2019-22 Student Equity Plan

(For Planning Purposes Only)

1. In the chart below the three-year goal for each metric based on data for the college's overall student population and identify the activities that support goal attainment.

Metric	Current Baseline Data for Overall Student Population	2019-2022 Goals for Overall Student Population	Activities that support the goal
Access: Successful Enrollment	2014/15 = 41.4% 2015/16 = 52.6% 2016/17 = 49.2% 2017/18 = 42.5% Source: SSM	Goal: + 0.3% / pts = 42.8%	In 2019-2022, DVC will increase the percentage of students who successfully enroll through these activities: • Concerted efforts at outreach to potential students. • Working to facilitate enrollment through the current full implementation of multiple measure placement, advancing guided self-placement, and by holding enrollment events. • Integrating career and educational goal exploration into the website. • The FT3 program, which promotes free tuition and completion of the matriculation process for first-time students. • Targeted professional development for employees who support this area.
Retention: Fall to Spring	2014/15 = 71.2% 2015/16 = 73.1% 2016/17 = 72.8% 2017/18 = 71.8% Source: SSM	Goal: + 0.5% / pts = 72.3%	In 2019-2022, DVC will increase the percentage of students retained from fall to spring through these activities: • Support and expansion of the First Year Experience Program. • Expanding welcome days and other campus events to increase student engagement. • Supporting student success programs, tutoring, and supplemental instruction. • Targeted professional development for employees who support this area.

Transfer to a four-year institution	2014/15 = 3,244 2015/16 = 3,100 2016/17 = 2,876 Source: SSM	Goal +7% = 3,077	For the 2019-2022 SEP, DVC will increase the number of students that *Transfer to a Four-Year Institution* by providing more intentional (and intrusive) student touchpoints and check-ins with counselors and student support staff. In addition, we will also support growing the infrastructure of our Transfer Center to provide more intentional outreach (socialization), communication, and support starting in year one of the student's experience. In our Guided Pathways work, we are developing a local model for Completion Teams to identify and target individualized support across the student's journey. Lastly, SEC would like to partner with and support our Research, Planning and Evaluation Committee (RPEC) to adopt an intersectionality approach to disaggregating student data as well as investigate *institutional and instructional barriers* that disproportionately impact the transfer rates to four-year colleges. Example Activities for Completion and Transfer: • Intrusive interventions utilizing mid-semester progress reports. • Support Transfer Center to expand intentional programs and services for target groups (i.e. grow university tours, advising, coaching, mentoring, adding Transfer Center Touch Points across the student's journey). • Completion Teams to first identify and then target student support services for struggling students across their journey. (Formally Transfer Completion Project).

Completion of transfer level math and English	2014/15 = 7.0% 2015/16 = 7.2% 2016/17 = 9.5% 2017/18 = 11.1% Source: SSM	Goal: + 1.1% / pts = 12.2%	In 2019-2022, DVC will increase the number of students in Completion of Transfer Level ENGL and math by instituting placement processes in accordance with AB705, developing enrollment systems and support mechanisms that guide students through the process, and assessing the ongoing effectiveness of these processes and services. We will also continue to develop and refine the English and math course sequences in light of the changes brought by AB705, in particular through the ongoing curricular development of co-requisite courses. DVC will increase the number of students completing Transfer Level ENGL and math by increasing support services such as supplemental instruction, embedded tutoring, and English tutoring options. DVC will continue to develop and implement a variety of professional development programs that increase student success in Transfer Level ENGL and math by helping faculty improve their courses through, for example, the integration of soft-skills development and the use of culturally responsive pedagogy. In addition, DVC will develop research procedures to evaluate the effectiveness of our support for students in Completion of Transfer Level ENGL. In 2019-2022, DVC will increase the number of students in Completion of Transfer Level Math by instituting placement processes in accordance with AB705, developing enrollment systems and support mechanisms that guide students through the process, and assessing the ongoing effectiveness of these processes and services. We will also continue to develop and refine the Math course sequence in light of the changes brought by AB705, in particular through the ongoing curricular development of co-requisite courses. DVC will increase the number of students completing Transfer Level Math by increasing support

			services such as supplemental instruction, embedded tutoring, embedded Counseling, and tutoring options. DVC will continue to develop and implement a variety of professional development programs that increase student success in Transfer Level Math by helping faculty improve their courses through a focus on: 1) affective domain; social justice/equity, active/metacognitive learning, and contextualized and differentiated instruction. In addition, DVC will develop research procedures to evaluate the effectiveness of our support for students in Completion of Transfer Level Math.

