



# **STUDENT EQUITY AND ACHIEVEMENT PROGRAM: 2022-25 STUDENT EQUITY PLAN**

Planning Resources & Development Template

**Deadline to Submit in NOVA: November 30, 2022**

Questions? Please contact [seaprograminfo@cccoco.edu](mailto:seaprograminfo@cccoco.edu)

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## PRELUDE

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

In 2020, the convergence of a global pandemic and a reckoning with racial injustice prompted Chancellor Oakley to make a “Call to Action” to mobilize the system to use our collective positions of privilege, influence, and power, to recenter racial equity. As you prepare to develop your Student Equity Plan, we encourage you to consider your response to the Call to Action. Below are a few resources and background information to provide context and a foundation for your current and future equity efforts. We recommend you review these resources before you get started.

- [State of California Education Code Section 78220](#)
- [Student Equity & Achievement \(SEA\) Program Expenditure Guidelines](#)
- [CCCCO Vision for Success](#)
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- [Using Disproportionate Impact Methods to Identify Equity Gaps](#), The RP Group (Sosa, 2018)
- [Forming a Planning Team: Guide for Selecting Equity-Oriented Members](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021
- [Structured Reflections: Documenting the Progress of Student Equity and the Need to Align with Guided Pathways Efforts](#), Community College HigherEd Access Leadership Equity Scholarship (CCHALES), November 2021

In addition to these prelude materials, you will find in this document an editable plan template, as well as resource materials in an addendum for your review and dissemination, as needed. If you have questions about the Student Equity Plan, please contact [seaprograminfo@cccoco.edu](mailto:seaprograminfo@cccoco.edu).

In solidarity,

### The 2022-25 Student Equity Plan Task Force

CCCCO	CCC Practitioners
<ul style="list-style-type: none"> <li>• Michael Quiaoit, Dean of Student Services &amp; Special Programs</li> <li>• Michael Tran, Program Analyst</li> <li>• Anthony Amboy, Program Assistant</li> <li>• Gina Browne, Dean of Educational Services &amp; Support</li> <li>• Mia Keeley, Dean of Student Services</li> </ul>	<ul style="list-style-type: none"> <li>• Jay Singh, Hartnell College</li> <li>• LaTonya Parker, Riverside City College, ASCCC</li> <li>• Raymond Ramirez, Fresno City College</li> <li>• Sabrina Sencil, Consumnes River College, The RP Group</li> <li>• Sandra Hamilton Slane, Shasta College</li> </ul>
Foundation for CCCs	CCC Partners
<ul style="list-style-type: none"> <li>• Lesley Bonds, Guided Pathways</li> <li>• Leslie Valmonte, Guided Pathways</li> <li>• Priscilla Pereschica, Policy Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Eric Felix, San Diego State University</li> </ul>

## 2022-25 STUDENT EQUITY PLAN TEMPLATE

### Landing Page/Details

**Guidance:** With the 2022-25 Student Equity Plan, please focus on future efforts in sections involving student populations experiencing disproportionate impact. For this student equity planning cycle, we ask that colleges make an active effort to target inequitable outcomes more aggressively for students of color and set actionable goals for these efforts. Before you move on to writing your 2022-25 student equity plan, it is important to reflect on the 2019-22 plan and consider:

- What did we set out to accomplish and what did we achieve?
- Is there anything that worked well that we should continue?
- What do we want to do differently in the 2022-25 plan?
- How do we better partner with existing guided pathways efforts?
- What data are available for this retrospective analysis as well as our inquiry into current gaps and future goal setting?

This SEP REFLECTION section serves as a reflection opportunity and crosswalk to examine your existing equity efforts, the progress made, and how they can overlap with guided pathways initiatives on your campus. The responses to these questions should help you craft your response in the SEP REFLECTION section below.

### ASSURANCES:

**Help Text:** Please attest to the following assurances:

- 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.
- 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.

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

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

Porterville College is prioritizing the achievement of equitable outcomes for the college's students of color, historically marginalized, and disproportionately impacted students. The college is committing to ensuring race and socioeconomic status are no longer predictors of academic and overall success. We continue to work to identify cause of inequities and promote practices to support the amendment of the recognized disparities between DI student groups. To achieve equitable outcomes, it is critical for Porterville College, as a Hispanic Serving Institution, to commit to racial equity via the Student Equity Plan. An explicit Student Equity Plan has the capacity to positively impact the college community by facilitating the understanding and acting to achieve the college's mission, values, and institutional goals.

Porterville College serves a diverse region in terms of race, ethnicity, and individual socioeconomic capital. The intersectionality of these identities within the college's service area shapes the everyday experience of our student population in and out of the classroom. We committed to ensuring our support services and pedagogical approaches to supporting our students continuously evolve with their needs. In doing so, the college has chartered the Social Justice Action Committee and launched The PUENTE Project and The UMOJA Community to create supporting communities amongst our students who

identify as Hispanic/ Latinx, and those who identify as Black/African American. Both programs are led by college faculty and staff mirroring the student population being served. In this Student Equity Plan we will focus on continuing to provide equitable support based on the experiences of students of color, historically marginalized, and disproportionately impacted students. As a college, we will address racial equity gaps directly and implement solutions that put our students at the center of everything we do. We will ensure to infuse as much student feedback as possible in the development and implementation of the activities. The rich diversity of our students' experiences will serve as the pulse on the effectiveness of our practices and will serve as a voice for modification to practices. We commit to hiring students of color, historically marginalized, and disproportionately impacted students throughout our networks of support to ensure their racialized experiences are being supported and uplifted to support their maximum growth.

### Contacts

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

### DISTRICT CONTACT INFORMATION FORM

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

- Project Lead (College Equity Lead is recommended)
- Alternate Project Lead
- Approver: Chancellor/President
- Approver: Chief Business Officer
- Approver: Chief Instructional Officer
- Approver: Chief Student Services Officer
- Approver: Academic Senate President
- Approver: Guided Pathways Coordinator/Lead

## EQUITY PLAN REFLECTION

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

### 2019-22 ACTIVITIES SUMMARY

- Outreach to DI Groups
- Retention
- Increase Transfer
- Implementation of AB705
- Career Preparedness & Academic Support

### KEY INITIATIVES/PROJECTS/ACTIVITIES

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

In 2013, Porterville College became an Achieving the Dream (ATD) institution. The campus is increasing the focus on the importance of connections across the community to break down silos and link educational and workforce development services. ATD is providing an integrated approach to address transitional barriers and pathway development to foster student success and community access to career readiness support services.

ATD is a national nonprofit organization dedicated to serving more community college students and supporting these students to stay in school and earn a college certificate or degree. Focus is placed on students of color, first-generation and low-income students, and other disproportionately impacted students. ATD is based on the premise that to improve student success on a substantial scale, colleges must fundamentally change the way they operate.

PC has also made efforts to expand the Promise Program to aid students cover their cost of college, tuition and fees, books, and transportation. In addition, the college has developed and continues to foster a collaboration within the Student Services division to provide services, resources, and benefits. The collaboration has introduced a summer bridge program for newly matriculated students. The intent of the summer bridge program is to ease the transition from high school to college or workforce to college. Other resources that have stemmed from this collaboration is the offering of financial wellness workshops, meal cards, and the Pirate Pantry. PC prides itself on the creation of the Pirate Pantry to provide students meals and other basic needs without feeling the negative stigma associated with receiving meal assistance. The college is continuing to improve its system to timely and effectively communicate the Promise Program resources to community partners and school districts. Our goal is to increase awareness and knowledge of our resources to potential students as early as middle school. Additionally, PC continues to operate the Puente Project, the Umoja Community, the STEM Innovation Center, and other student services programs to foster community and increase the student sense of belonging. Safe-Space Training for faculty and staff provides faculty and staff professional development to learn about the intersection identities and develop skills to create a safe space for our students.

### EVIDENCE OF DECREASED DISPROPORTIONATE IMPACT

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

Porterville College has worked to incorporate and analyze data through a student equity lens by utilizing the Guided Pathways framework to redesign the college's daily practices and its long-term strategic planning. In-depth data discussions and equity conversations are taking place at planning and committee meetings throughout the college. Specifically, these discussions and conversations are occurring during Outreach and Onboarding Team meetings and will be an integral agenda item of the

respective Academic & Career Pathways team planning and mapping meetings.

As a result, institutional changes and positive outcomes have come from the implementation of AB705 and the GP redesign.

- Improved onboarding of students by an increased percentage of students who took 15+ units in their 1st year from 17% in 2016-17 to 28% in 2019-20.
- Increased percentage of students who took 30+ units in their 1st year from 14% in 2016-17 to 21% in 2019-20.
- Increased the percentage of students enrolling in college-level English from 53% in 2016-17 to 78% in 2019-20.
- Increased the percentage of students enrolling in college-level math from 44% in 2016-17 to 59% in 2019-20.
- Increased the percentage of students enrolling in college-level English and college-level math from 35% in 2016-17 to 54% in 2019-20.
- Improved completion rates by almost doubling the number of students receiving an associate degree from 372 in 2016-17 to 622 in 2019-20.
- Decreased the average number of units per associate degree recipient from 90 in 2016-17 to 83 in 2019-20.

