drop-in sessions, where students are able to get assistance on their transfer applications. These services are only available to students in the EOPS program.

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

Ideally, the EOPS holistic approach to assisting their students in the transfer process would be available to students. These very focused efforts contribute to the successfully completion and transfer for students in the EOPS program. Providing these services to students in Puente, and the focused learning communities targeted for Latinx students would increase the number of students benefiting from these services.

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

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

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Increase transfer resources for students beyond Puente.

Action

Action Steps *

Collaboration with Guided Pathways completion coaches and student services to offer programs across campus that are focused on transfer assistance for students by meta-major.

Offer employer panels by metamajor for students, that include Latinx/Black African American alumni.

Promote Transfer Center workshops across campus.

Fund Hispanic Colleges and Universities (HACU) conference participation.

Increase the number of counselors in the Transfer Center

Front Loading of Transcripts

Partnerships across special programs to expand and utilize services

Chancellor's Office Supports

Supports Needed

✓ Field Guidance & Implementation

✕ Technical Assistance/Professional Development

✓ Data & Research

✓ Policy & Regulatory Actions

✕ Technology Investments & Tools

✕ Proof of Concept Pilots

✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Completion

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 *

Through interviews and student focus groups, we identified finances and campus connections as two problem areas for Black/African-American students.

Students need more financial support to continue their studies. Deadlines for application for funding can be a block to students who are not able to complete requirements by the required deadline, and they lose out on support, such as book vouchers. Financial support will help students stay on campus and focus on their studies rather than force students to take jobs, which can decrease focus on studies, potentially leading to difficulty completing degrees and/or certificates.

Another key area is getting students to spend more time on campus, but if they do not feel that they have a space or do not feel they belong, they will stay away from campus rather than spend time on studies, connect with support services, and complete their educational plan. Cypress College just opened a Legacy-dedicated space on campus to begin to provide a space for students to gather, study, and feel a sense of belonging. However, Cypress College needs to go beyond this one space. In particular, students need connections with black employees; representation on campus is crucial to bringing students to campus and creating belonging.

The issue of belonging continues to arise. The campus needs to work on the lack of social connections which reduce the sense of belonging for students. A sense of belonging was significantly negatively impacted by the pandemic remote coursework. The isolation and lack of connection is even more difficult if black students returning to campus do not see themselves represented on campus in the faces of other students, faculty and staff.

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? *

Cypress College just opened a Legacy-dedicated space on campus to begin to provide a space for students to gather, study, and feel a sense of belonging.

Legacy provides no-cost textbooks to students in this program.

Black to School mirrors the Charger Experience

Black Success Week

Legacy integrates workshops and programming for black/African American students on topics such as soft skills, networking, health and wellness, Imposter syndrome, and code-switching.

Legacy has begun to build resources for black/African American students, such as a Career closet.

Cypress has an A2mend chapter.

Mental health counselor

The main issue is the limited number of students able to participate in Legacy.

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

✕ 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? *

Create paid internship classes/program for black/African American students.

✓ 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? *

Increase resources available to this student population beyond Legacy

- Career closet
- Lending library & textbook funds

Create a Black resource guide with people & resources on campus

- Lending library
- Mental health counselor
- Support network on campus

Greater incorporation of the trauma therapist into Legacy and related programming

Institutionalized funding for A2mend chapter

✓ 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 funding for resources for this population beyond Legacy.

- A2mend and other conference/organization opportunities
- Career closet
- Lending library
- ✕ General Operations (A&R, Parking, Campus Policing, etc.)
- ✓ Other

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

Communications/Social media

- Recruitment of students through social media
- Highlight/showcase student success through social media

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The campus needs to build belonging and provide more support to black students.

To build belonging, Cypress College needs spaces for our students. Black students need to see black employees; representation matters and provides black students with connections. This is a recommendation of the 2020 BLM Taskforce Report. We need to hire more faculty of color. Cypress College also needs to hire students of color in front counter areas, such as the Math Learning Center and other student services areas.

Cypress College needs to provide additional support to black students. This support should be financial. Providing vouchers for gas, food, and books will help support students financially. Cypress College can continue to support the efforts to create a Career Closet, lending library. Cypress College has already hired a mental health counselor with experience in racial trauma, but further counseling support and partnerships are needed.

Action

Action Steps *

Given that finances are a major obstacle for students, funding is a necessary step to increase completion rates for this group. This funding will support events and services that will increase a sense of belonging.