Through participation in ATD and other student success and equity efforts, PC has made improvements in improving the overall student college experience and narrowing equity gaps. Through 2019, the college had narrowed English and math completion gaps for first-generation students, DSPTS students, students of color, and other historically marginalized students. Similarly, PC has narrowed gaps in persistence rates for DSPTS students and between gender. Award completion and transfer are measures for which we have not had large equity gaps in most years. Unfortunately, the pandemic upended some of these efforts, and previously narrowed gaps have returned. The college is focusing on providing resources to students experiencing technology access challenges. These resources include laptops, wi-fi hot spots, and educational technology software. PC continues to focus on closing existing equity gaps among gender, first-generation students, and students from low-income households.

## 2022-25 PLANNING EFFORTS

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

Porterville College established the Student Equity Plan Workgroup led by the Student Equity & Success Director. The SEP Workgroup included management and classified personnel and faculty from different disciplines. The workgroup was given charge to oversee and assess progress and gaps identified in the 2019-2022 Student Equity Plan. The SEP Workgroup was a subgroup of the Student Success and Equity Committee. Regular planning meetings are being conducted and centered around strategic planning and the progression of student equity goals. Oversight includes, but is not limited to project status reviews, identifying gaps, developing strategic plans, fostering campus-wide discussions around equity, expanding current networks within the equity and student success academic communities, and promoting continued visibility of the student equity goals.

Preliminary meetings for 2022-25 planning began prior to summer recess and will continue throughout the fall semester. The SEP Workgroup will continue to meet regularly after the plan has been submitted to implement a plan of implementation, a plan of assessment, and discuss strategic planning, project progress, and to streamline resources and activities associated with student equity and success. Included in the plan of implementation will be a process for college faculty and personnel to bring forth identified equity gaps and a way to provide possible solutions to close the identified gaps. Additionally, the workgroup will establish a proposal for collaborative programming that aligns the Vision for Success and Porterville College's goals, missions, and vision.

The college's adopted Strategic Plan places a heavy emphasis on equity and reducing equity gaps. PC is focusing on the metrics for which the college is attempting to improve our student success efforts. Starting with student onboarding and increasing engagement, to momentum points, and finally, to completion. Although some of our metrics overlap with statewide SEP metrics, others are local and equally as important. The college's goal is to reduce equity gaps by half in the next planning cycle. PC is also focused on evaluating its program review to ensure equity is embedded throughout the process and aligning the document with Guided Pathways. Programs and divisions are being asked to focus on equity and examine equity gaps at the program level, including gaps in course access, and course success rates.

## **PANDEMIC ACKNOWLEDGEMENT**

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

- Interrupted Work Fully
- Catalyzed Work
- Delayed Work

The 2020 year brought many challenges to our world, our communities, our families, and to our education systems. California community colleges and post-secondary academia was not exempt from the challenges brought forth by the global pandemic. Porterville College's 2019-22 Student Equity Plan was approved and set into motion prior to the pandemic being declared. The primary emphasis during Spring and Fall 2020 was to provide the necessary resources so students might adjust seamlessly to the remote format and as they coped with the pandemic's effects on their private lives. Porterville College stayed committed to our focus of providing equitable support to students and to ensuring equitable outcomes for all our students. Focus was placed on the college's students of color, historically marginalized, and disproportionately impacted students. The efforts outlined on our 2019-22 equity plan were catalyzed, especially those directly linked to technology, online learning, and online services. Online learning quickly became the primary mode for instruction. Student services and all other college operations faced the challenge to make the same decision and committed to adjust the way their services were being offered and made available to our students and the community we serve. The pandemic presented Porterville College an unprecedented and unexpected opportunity to shift into uncharted territory and away from what the students, the college, and the community was accustomed to.

An example of how Porterville College adjusted its equity focus to the conditions created by the pandemic was our inquiry into attempting to identify gaps. A survey was administered to faculty, staff, and students. From the survey, it was discovered that our efforts to launch a full virtual learning environment would be a lost cause if our faculty, staff, and students did not have adequate technology. We responded by issuing laptops, Wi-Fi hot spots, and Adobe licenses to our faculty, staff, and students. Additionally, our students had access to grants to purchase additional items and resources. If there is one thing we learned from the pandemic, it is that at Porterville College we will continue our commitment to seeking equitable academic outcomes for our students and our community. As a college community focused on serving our students and our community, the pandemic prompted us to leverage technology to find the equitable in-person, virtual, and hybrid solutions to support our students.

## **Link to Executive Summary**

**Help Text:** Please share the hyperlink to your college's Executive Summary. Per Ed Code 78220, this Executive Summary must include, at a minimum:

- The initiatives that the community college or district will undertake to achieve these goals

- The resources that have been budgeted for that purpose
- The community college district official to contact for further information
- A detailed accounting of intended funding
- Assessment of the progress made in achieving identified goals

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### Student Populations Experiencing Disproportionate Impact

**Guidance:** Please review your provided data, local data, and consider your local context and priorities to select the student population experiencing the *most* disproportionate impact for each of the five metrics. You are only required to address one population per metric but may choose to address more than one population if you wish. If you select more than one population for a metric, you will be required to complete the full workflow for each population separately. As a result, the information you include in your planning section should be specifically targeted to address the needs of the population you select (i.e., avoid referencing “all students” and instead use population- and identity-specific language).

Note you may also use the “other” field to address a population not listed in the drop-down menu (i.e., adult learners or noncredit students, for example).

### STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT & METRICS

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

	Metrics					
Student Population* for Metric Workflow	Enrollment	Completed Transfer-Level Math & English	Retention: First Primary Term to Secondary Term	Unit Completion in Fall and/or Academic Year	Transfer	Completion
Current or former foster youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with disabilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low-income students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Veterans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian or Alaska Native	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black or African American	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic or Latino/a/x	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Native Hawaiian or other Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some other race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than one race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homeless students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LGBTQ+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (Add population)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

\*Populations detailed in [Education Code 78220](#)

**Metric: Successful Enrollment**

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

**Population Experiencing the Most Significant Disproportionate Impact:**

Female population

**TARGET OUTCOMES FOR 2022-25**

**Target Outcomes**

**Help Text:** What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latina/o/x student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Over the next three academic years, increase male enrollment to close the gap between percentage of female students and male students.
Year 2 (2023-24)	
Year 3 (2024-25)	

**STRUCTURAL EVALUATION**

**STRUCTURE EVALUATION: Current Structure**

**Help Text:** The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college 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 across instruction, student affairs, business services, or other divisions. Please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

**What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)**

The data provided demonstrates female students being disproportionately impacted. However, over the last few years college data continues to show the majority of Porterville College's student population identify as female. The representation of students who identify as female is a win on its own for the college's outreach and recruitment efforts. However, with the successful outreach and recruitment efforts to increase the enrollment of students who identify as female leads to an unexpected outcome. The enrollment rate at PC of students who identify as male remains stagnant or has suffered a significant dropped, this is in comparison to the enrollment rate of students who identify as female. The

stagnant or drop in enrollment of students who identify as male has an everlasting negative effect in the environment of the classroom, the dynamic of student life at PC, and on the social mobility of our community.

Our outreach and recruitment efforts have been successful in meeting their objective to enroll students who identify as female. However, soon, our intent will need to shift so that we focus on the successful enrollment of students who identify as male, and students who are non-gender conforming.

### **STRUCTURE EVALUATION: Ideal Structure**

**Help Text:** Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? (*Select all that apply*)

- |  |  |
|--|--|
| <input type="checkbox"/> Instruction                 | <input type="checkbox"/> Business Services |
| <input checked="" type="checkbox"/> Student Services | <input type="checkbox"/> Other             |

### **What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)**

The structure of the work facilitated by the GP Committee follows that of the student journey. At PC, the journey contains the following key components: Guided Entry, Following the Path, and Guided Exit. These key components will serve as the vehicle for each student to navigate their respective journey from pre-enrollment, entry, retention, success, and to completion.

The student journey refers to the experience all students will experience at PC. It starts with the student's initial contact with the college and continues onto their successful enrollment in their 1st term at PC. The institutionalization of Guided Pathways will guide every student through onboarding and facilitate the consensus selection of a program of study that meets the needs of the student.

Guided Entry: Students begin their journey at PC by meeting with counselors, instructional faculty, and staff to answer questions and direct students to the path best suited to their career and educational goals. Through campus events and orientation, students will start their first semester of classes learning about the college, services, and receiving guidance to create their schedule.

Equity in the classroom: Ensured Learning. Five years past our initial adoption of the GP framework, the GP Committee will finalize a plan to recommend to the college for implementing the 4<sup>th</sup> Pillar of Guided Pathways: to ensuring learning is happening with intentional outcomes. While discussions about the elements of this plan have been ongoing and picked up speed and urgency, in examining the plans of other institutions and reviewing the recommendations by researchers and other GP colleges, PC has formulated numerous ideas. However, before drafting a plan, faculty and staff are asked to provide insights and understandings applicable to our college and unknown to external coaches, partners, and researchers.

Ensuring learning is an area traditionally associated with the classroom and faculty but should not be limited to those college aspects. Administrators and Staff across the campus work with students that impact learning, and educational, personal, and overall success. While areas of potential change and investment involve faculty, other areas relate to Student Services, the Office of Instruction, the Library, or the Learning Center. The successful completion of this work is tied to the Vision for Success, our own goals for our students, and to our ability to improve their lives and our community through education.

## **PLANNING & ACTION**

**Intended Audience/Recipient:**

**Help Text:** Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Administrator    | <input checked="" type="checkbox"/> Partner (K12, Transfer, other) |
| <input checked="" type="checkbox"/> Faculty          | <input checked="" type="checkbox"/> Students                       |
| <input checked="" type="checkbox"/> Classified Staff |  |

**Action Steps:**

**Help Text:** How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

The Outreach and Onboarding Team is led by the Dean of Student Success & Counseling and the Director of Communications & Community Relations. In collaboration with the GP committee, the dean and the director will create an outreach and recruitment agenda, goals, and objectives. The agenda, goals, and objectives will be utilized to lead the Outreach & Onboarding team and provide a report to the committee. The team will meet to research, develop, and implement ideas for campus activities relating to community outreach and onboarding. Efforts will include dual and concurrent enrollment, adult education, non-credit, and incorporating career exploration in the onboarding process. In addition to expanding our partnership with the other colleges in our district, it's our objective to develop, grow, and foster partnerships with high schools, high school counselors, and service agencies in our service area. Doing so will allow us to highlight PC's Pathways and increase awareness of effective enrollment practices to create measurable matriculation goals and streamlining student onboarding processes.

A re-kindled partnership with Fresno State's TRIO/Educational Talent Search Program and our own GEARUp Program will allow us the opportunity to initiate our outreach and recruitment efforts with students while they are in middle school. Both educational equity programs are housed on the PC campus and have access to college facilities, resources, and services.

Additionally, the GP Committee is developing a method for faculty and personnel to provide ideas for ensuring learning for potential inclusion in the college plan. The GP Committee expects to produce a series of recommendations for further discussion within the college, reviewed for budgetary impact, feasibility, resource requirements, and anticipated outcomes relative to the objectives of Guided Pathways.

Being successful in this work requires a vigilance to changing student needs, awareness of our own performance and areas of potential improvement, and commitment to the future and success of our students, our college, and our community. It is too important to pursue without the participation of the whole campus, too important to engage in without a collective and thoughtful reflection of what we are trying to do and why, and too important for the work to achieve any outcome other than success.

**SUPPORT NEEDED**

**Support Needed**

**Help Text:** The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

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

- Pilots & Building Communities of Practice

**Description of Support Needed**

**Help Text:** You may use the space below to explain your selections. (2,500 character max)

Through the evaluation of our current structure, processes, and activities, and as we develop our plan and action steps, it is clear the college will benefit from intentional professional development. Porterville College has added a Student Equity & Success Director to the administration team and the Social Justice Action Committee to the shared governance structure to identify equity gaps and develop professional learning opportunities to address them. Support will be needed to develop on-going DEI training for faculty and personnel. On-going training will allow participating faculty and personnel to be introduced to current research and practices. It will also provide the opportunity to create and implement a DIE-centered plan. Additionally, support will in developing a community of practice within our faculty and personnel to collaborate on rising issues within the college.

**Metric: Completed Transfer-Level Math & English**

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

**Population Experiencing the Most Significant Disproportionate Impact:**

Male Students; Hispanic Males, American Indian / Alaskan Native Overall, Black Overall, First-Generation Male Students, Students with Disabilities

**TARGET OUTCOMES FOR 2022-25**

**Target Outcomes**

**Help Text:** What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Narrow the percentage point gap by 50% for each of the affected groups by Year 3 (2024-25).
Year 2 (2023-24)	
Year 3 (2024-25)	

**STRUCTURAL EVALUATION**

**STRUCTURE EVALUATION: Current Structure**

**Help Text:** The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college 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 across instruction, student affairs, business services, or other divisions. Please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

**What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)**

Over the last several years, Porterville College has been using processes developed under the guidance of AB 705 to place students in transfer-level math and English courses. The processes utilize a placement chart that includes multiple measures including high school transcripts, courses completed, grades earned, and the students cumulative grade point average. The college appointed an AB 705 Coordinator to put together and lead a workgroup to create, develop, implement, and update as needed the math and English placement chart at PC. These placement charts are also used to correctly place

dual enrollment students into the appropriate course. In addition to being placed in a math and/ or English class, placement charts also determine is a student needs to be enrolled in a co-requisite course. Students have been recommended to enroll in these support classes when in fact they don't need to. Or they were not recommended to enroll in them, when in reality, they needed the support offered by these classes. These charts are not 100% effective 100% of the time, and it might be determined that a student ultimately, academic counselors use various multiple measures to determine math and English placement of a student. Changes in the placement charts are coming. Additionally, the workgroup has not met since it is still undecided if the workgroup will continue to exist. Early Comprehensive Student Educational Plans (CSEP), with math and English in the first-year help students in case they need to repeat a class or need tutoring, and other support services.

Porterville College plans to establish and implement a campaign to increase faculty and student awareness and importance of the college's Early Alert system. The Early Alert System is a process utilized to notified college personnel of identified students that might be struggling in their courses. It provides an avenue to reach out to students and notify them of available resources. The current process is effective, but only if faculty and students are aware of the college's Early Alert System.

### **STRUCTURE EVALUATION: Ideal Structure**

**Help Text:** Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- |   |  |
|---|--|
| <input type="checkbox"/> Instruction      | <input type="checkbox"/> Business Services |
| <input type="checkbox"/> Student Services | <input type="checkbox"/> Other             |

### **What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)**

Facilitating a shift to increase equitable outcomes, Porterville College must design interventions with the needs of disproportionately impacted students in mind. Such interventions may include hiring racially diverse faculty and personnel representative of the students they serve, trainings for current faculty and personnel to reduce bias, using culturally relevant pedagogy, promoting a sense of belonging in the classroom, and implementing targeted support. Redesigning the onboarding process for newly hired faculty and personnel to include anti-bias curriculum and culturally relevant pedagogy. While practices to enroll all incoming students in college-level courses has increased course enrollment, gaps in college-level course completion across student subgroups persist. Therefore, it is recommended for PC to design systems with equity at the center that includes opportunities for students to provide feedback to faculty and staff. AS well as professional learning opportunities to recognize implicit bias (bias or prejudice that people are not conscious of), adopt an "asset-based" mindset that focuses on students' capabilities rather than their deficits, and communicate clearly with students so they understand the options and resources available.

Reform efforts should incorporate instructional strategies to bolster the success of male students, and strategically focusing on Hispanic males, American Indian/ Alaskan native students, Black students, first-generation male students, and students with disabilities. College data shows these students face greater barriers in the successful completion of transfer-level English and math. Additionally, course materials and pedagogy that promote a sense of belonging and emphasize their abilities may contribute to their success in transfer-level English and math.

Emphasizing the relevance of the subject matter to students' lives can promote inclusion and ultimately lead to more equitable outcomes. Interventions providing targeted resources such as combining academic and nonacademic support benefits students demonstrating challenges with the curriculum.

Mentoring, community-building activities, culturally responsive teaching, and professional and leadership development opportunities tailored to promote the success of male students overall and American Indian/ Alaskan native students, Black students, first-generation male students, and students with disabilities.

## PLANNING & ACTION

### Intended Audience/Recipient:

**Help Text:** Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- |   |   |
|---|---|
| <input type="checkbox"/> Administrator    | <input type="checkbox"/> Partner (K12, Transfer, other) |
| <input type="checkbox"/> Faculty          | <input type="checkbox"/> Students                       |
| <input type="checkbox"/> Classified Staff |   |

### Action Steps:

**Help Text:** How to you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

- Complete a comprehensive review of degree plans and the Student Education Plan process to ensure that students are being given information on how to successfully schedule their transfer-level math and English before the end of their first year
- Priority should be given to any majors/programs that enroll higher numbers of students in disproportionately impacted groups.
- Increase professional development activities for math and English faculty, classified professionals, and administrators
- Create of an official equity-minded template rubric for Course Outlines of Record, followed by a “course revision summit” to promote equity in the CORs and the curriculum review process. Start with classes impacted by AB 705
- Complete a comprehensive analysis to identify degrees that can be satisfied with pre-transfer or college-level math that cannot be satisfied with a transfer-level math course and ensure that related degree plans are updated for clarity on this issue.
- Offer more free, repeatable, non-credit courses to assist students transitioning into college at a low cost and risk.
- Increase faculty advisory board presence with K-12 partners.
- Mention Cultural Proficiency training

## SUPPORT NEEDED

### Support Needed

**Help Text:** The Chancellor’s Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor’s Office provide to assist in reaching your ideal structure for this population and metric?