1. Create an annual funding stream to support all black students across campus
   a. Fund a2mend events to build belonging on campus
   b. Fund a lending library to ensure black students all have access to needed textbooks
   c. Fund gas and meal vouchers
   d. Fund expansion of the Career Closet

2. Create paid job and internship opportunities for black students to mitigate the financial burdens that take students off campus.
   a. Hire black students on campus
   b. Create a paid internship course to provide black students with leadership opportunities on campus and financial support

3. Build counselor partnerships to support black students throughout their college pathways
    a. Partner with Student Success counselors to ensure students successfully complete courses
    b. Partner with Career Center counselors to support black students in their career exploration and search

4. Showcase student success stories in areas where our black students congregate.
    a. Create success spotlight posters for the Legacy space, classroom and hallways
    b. Showcase black students who have completed their degrees and/or transferred.
    c. Share their belonging and success stories with our current students.

5. Increase visibility of support systems and services for black students
    a. Create a webpage listing people and services available on campus

Consider implementing a College Hour (1 hour per week) for all faculty and students to interact

- Lunch with your professor or mentor
- Belonging activities by class, topic, cohort

Develop more activities to engage students.

- In-person & Zoom options
- Activities to build belonging
- Cohort based activities

Continue to create more physical spaces for students to socialize, study.

Pilot new cohort Learning Communities to replicate Legacy's successful building of belonging.

Chancellor's Office Supports

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

Explanation of Supports Needed

Not Entered

Hispanic or Latino

Areas of Completion

Areas of Completion *

✕ Adult Ed/Noncredit Completion

✓ Certificate Completion

✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

Students need more financial support to continue their studies. Deadlines for application for funding can be a block to students who are not able to complete requirements by the required deadline, and they lose out on support, such as book vouchers. Financial support will help students stay on campus and focus on their studies rather than force students to take jobs, which can decrease focus on studies, potentially leading to difficulty completing degrees and/or certificates.

Another key area is getting students to spend more time on campus, but if they do not feel that they have a space or do not feel they belong, they will stay away from campus rather than spend time on studies, connect with support services, and complete their educational plan.

The issue of belonging continues to arise. The campus needs to work on the lack of social connections which reduce the sense of belonging for students. A sense of belonging was significantly negatively impacted by the pandemic remote coursework.

Structure Evaluation

Current Structure

✓ Instruction

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

Cypress has Puente, a successful learning community that provides extensive support to students. It currently serves approximately 25-30 students.

The main issue is the limited number of students able to participate in Puente.

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

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

Puente provides extensive support to students, including a counselor, no-cost textbooks, activities, and celebrations. The main issue is the limited number of students able to participate in Puente and get access to these personalized services.

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

✕ 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? *

Develop learning cohorts beyond Puente to affect a larger population of Latinx students.

✓ 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? *

Increase resources available to this student population beyond Puente.

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

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

Ensure funding for HACU and other conferences/organizations for students to build networking and communication skills.

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

✓ Other

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

Communications/Social media

- Recruitment of students through social media
- Highlight/showcase student success through social media

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Build the structure to develop learning cohorts.

Action

Action Steps *

1. Create paid job and internship opportunities for Latinx students to mitigate the financial burdens that take students off campus.
2. Build counselor partnerships to support Latinx students throughout their college pathways
3. Showcase student success stories in areas where our black students congregate.

a. Create success spotlight posters for the Puente space, classroom and hallways

b. Showcase Latinx students who have completed their degrees and/or transferred.

c. Share their belonging and success stories with our current students.

4. Increase visibility of support systems and services

Consider implementing a College Hour (1 hour per week) for all faculty and students to interact

- Lunch with your professor or mentor
- Belonging activities by class, topic, cohort

Develop more activities to engage students.

- In-person & Zoom options
- Activities to build belonging
- Cohort based activities

Continue to create more physical spaces for students to socialize, study.

Pilot new cohort Learning Cohorts to replicate Puente's success in community building.

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation

✕ Technical Assistance/Professional Development

✕ Data & Research

✕ Policy & Regulatory Actions

✕ Technology Investments & Tools

✕ Proof of Concept Pilots

✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Student Support Integration Survey

1. Previous Equity Efforts

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

Not Entered

2. Guided Pathways

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

Not Entered

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.

Not Entered

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.

Not Entered

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.

Not Entered

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.

No

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.

No

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

Not Entered

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

Not Entered

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

Not Entered

6. Zero-Textbook Cost

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

Not Entered

7. LGBTQ+ Supports

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

Not Entered

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.

Not Entered

9. Institutional Planning

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

Not Entered

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

Not Entered

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

Not Entered

Certification

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Approved by JoAnna Schilling

11/30/2022 10:58 AM PST

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11/30/2022 10:53 AM PST

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