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

- Pilots & Building Communities of Practice

### **Description of Support Needed**

**Help Text:** You may use the space below to explain your selections. (2,500 character max)

Through the evaluation of our current structure, processes, and activities, and as we develop our plan and action steps, it is clear the college will benefit from intentional professional development. Porterville College has added a Student Equity & Success Director to the administration team and the Social Justice Action Committee to the shared governance structure to identify equity gaps and develop professional learning opportunities to address them.

Support will be needed to develop on-going DEI training for faculty and personnel. On-going training will allow participating faculty and personnel to be introduced to current research and practices. It will also provide the opportunity to create and implement a DIE-centered plan. Additionally, support will in developing a community of practice within our faculty and personnel to collaborate on rising issues within the college. The college's wish list includes,

From Math Faculty:

- Two full time math faculty retire, and these positions have not been replaced. This limits student access to full time faculty.
- New engineering program but do not have sufficient facilities to offer a variety of engineering labs. This has limited the engineering pathways we can offer to students.
- Math department has worked to offer every STEM pathway math course every semester so that if a student fails a course or is unable to take a specific course, they won't have to wait a year again until it is offered.
- Support needed: Data and research, professional development.

Professional Learning Opportunities

- Best practices to provide professional learning opportunities to faculty and staff on the importance of utilizing Early Alert and other resources
- Develop a comprehensive onboarding procedure for fulltime and adjunct faculty

**Metric: Retention from Primary Term to Secondary Term**

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

**Population Experiencing the Most Significant Disproportionate Impact:**

Male students, American Indian/Alaskan Native students, and Black or African American students.

**TARGET OUTCOMES FOR 2022-25**

**Target Outcomes**

**Help Text:** What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Narrow the percentage point gap by 50% for each of the affected groups by Year 3 (2024-25).
Year 2 (2023-24)	
Year 3 (2024-25)	

**STRUCTURAL EVALUATION**

**STRUCTURE EVALUATION: Current Structure**

**Help Text:** The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college 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 across instruction, student affairs, business services, or other divisions. Please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. (*Select all that apply*)

- Instruction
- Student Services
- Business Services
- Other

**What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)**

The success of our Native American/ Alaskan Native, and Black/ African American students is important to Porterville College. However, the population of these students is very small to the point where the success or failure of a few students impacts the overall rate.

- Financial Aid, basic need, transportation, housing, family responsibilities (work, daycare, etc.)
- Not utilizing support programs such as UMOJA, EOPS, Puente
- Low representation of faculty reflecting these populations
- Lack of awareness of programs and resources

- Increase the awareness of programs and resources available to students
- Although Porterville College has made efforts hire more faculty and staff that represent the student population we serve, there is still work that needs to be done. Our campus needs more men, Black/ African American, & American Indian/Alaskan Native individuals as faculty, administrators, & counselors.
- Currently, the campus culture may reinforce gender stereotypes and biases to promote certain degrees to certain populations.
- The campus is lacking support services for male students, specifically men of color.
- The absence of a case management model does not allow students to feel connected to campus resources and may result in decreased retention.
- Lack of follow-thru and sharing after professional development

### STRUCTURE EVALUATION: Ideal Structure

**Help Text:** Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- |   |  |
|---|--|
| <input type="checkbox"/> Instruction      | <input type="checkbox"/> Business Services |
| <input type="checkbox"/> Student Services | <input type="checkbox"/> Other             |

### What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)

To facilitate a shift of equitable outcomes within male students, American Indian/Alaskan native students, and Black/ African American students, Porterville College must begin to examine how students from these populations are integrated into the campus community, both academically and socially. Utilizing the Guided Pathways framework, PC continues to focus on creating and developing retention strategies that include academic intervention and student engagement to improve their sense of belonging. However, the college needs to reinforce its focus on the disproportionately impacted students mentioned above to have an impact on their persistence, retention, and success. Additionally, as PC implements its four academic and Career Pathways, the college must also improve the efficiency of its Early Alert system. An efficient Early Alert system leads to designing actionable plans when identifying students in need and implementing supportive programs that can improve student retention rates. These actionable plans help struggling students not only to get back on track, but integrate themselves as active, integral members in their campus communities.

Revisiting and overhauling professional learning opportunities for current faculty and personnel to reduce bias and microaggressions, increase sensitivity and inclusivity by promoting a sense of belonging in the classroom, and implementing targeted support. In addition, collaborate with the district to improve recruitment, hiring, and onboarding of new faculty and staff to include culturally relevant pedagogy. Porterville College must continue to bridge the gap between faculty and administrators to facilitate conversations and collaborations to adequately meet the needs of faculty members.

## PLANNING & ACTION

### Intended Audience/Recipient:

**Help Text:** Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- |  |   |
|--|---|
| <input type="checkbox"/> Administrator | <input type="checkbox"/> Classified Staff               |
| <input type="checkbox"/> Faculty       | <input type="checkbox"/> Partner (K12, Transfer, other) |

- Students

**Action Steps:**

**Help Text:** How to you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

To move from the current practice to a more ideal practice to achieve our stated goal we would need to create a campus wide cultural change. Faculty needs to talk about registration and counseling efforts in the classroom to promote retention. The implementation of Guided Pathways in the classroom and Student Services should promote retention with the disproportionate groups.

In 2021, PC finalized the Academic and Career Pathways model to include

- Public Service
- Business, Information Systems, and Industry
- Health, Natural Sciences, and Math
- Art, Humanities, Social Sciences, and Education

These Academic and Career Pathways form the centerpiece of the Guided Pathways Committee’s structure at Porterville College. As the college-wide effort to adopt the new model, changes in habits will not immediately occur, but the intent relative to the two points described above is still true.

Part of the work of the GPC is intended to facilitate developing a sense of community and shared identity of the programs within each Academic and Career Pathway, and encourage communication across programs within the pathways, for the mutual benefit of students and faculty.

- Mention the creation of curriculum for Cultural Proficiency training

**SUPPORT NEEDED**

**Support Needed**

**Help Text:** The Chancellor’s Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor’s Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

**Description of Support Needed**

**Help Text:** You may use the space below to explain your selections. (2,500 character max)

Through the evaluation of our current structure, processes, and activities, and as we develop our plan and action steps, it is clear the college will benefit from intentional professional development. Porterville College has added a Student Equity & Success Director to the administration team and the Social Justice Action Committee to the shared governance structure to identify equity gaps and develop professional learning opportunities to address them.

Support will be needed to develop on-going DEI training for faculty and personnel. On-going training will allow participating faculty and personnel to be introduced to current research and practices. It will also provide the opportunity to create and implement a DIE-centered plan. Additionally, support will in developing a community of practice within our faculty and personnel to collaborate on rising issues

within the college. The college's wish list includes,

- Additional counselor and educational Advisors responsible for outreach to high school males and other responsibilities. We do currently have staff assigned to outreaching American Indian/Alaskan Native and Black or African American students via Umoja
- Improve communication with our high school counselors and principals regarding the availability of support and resources for male students
- Collection of feedback from high school counselors and administrators regarding their male student population
- Create a dedicated point of contact for disproportionately impacted groups
- Campus wide professional development regarding disproportionate groups and how to better serve them in and out of the classroom.
- A campus-wide initiative for disproportionate groups to complete English and math during their first semester.
- Ways to re-develop and improve events and orientations targeting the disproportionate groups to provide academic support services
- Enrollment campaigns targeting the disproportionate groups

### Metric: Completion

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

#### Population Experiencing the Most Significant Disproportionate Impact:

First-Generation Male, Hispanic Males

#### Areas of Completion

**Help Text:** Please select which areas of completion your college will be addressing for this population experiencing disproportionate impact.

- Adult Ed/Noncredit Completion  Degree Completion  
 Certificate Completion

### TARGET OUTCOMES FOR 2022-25

#### Target Outcomes

**Help Text:** What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
Year 1 (2022-23)	Narrow the percentage point gap by 50% for each of the affected groups by Year 3 (2024-25).
Year 2 (2023-24)	
Year 3 (2024-25)	

### STRUCTURAL EVALUATION

#### STRUCTURE EVALUATION: Current Structure

**Help Text:** The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college 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 across instruction, student affairs, business services, or other divisions. Please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. (*Select all that apply*)

- Instruction  Business Services  
 Student Services  Other

#### What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)

Porterville College does not have a comprehensive, consistent, and routine way of analyzing the college's completion outcomes. Although the college's Academic and Career Pathways model is being looked at as the way to address the issue, the model has not been in place long enough to demonstrate its

functionality. Additionally, the college has not made much progress in obtaining and analyzing course-level data to determine the successful completion rate of “gatekeeper” courses for first-generation males, and overall male students.

Porterville College is making efforts to increase the number of programs designed for adult learners, the majority of which are males, including first-generation males. In increasing the number of programs designed for adult learners, the college will also need to revisit the scheduling of courses required by these programs. Current course availability does not fully meet the need for working adults. To meet the need of first-generation males, males, and adult learners, Porterville College will be required to analyze the needs and schedule specific courses in person, in the evening, and during the weekend.

The system-wide implementation of AB 705 has prompted the college to analyze the courses being offered on campus and to examine the potential barriers these classes might be creating due to outdated processes. As Academic & Career Pathways Teams revisit each program’s required courses, teams will be asked to look at course unit load and pre-requirements.

Lastly, the college is still overcoming the impact of COVID and the change in culture it brought upon students, faculty, staff, and the community we serve.

### **STRUCTURE EVALUATION: Ideal Structure**

**Help Text:** Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

Instruction

Business Services

Student Services

Other

### **What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)**

Full implementation of the Guided Pathways framework and the Academic and Career Pathways model developed by the PC Guided Pathways Committee will serve as the equity-minded process to change the college’s culture to facilitate equitable outcomes for first-generation males, and Hispanic males. The framework is designed to guide each student’s academic journey at Porterville College. As defined on campus, this journey contains the following key components that will serve as the vehicle for each PC student to navigate journey from entry to completion.

- Guided Entry
- Following the Path,
- Staying in the Path, and
- Guided Exit

In addition, the following items would aid in the producing equitable outcomes.

- The utilization of Canvas as college’s platform to teach. Amongst the plethora of features, the Canvas platform provides students the capacity to monitor their course progress and areas of improvement.
- Diversify the curriculum to include more culturally inclusive materials
- Create/ develop a more equitably minded syllabus
- Establish an inclusive learning environment, virtual and in person
- Allow, welcome, and accommodate different learning styles
- Provide accommodations for students with disabilities
- Provide professional development to faculty and staff

## PLANNING & ACTION

### Intended Audience/Recipient:

**Help Text:** Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- |   |   |
|---|---|
| <input type="checkbox"/> Administrator    | <input type="checkbox"/> Partner (K12, Transfer, other) |
| <input type="checkbox"/> Faculty          | <input type="checkbox"/> Students                       |
| <input type="checkbox"/> Classified Staff |   |

### Action Steps:

**Help Text:** How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

The structure of the work of the Guided Pathways Committee follows that of the Student Journey. As defined at Porterville College, this journey contains the following key components: Guided Entry, Following the Path, and Guided Exit. Following is the key language for these and related concepts. The Student Journey refers to the experience of all students at PC, starting from their initial contact with the college prior to registering for the first semester of classes, all the way to graduation and their successful exit from their PC program(s) to their career or transfer goals.

Guided Entry, students begin their student journey at PC by meeting with counselors, instructional faculty, and staff who can answer their questions and help direct them to the path best suited to their career and educational goals. A holistic orientation ensures students start classes having learned about the college, its services, and guidance in selecting their courses. PC's Academic and Career Pathways are general areas of interest and study, and each contains a group of related programs. The college's Pathway Teams are teams composed of faculty (instructional and counseling), educational advisors, student peer mentors, and administrators who specialize in an Academic and Career Pathway to guide students through the pathway while on campus. Teams connect students with peers in their pathway and are available to meet to address student concerns and direct students to campus resources.

Checkpoints along the student journey serve as a guide when students should complete a task or check-in with a Pathway Team support staff. Examples include completing a Student Education Plan or filing a petition for graduation. Some checkpoints apply to all students, and some are unique to the requirements of a specific program. So, while not every student needs to stop at every checkpoint, they are intended to help ensure success in the student's journey.

Following the Path involves students following their chosen path in cooperation with their Pathway Team, and their individualized education plan. This also includes completing degree-required courses at the prescribed pace to reach their scheduled graduation date. All while reaching key checkpoints along the path.

Guided Exit includes visiting the Transfer and Career Center to plan for graduation, participation in the commencement ceremony, and to either transfer or enter the workforce in a career aligned to their goals.

## SUPPORT NEEDED

### Support Needed

**Help Text:** The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the student in mind. Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research

- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

**Description of Support Needed**

**Help Text:** You may use the space below to explain your selections. (2,500 character max)

Through the evaluation of our current structure, processes, and activities, and as we develop our plan and action steps, it is clear the college will benefit from intentional professional development. Porterville College has added a Student Equity & Success Director to the administration team and the Social Justice Action Committee to the shared governance structure to identify equity gaps and develop professional learning opportunities to address them.

Support will be needed to develop on-going DEI training for faculty and personnel. On-going training will allow participating faculty and personnel to be introduced to current research and practices. It will also provide the opportunity to create and implement a DIE-centered plan. Additionally, support will in developing a community of practice within our faculty and personnel to collaborate on rising issues within the college. The college’s wish list includes,

- Additional counselor and educational Advisors responsible for outreach to high school males and other responsibilities. We do currently have staff assigned to outreaching American Indian/Alaskan Native and Black or African American students via Umoja
- Improve communication with our high school counselors and principals regarding the availability of support and resources for male students
- Collection of feedback from high school counselors and administrators regarding their male student population
- Create a dedicated point of contact for disproportionately impacted groups
- Campus wide professional development regarding disproportionate groups and how to better serve them in and out of the classroom.
- A campus-wide initiative for disproportionate groups to complete English and math during their first semester.
- Ways to re-develop and improve events and orientations targeting the disproportionate groups to provide academic support services
- Enrollment campaigns targeting the disproportionate groups

**Metric: Transfer**

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

**Population Experiencing the Most Significant Disproportionate Impact:**

Males, economically disadvantaged students, first-generation students

**TARGET OUTCOMES FOR 2022-25**

**Target Outcomes**

**Help Text:** What outcomes will your college target for this metric and population for 2022-25? Enter your one-, two-, or three-year outcomes. Note you may add as many (or as few) outcomes as you'd like, and you may self-define these outcomes. Outcomes may be quantitative (i.e., *increase Black student enrollment by 5%*) or qualitative (i.e., *increase Latinx student sense of belonging and measure using survey data*). This section is for your own planning and improvement purposes, so you should establish your targets accordingly. Add as many rows as you need.

Timeframe	Measurement Output
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Year 2 (2023-24)	
Year 3 (2024-25)	

**STRUCTURAL EVALUATION**

**STRUCTURE EVALUATION: Current Structure**

**Help Text:** The California Community College Vision for Success explicitly names Guided Pathways as the organizing framework for all efforts designed to improve equitable student outcomes. The framework calls for comprehensive, transformative changes across an entire college, braided into a coherent plan for improvement. To accomplish the Vision, the Guided Pathways framework calls practitioners to analyze existing college 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 across instruction, student affairs, business services, or other divisions. Please select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. (*Select all that apply*)

- Instruction
- Student Services
- Business Services
- Other

**What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population? (2,500 character max)**

Our students face many challenges, the largest of which is likely the distance to our nearest transfer institutions. The nearest California State Universities are 49 and 67 miles away. While we have engaged in a series of reforms that were designed to reduce barriers and broaden access, the pandemic upended some of that work. Our enrollment dropped substantially, students are taking a higher proportion of online courses, and persistence has suffered. Approximately 60% of our students are first-generation college students. Although first-generation college students have the moral support at home to pursue a post-secondary degree, most lack the resources, cultural capital, and knowledge to navigate the port-secondary educational landscape.

Additionally, a significant number of our students chose to enroll part-time at PC because of their familial responsibilities at home. Most work and provide support for their families; many of whom live in poverty and with other challenges. With the local unemployment rate now much lower than usual, many students chose to work over attending college, or in many cases, they overload themselves while attempting to do both. We had a “15 to Finish” campaign that was successful in expanding the proportion of students who take 15 units in their first terms, and the proportion who attempt 30 units in their first year. We also have a “Finish in Four” campaign with similar goals. The pandemic challenges and low unemployment rate have stalled progress on this effort. The pandemic has also led many four-year colleges to change their acceptance rates, which means we get fewer incoming students out of high school than in the past.

We also have challenges in our own processes and programs. As a small college, we find it difficult to offer as many options to students as some colleges do and ensuring that they have a pathway to finish in a timely manner. We have noticed that some students struggle to schedule their needed courses in a timely manner and while our transfer rate has improved, our rate of transfer within two years was slower to improve. Our Guided Pathways work is key to addressing this issue.

In Student Services, we have noticed that students in certain key programs, such as EOPS, CalWORKS, DSPS, etc., tend to have student educational plans in place, and students who are not part of these equity programs are less likely to have them.

### **STRUCTURE EVALUATION: Ideal Structure**

**Help Text:** Based on your analysis of the current process, policy, practice, and/or culture that impedes equitable outcomes for the student population selected for this metric, please use this opportunity to envision and detail a more ideal structure. What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? (*Select all that apply*)

- |   |  |
|---|--|
| <input type="checkbox"/> Instruction      | <input type="checkbox"/> Business Services |
| <input type="checkbox"/> Student Services | <input type="checkbox"/> Other             |

### **What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? (2,500 character max)**

Porterville College is attempting to re-ignite some of our existing campaigns, including “15 to Finish” and “Finish in Four” so that students have a better opportunity to complete in less time and with fewer unneeded units. The college is working to establish a transfer and career center to help students during the onboarding process choose their paths earlier and with more information. PC is also implementing Program Mapper for students to better plan their course schedules for each of the semesters they plan to enroll at the college. Concurrently with this, PC is attempting to improve enrollment management practices at the course level to minimize course conflicts.

We hope to better align curriculum, both within and between programs, and to create and market clear transfer pathways and incorporate transfer focused strategies in academic advising and financial aid. We are engaged in a redesign of our onboarding process to help students explore their interests and options, connect with an academic and career community, and develop an individualized student educational plan that aligns with their transfer and career goals.

As part of our Guided Pathways work, we are encouraging students to enroll in courses related to their pathways early in their educational career so that they have an understanding of and enthusiasm for their choices. We are also re-designing our student success courses with pathways in mind so that students take pathway-specific courses in a community of likeminded students. We also wish to improve articulation agreements and clearer pathways from high school to Porterville College to our transfer partner institutions. And we are trying to provide students more information about a wide

variety of transfer institutions so that they broaden their options. As part of this, we are working on course equivalencies and more timely credit evaluation, and communication of this to students.

## PLANNING & ACTION

### Intended Audience/Recipient:

**Help Text:** Select the intended audience/recipient of the process/policy/practice/culture change. Which constituent group(s) will be the beneficiary of these structural changes?

- |   |   |
|---|---|
| <input type="checkbox"/> Administrator    | <input type="checkbox"/> Partner (K12, Transfer, other) |
| <input type="checkbox"/> Faculty          | <input type="checkbox"/> Students                       |
| <input type="checkbox"/> Classified Staff |   |

### Action Steps:

**Help Text:** How do you plan to move from the current practice to a more ideal practice to achieve your stated goal? Use this space to begin developing your action plan to move from the current to the ideal. (2,500 character max)

The work of the GP Committee follows that of the Student Journey. As defined at PC, this journey contains the following key components: Guided Entry, Following the Path, and Guided Exit. Following is the key language for these and related concepts. The Student Journey refers to the experience of all students at PC, starting from their initial contact with the college prior to registering for the first semester of classes, all the way to graduation and their successful exit from their program(s) to their career or transfer goals.

Guided Entry, students begin their student journey at PC by meeting with counselors, instructional faculty, and staff who can answer their questions and direct them to the path best suited to their career and educational goals. A holistic orientation ensures students start classes having learned about the college, its services, and guidance in selecting their courses. PC's Academic and Career Pathways are general areas of interest and study, and each contains a group of related programs. The college's Pathway Teams are teams composed of instructional and counseling faculty, educational advisors, student peer mentors, and administrators who specialize in an Academic and Career Pathway to guide students through the pathway while on campus. Teams connect students with peers in their pathway and are available to meet to address student concerns and direct students to campus resources.

Checkpoints along the journey serve as a guide when students should complete a task or check-in with a Pathway Team support staff. Examples include completing a Student Education Plan or filing a petition for graduation. Some checkpoints apply to all students, and some are unique to the requirements of a specific program. While not every student needs to stop at every checkpoint, they help ensure success in the student's journey.

Following the Path involves students following their chosen path in cooperation with their Pathway Team, and their individualized education plan. This also includes completing degree-required courses at the prescribed pace to reach their scheduled graduation date. All while reaching key checkpoints along the path.

Guided Exit includes visiting the Career, Transfer, and Internship Center to plan for graduation, participation in the commencement ceremony, and to either transfer or enter the workforce in a career aligned to their goals. PC has hired a Program Coordinator to oversee the Career, Transfer, and Internship Center.

## SUPPORT NEEDED

### Support Needed

**Help Text:** The Chancellor's Office and its partners are committed to providing programs and support to help colleges identify friction points in student journeys and fundamentally redesign them with the

student in mind. Which supports among the options listed can the Chancellor’s Office provide to assist in reaching your ideal structure for this population and metric?

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Data & Research
- Policy & Regulatory Actions
- Technology Investments & Tools
- Pilots & Building Communities of Practice

**Description of Support Needed**

**Help Text:** You may use the space below to explain your selections. (2,500 character max)

Through the evaluation of our current structure, processes, and activities, and as we develop our plan and action steps, it is clear the college will benefit from intentional professional development. Porterville College has added a Student Equity & Success Director to the administration team and the Social Justice Action Committee to the shared governance structure to identify equity gaps and develop professional learning opportunities to address them.

Support will be needed to develop on-going DEI training for faculty and personnel. On-going training will allow participating faculty and personnel to be introduced to current research and practices. It will also provide the opportunity to create and implement a DIE-centered plan. Additionally, support will in developing a community of practice within our faculty and personnel to collaborate on rising issues within the college. The college’s wish list includes,

- Additional counselor and educational Advisors responsible for outreach to high school males and other responsibilities. We do currently have staff assigned to outreaching American Indian/Alaskan Native and Black or African American students via Umoja
- Improve communication with our high school counselors and principals regarding the availability of support and resources for male students
- Collection of feedback from high school counselors and administrators regarding their male student population
- Create a dedicated point of contact for disproportionately impacted groups
- Campus wide professional development regarding disproportionate groups and how to better serve them in and out of the classroom.
- A campus-wide initiative for disproportionate groups to complete English and math during their first semester.
- Ways to re-develop and improve events and orientations targeting the disproportionate groups to provide academic support services
- Enrollment campaigns targeting the disproportionate groups

## STUDENT SUPPORT INTEGRATION SURVEY (Optional)

**Guidance:** This section is optional; you may choose to respond to as many of the prompts below as you'd like. We recommend you use this space as an opportunity to share successes, note areas for improvement, and detail any college-specific plans to address the topics below. You may come back and add more details as your college designs and implements content discussed in this survey.

### GUIDED PATHWAYS

#### Alignment

**Help Text:** By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of the Vision for Success and Call to Action. Each college in the system has submitted an annual Scale of Adoption Assessment detailing progress and goals to improve the student experience. Please provide a summary of how your college's equity efforts align with achieving your institution's guided pathways goals. (2,500 character max)

Guided Pathways continues to be a whole-college reform model designed to improve college access, retention, completion, and student success by redesigning the student college experience. The last 3 years have been productive with finalization of our Academic and Career Pathways, Program Maps team review of 2-year plans, website revision planning, onboarding retreat, Counseling & Advising Case management retreat, Pathway Team's Kick-Off, restructure of the Pathways to Success and Equity Committee, implementation of Program Mapper, and other activities.

The 1st version of the Student Success teams completed its work spring 21 term finalizing and reviewing the 2-year plans. The teams mapped our program series of major clusters and updated the naming convention to Academic and Career Pathways: Public Safety; Business, Information Systems, & Industry; Health, Natural Sciences, & Math; and Arts, Humanities, Social Science, & Education. The 2nd version of the Student Success Teams launched in fall 2022 with the purpose to have dedicated teams in Academic and Career Pathway to help, advise, and support students in all aspects of their college journey, beginning with career exploration. A workplan includes a review of programs and data, brainstorm, advise, and support programs and faculty within the pathways to help increase retention, graduation, and transfer rates by maximizing student understanding of student support services and the complete college experience. PC is devoted to focusing on reducing necessity of student/faculty interventions through preemptive support.

PC participated in the Community College Research Center virtual institute titled "GP at Rural Colleges: Using Data to Launch Large Scale Reform." The focus was to improve recruitment and retention by first redesigning student onboarding to ensure all students starts college having selected a pathway. Another area which the college incorporated into FLEX activities involved a "Light the Fire" concept. The concept helps students develop a sense of self-efficacy and potential, connect their interests and aspirations to courses/programs, and for students to become part of a community of learners.

Program Mapper was launched in conjunction with the inaugural GP Academy for faculty prior to fall 2021. The academy was a two-day intensive review of program design and mapping, program enrollment management, program data, program equity gaps, and program teaching and learning assessment.

### FINANCIAL AID

#### FAFSA Participation

**Help Text:** Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus. (2,500 character max)

California joined other states implementing AB-469 making it mandatory for all graduating high school seniors to fill out a financial aid application. This shared ownership between higher education and K-12

creates an opportunity to collaborate and strategize to drive completion forward. The Office of Financial Aid and the Counseling department at each high school will schedule hands-on workshops throughout October and November. These workshops will include FSA ID creation for students and parents and FAFSA completion. The workshops will take place during school hours in an all-seniors class.

Accurate and timely data is essential to monitor FAFSA completion progress and support efforts. The Federal Student Aid Commission has created a tool with school level data on the FAFSA submission by high school and public-school application process for multiple aid year cycles. This report provides the number of submitted and completed FAFSA forms among first-time filing applicants no older than 19 years old at the cutoff date who will have received their high school diploma by the start of the school year to which they are applying for aid.

The report provides the necessary data needed to ensure the enrolled school seniors are submitting and completing the FAFSA, rather than relying on the self-reported survey previously used. In addition, the Office of Financial Aid utilizes various campus reports to complete inreach and outreach to students.

These reports include:

- Students enrolled, no financial aid application
- Students with a financial aid application, no enrolled
- Enrolled with a balance due
- Financial Aid – Awarded, not paid

All reports initiate efforts to ensure all students complete a financial aid application, allowing the opportunity to determine potential student eligibility for federal student aid a key factor in families' college decisions.

Marketing the reality, higher education is affordable to students and the community to further increase FAFSA participation. Our institution ensures serving low-income students, first generation students, veterans, and students recognized as disproportionately impacted students in the equity report by prioritizing affordability and providing support through student services, outreach, scholarships, and additional recruitment efforts to attract special populations of students. With the assistance of Higher Education Emergency Relief Funds, Equity funds, AB-19 funds, and state emergency funds, marketing incentives have helped to increase affordability for students and the FAFSA completion, which is a required component to receive the funds.

### **PELL Grant Participation**

**Help Text:** Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus. (2,500 character max)

The factors that influence eligibility for the Pell Grant include expected family contribution, tuition costs, and student enrollment. Not all students will be eligible for the Pell Grant, so this aspect of participation relies heavily on the aforementioned methods used for the FAFSA completion.

### **Additional Aid for Students**

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

- Yes
- No

**Description of Additional Aid** (2,500 character max)

Our college will provide additional aid other than Federal Financial Aid and Pell Grant to financial aid applicants. With the support of Equity, Student Success, Basic Needs, UMOJA, AB-19 Promise, Finish Line Scholarship, STEM, NextUp, John Burton and CAPP funding, our campus has developed additional grants to support participating students, including technology, transportation, gas cards, meal cards, book vouchers, scholarships, and emergency direct student aid.

### BASIC NEEDS

**Help Text:** 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.

#### Basic Needs Center

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

- Yes  
 No

#### Services

**Help Text:** What services are you providing, or do you plan to provide in your college's Basic Needs Center? (2,500 character max)

Our college established a Basic Needs Center and designated a staff person as a coordinator. The services provided in the college's Basic Needs Center including the following:

- Food opportunities
  - Food Pantry
  - CalFresh, subcontractor of the Center for Healthy Communities, at CSU Chico
  - Neighborhood Market
  - Referral to warm meals in the community
- Stable housing referral
- Physical, mental, and/or behavioral health care opportunities
  - Mental Health Counselor
  - PC Timely Care
  - Referral in community
- Transportation assistance
  - Transit Pass
  - Gas Card
- Safe space referral for sleep, relax, study
- Access to showers and other hygiene necessities
  - Campus access, AB 1995
- Student Services Support
- Financial Wellness

#### Participation

**Help Text:** How do you plan on increasing participation in your college's Basic Needs Center? (2,500 character max)

Our campus plans to increase participation in the college's Basic Needs Center. Our campus has developed a Basic Needs taskforce deigned with key individuals on campus to support the Basic Needs

plan and efforts for the campus. The task force will meet monthly to discuss the plan, provide reports, and support the needs of students. In addition, our campus has established a center located in a convenient location, visible, and accessible to our students. New signage installation in vibrant colors to attract students is in progress. The website for Basic Needs has been designed and in the implementation phase at this time. One of the vital components of the website is the interest form .This form will allow the student to submit and a staff member will respond to their needs. Student referrals are in place with our system of record and all staff have the ability to refer a student to the center for services.

### **Food Pantry**

**Help Text:** The 2020-21 California state budget enacted through Senate Bill (SB) 74 and Assembly Bill (AB) 94 added a requirement that districts must support or establish on-campus food pantries or regular food distribution programs to receive SEA program funds. Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program. (2,500 character max)

Our campus has a well-established food pantry and food insecurity support services for our students. The Pirate Pantry hosted its grand reopening spring of 2022, in its new location. The location mimics a small grocery store atmosphere where students are able to select the items of their choice with their shopping basket and have them bagged upon departure. The pantry offers perishable and non-perishable items and stocked bi-weekly. Shopping in the Pirate Pantry welcomed weekly for enrolled students with a current Pirate Student ID Card. Students have the opportunity to request a pickup each week and our campus will shop for the student and have the items available for the student as scheduled. Monthly our campus host a Neighborhood Market for the campus and community. This market is an opportunity for all individuals to receive approximately 5-6 local produce and donated food items. This has included melons, berries, salad mixes, juices, potatoes, squash, and items of similarity.

## **ZERO-TEXTBOOK COST**

### **Zero-Textbook Cost Program**

**Help Text:** The 2021-22 Budget Act provided \$115 million one-time for grants to community college districts for developing zero-textbook-cost degrees and certificates that can be earned entirely by completing courses that eliminate textbook costs by using alternative instructional materials. Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus. (2,500 character max)

Porterville College acknowledges the continued rising of an already high cost of textbooks and the barrier it creates for current and future students. PC serves a student population from predominately low-income households and the potential high cost of textbooks would discourage potential low-income, first-generation, and other disproportionately impacted college students from pursuing a post-secondary education. Additionally, PC recognizes that the inability to afford textbooks and course material brings forth an inequity to our student population. Our college has chosen to address this inequity by adopting Zero Textbook Cost (ZTC) and Open Educational Resources (OER). ZTC/ OER continue to change faculty's pedagogy and the way our students learn by providing no cost, immediate access, and use of digital resources. Therefore, PC has developed a plan to assist faculty identify gaps in programs that impede our ability to have a fully ZTC/ OER program. The college will utilize funding to develop and gain access to ZTC/ OER resources. The developed plan will assist faculty in modifying their instructional materials to address gaps in our ZTC/ OER offerings. It is the goal of the college, the faculty, and the administration to develop a fully ZTC/ OER program in the current year and duplicate the process across other programs in the following year.

## LGBTQ+

### LGBTQ+ Support

**Help Text:** In 2011, Assembly Bill 620 amended California's Education Code and requests "governing board[s] of each community college district to designate an employee at each of their respective campuses as a point of contact to address the needs of lesbian, gay, bisexual, and transgender faculty, staff, and students." The law, California Education Code Section 66271.2 also states that, "at a minimum, the name and contact information of that designated employee shall be published on the Internet Web site for the respective campus and shall be included in any printed and Internet-based campus directories." Additionally, the 2021-22 Budget Act appropriated \$10 million in one-time funding to support LGBTQ+ students. Please discuss your plans or current efforts to support the LGBTQ+ population on your campus. (2,500 character max)

Our plan offers the opportunity to explore how LGBTQIA+ students are supported on campus and what support services are needed for their emotional well-being and academic success. Research in the field has pointed to challenges faced by LGBTQIA+ students but has generally conflated various obstacles, making it difficult for a college to draw pathways and support plans that best support students. PC hopes to gain insight into students' perceptions of the colleges' support, safety, engagement academic performance, and mental health to implement programs and services to break down barriers. LGBTQIA+ students tend to receive substantially fewer social support from faculty and college peers than their non-LGBTQIA+ peers. PC looks to identify the aid and unmet challenges of LGBTQIA+ students and provide pathways and services to significantly improve the well-being of our LGBTQIA+ students. It is imperative to implementing policies and services to create a culture of support to address LGBTQIA+ students' unique needs and elevated risks. Through a one-time funding source, PC plans to grow Safe Zone training for facilitators to provide professional development and training on serving LGBTQIA+ students. These funds will also be used to expand the existing mental health services, expand services for students facing housing insecurities, supporting the Pride Club, Lavender graduations, workshops, and speaker series. PC is working to provide early intervention, suicide prevention, and stigma reduction training to faculty, staff, and students. To do so, we have developed relationships with the county behavioral health and community-based mental health service providers. Our partnerships allow us access to tools and resources such as crisis text line and the suicide prevention hotline. Additionally, the college is in contract with Timely Care to provide 24/7 virtual counseling support to students at no cost to them. To increase inclusivity, KCCCD is working with IT to develop a procedure for students to change their institutional email to fit their preferred name. Students can already change their canvas screen name, but students are also requesting to be able to change their name on their school-issued email. Recently, PC hired a counselor to focus on mental health our student population. The duties of the counselor will be to serve students whose lives were impacted by the pandemic. To ensure those feeling oppressed are kept mentally, physically, and academically healthy.

## MENTAL HEALTH

### Mental Health-Related Programs

**Help Text:** The 2021-22 Budget Act included ongoing funding of \$30 million to provide student mental health resources. Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations. (2,500 character max)

Student Health & Wellness at Porterville College is a resource for students to meet and discuss important issues in a confidential setting. We offer services specializing in personal counseling, in-person or virtual appointments are available to meet the needs of students and support them as they deal with the complexities of college. PC has a wellness counselor dedicated to serving students and provide them with no-cost confidential and professional mental health counseling.

Additionally, workshops are conducted for students related to health, stress, suicide prevention, and other mental health related topics. The counselor provides education and consultation to faculty, staff, and administrators about student mental health issues, early identification, intervention, and the process to refer students when deemed necessary.

PC's Behavioral Intervention Team (BIT) serves as the centralized coordinated body for discussion and action regarding students exhibiting behaviors that indicate distress, cause of disturbance in the community, and/or present a danger to oneself or others. Committed to proactive, early intervention, BIT supports students directly through consultation with campus partners. BIT referrals may include plagiarism or cheating, social withdrawal or apparent depression, alcohol or drug use, bizarre or out of the ordinary behavior, and threats of violence or intimidation.

As faculty, staff, and administrators interact with students, they can recognize behavior changes that characterize the emotionally distressed student. A student's behavior, especially if it is inconsistent with their previous observations, could well constitute an inarticulate attempt to draw attention to their plight. It may be recognized as a cry for help. PC personnel can recognize the signs of distress and openly acknowledge to students their concern for the student's welfare. Personnel can then offer help and provide the student with the resources available at no cost to them.

PC partners with the National Association for Behavioral Intervention and Threat Assessment (NABITA) and Kognito. NABITA provides support, professional development, and online resources. Kognito is a leading provider of practice-based digital learning experiences providing strategies to improve mental health and well-being across schools, campuses, and communities. Kognito offers an interactive platform that integrates evidence-based models and techniques, game mechanics, and learning principles.

## GENERAL ACCESSIBILITY

### Accessibility

**Help Text:** 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. (2,500 character max)

KCCD established an Accessibility Taskforce to identify and find solutions to the accessibility needs that arise on each campus. The taskforce allows representatives from each campus and district level leadership to discuss how to address accessibility concerns in a uniform manner. Porterville College utilizes this task force to hear best practices to emerging items being seen on each of the campuses. A campus Accessibility Taskforce evolved from a district-level taskforce. The new taskforce was created to address campus accessibility items and has identified the following areas where efforts will be focused in the coming years. 1. Serve as a resource and work with the Academic Technology Department to conduct accessibility and accommodations-based professional development opportunities. 2. Discuss and recommend accessibility and accommodation compliance initiatives. PC is also updating the college's Student Learning Experience portal, Inside PC. With Inside PC, Students can access their personal information. Ellucian Experience will replace the current structure and add tools to customize each student's profile with accessibility features. A better interaction with student data management systems will improve each student's access to their records. Campus content administrators will have an increased level on creativity to structure content within the portal. The pandemic brought added needs into the classroom. PC's IT Department is addressing these needs by adding tools to classrooms to improve accessibility. HyFlex technology is being implemented to improve accessibility with enhanced audio and visual tools in the classroom. HyFlex is a course design model that presents the components of hybrid learning in a flexible course structure that gives students the option to attend sessions in the classroom, participate online, or both. Students can change their mode of attendance based on need or preference. In this "flexible hybrid" design, instructors provide course content for both participation modes and can tailor activities and assignments for each format.

Updated classrooms accommodate the HyFlex mode of learning by adding additional feature like amplified speakers, microphones, and video cameras. These features increase the accessibility of a classroom allowing students with various needs to have equitable access to the course content and curriculum. Students can remain engaged in a course by having the flexibility to attend in person or virtually.  
Assessing accessibility with online classes, providing training and support to faculty

## INSTITUTIONAL PLANNING

### Ongoing Engagement

**Help Text:** Please describe any efforts you Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period. (2,500 character max)

It is the Chancellor, all three college presidents, and the Kern Community College District (KCCD) Board of Trustees' objective for 2022-2025 to advance student success and equity throughout the district. The KCCD Strategic Plan highlights Strategic Direction #1; to reduce equity gaps by ensuring student access, increasing retention, improving persistence, and maximize student success. One of the goals under this strategic direction is to minimize the procedural bureaucracy to expedite the progression of systems improvements and redesign. The objective is to reduce equity gaps among historically marginalized, underrepresented, and disproportionately impacted students, and be able to highlight and demonstrate the changes utilizing data. It is the KCCD and Porterville College's goal to cut achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.

In addition to the regular work of promoting student success and equity, KCCD and each of the three colleges have identified previously overlooked populations of students to serve and provide them the skills and abilities to improve their socioeconomic status through social mobility and economic advancement. Two examples of these often-overlooked populations of students include potential dual enrollment students and non-credit adult learners.

Service area high schools: Expanding special admits by moving from dual enrollment to Early College for all high school students in our service area. This helped us grow our special admits FTES by 9% this year when the state declined by 15% in the same category. For 2021-22, the regular credit rate is \$4212.26 compared to the special admit rate of \$5,906.97. This helps KCCD generate additional revenue with our special admits.

Adult Learner Recruitment: Increasing the recruitment of adult learners and offering more non-credit courses and certificates. Fostering, implementing, and developing partnerships with community organizations who have access to adult learners and have established a culture of serving marginalized and underrepresented populations in our community. These partnerships will allow KCCD and all three colleges within the district to take education to the students and meeting them where they are.

### Integrated Budgeting

**Help Text:** Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals. (2,500 character max)

### Student Voice

**Help Text:** Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals. (2,500 character max)

Work at Porterville College (PC) with Achieving the Dream, external coaches, and PC faculty, staff, and administrators led to re-structuring the Pathways to Success and Equity Committee (PSEC) and

rebranding it as the Guided Pathways Committee in Spring 2022. The GP Committee's goals, organization, and meeting structure more accurately reflected the framework, objectives, and philosophy of Guided Pathways (GP). This involved revising the charge of the committee, its membership, and work structure.

To leverage student voice and increase engagement, the GP Committee now includes Student Peer Mentors to ensure the integration of their voice into the larger GP perspective. Per the GP Committee, there should always be at least one Student Peer Mentor on each of the four Academic and Career Pathway. Each of these student peer mentors will be responsible for representing the student perspective for all the programs within their pathway and review each of them to be familiar with their program requirements, and career paths and education options. Each student peer mentor will focus on how the goals of the committee pertain to each pathway and the programs within it. The Student Peer Mentor will also focus on the programs in the pathway and participate in scheduled meetings to share and discuss their ideas and perspective towards the efforts of the GP Committee. A critical part of the student peer mentor role is to act as a representative to the GP Committee for all students within their Academic and Career Pathway. Additionally, share work from the committee to the student population, and to solicit the input of students to share with the PSEC for discussion.

Other efforts to leverage student voice and increase engagement will be to include their personal stories and points of view within the newly developed News from the Crow's Nest. News from the Crow's Nest is a newsletter distributed to the PC community by the Director of Communications & Community Relations. The pandemic greatly affected student engagement in on-campus clubs and activities.

Therefore, PC is collaborating with the Director of Student Life & Leadership to regrow student clubs on campus and encourage participation from a wider range of students.

Lastly, another example of campus-wide efforts to leverage student voice and engagement is to develop and implement in-house and external professional development for staff, administration, and faculty.

The intent is to learn about current trends and practices on student validation and empowerment in and out of the classroom.

## ADDENDUM

The 2022-25 Student Equity Plan Task Force identified a few materials you may find useful to review as you develop your plans. These materials may provide helpful context, research, or resources you may wish to reference as you engage your local teams in the process. This is not intended to be a comprehensive list.

### Planning Resources:

- [Diversity, Equity, and Inclusion \(DEI\) Glossary of Terms](#), CCCCO DEI Workgroup, November 2020
- [California Community College Student Equity Plan Review: A Focus on Racial Equity](#), Center for Urban Education, Rossier School of Education, University of Southern California (Chase, Felix, & Bensimon, 2020)
- [Joint Analysis of the Enacted 2021-22 Budget](#), CCCCO, July 2021

### Recommended Reading:

- [CCCCO June 2020 Call to Action](#)
- [CCCCO November 2020 Call to Action](#)
- [Improving Racial Equity in Community College: Developing a Plan, Implementing the Vision](#) (Felix, 2021)
- [Progress & Potential: Considering the Question of Racial Equity in CA AB705](#), USC Center for Race & Equity (Cooper, Kurlaender, & Bensimon, 2021)
- [Integrating Racial Equity into Guided Pathways](#), Student Success Center Network (Bragg, Wetzstein, & Bauman, 2019)
- [California Community College #RealCollege Survey](#), The Hope Center (Goldrick-Rab, Baker-Smith, Coca, & Looker, 2019)
- [The State of Higher Education for Latinx Californians](#), Campaign for College Opportunity (November 2021)
- [The State of Higher Education for Black Californians](#), Campaign for College Opportunity (February 2021)

### Recommended Viewing:

- [Nurturing a Student-Centered Campus Climate: Enrollment, Persistence, and Lessons from 2020](#) (November 2021 CCC Board of Governors Meeting)
- [Designing for Student Success: Building a Student-Centered Financial Aid and Basic Needs Ecosystem](#) (October 2021 CCC Board of Governors Meeting)
- [CCCCO Call to Action Webinar](#) (June 3, 2020)