Earned credit certificate over 18 units, associate degree, CCC bachelor's degree	2014/15 = 1,977 2015/16 = 2,352 2016/17 = 2,399 2017/18 = 2,550 Source: SSM	Goal +5% = 2667	In 2019-2022, DVC will increase the number of students who earn a certificate over 18 units or an associate degree by providing more intentional and intrusive student touchpoints to review and check-in on student progress toward educational goals. Students will have access to accurate progress toward goals via Student Planning. We will proactively reach out to students to ensure program of study is accurate and notify students who are close to completing a certificate or degree. Activities include: • Maintain accurate degree audit system; post transfer coursework from other institutions in a timely manner; ensure students are able to track progress throughout their time at DVC; provide clear progress toward degree/certificate goals • Develop process to identify and notify students

2. *In the chart below enter the three-year goal for each student equity population shown to be disproportionately impacted in each metric and identify the activities that support goal attainment.*

Metric	Current Baseline Data for Disproportionately Impacted Student Population	2019-2020 Goals for Disproportionately Impacted Student Population	Activities that support the goal
Access: Successful Enrollment	Disabled = 42.2% Some other race = 37.8% White = 35.1% LGBT = 42.4% Veteran = 42.5% Source: 2017-18 SEP Data	**Goal = +1.0%** Disabled = 43.2% Some other race = 38.8% White = 36.1% LGBT = 43.4% Veteran = 43.5%	**The college plans to continue successful activities that support the achievement of this goal through:** • Expansion of First-Year Experience in alignment with meta-majors, including FYE Learning Community, Welcome Day, College Success Workshops, Alumni Panels, Career / Meta-major workshops • Explore alternative ways of offering orientation for targeting groups (i.e. face-to-face for veterans and Veterans onboarding and support through SVRC students) • Continue support and development of learning communities • Males of color initiative • Foster youth START Program • Evaluation of activities for program improvement, including a way to engage student voice and perspective

| *Retention: Fall to Spring* | American Indian/Alaska Native = 53.4%
Black/African American = 60.6%
More than 1 race = 68%
First Generation = 69.2%
Foster Youth = 62.4%
LGBT = 67.4%
Source: 2017-18 SEP Data | **Goal = +1.0%**
American Indian/Alaska Native = 54.4%
Black/African American = 61.6%
More than 1 race = 69%
First Generation = 70.2%
Foster Youth = 63.4%
LGBT = 68.4% | **The college plans to continue successful activities that support the achievement of this goal through:**
In 2019-2022, DVC will increase the number of students who progress from the fall to the spring semester by providing more intentional and supportive programming and alert systems to connect them with services through activities such as:
• Student Retention Support Service program
• DSS at SRC
• EOPS
• Development of Foster Youth Services (START Program)
• Cohort programs to support retention of target groups in Learning Communities
• Tutoring and supplemental instruction for the college (PHC and SRC)
• Targeted professional development for employees who support this area
• Research and evaluation to inform retention efforts for target groups, including a way to engage student voice and perspective
• Early warning system (Starfish pilot with learning communities and other initiatives) |

Transfer to a four-year institution	American Indian/Alaska Native = 5.6% Some other race = 6.6% Foster Youth = 7.4% LGBT = 9.7% Source: 2016-17 SEP Data	**Goal = +9.0%** American Indian/Alaska Native = 14.6% Some other race = 15.5% Foster Youth = 16.4% LGBT = 18.7%	**The college plans to continue successful activities that support the achievement of this goal through:** Building on the work of the previous Equity Plan, examples of activities to support Transfer include: • Outreach activities to support a Student Completion Campaign, Student Ambassador program, and targeted marketing • Intrusive interventions utilizing mid-semester progress reports with target groups and learning communities (Starfish and other mechanisms) • Support Career and Transfer Center to expand intentional programs and services for target groups (i.e. grow university tours, advising, coaching, mentoring, adding Transfer Center Touch Points across the student's journey). • Expand FT3 program and develop financial aid completion/transfer workshops and support • Support Counseling services to support completion team efforts • Completion Teams to first identify and then target student support services for struggling students across their journey. (Formally Transfer Completion Project) • Research and evaluation to inform teams and initiatives

Completion of transfer level math and English	2017-18 American Indian/Alaska Native = 0.0% Black/African American = 4.2% More than 1 race = 7.8% Native Hawaiian /Pacific Islander = 0.0% White = 9.2% First Generation = 7.2% Foster Youth = 2.8% Source: 2017-18 SEP Data	**Goal = +1.8%** American Indian/Alaska Native = 1.8% Black/African American = 6% More than 1 race = 9.6% Native Hawaiian /Pacific Islander = 1.8% White = 11% First Generation = 9% Foster Youth = 4.6%	**The college plans to continue successful activities that support transfer in math and English:** • Refine the AB705 placement process and guide students, especially target group populations and those who can benefit from the support courses • Assess and evaluate the ongoing effectiveness processes and services • Continue to develop and refine the English and math course sequence in light of the changes brought by AB-705, in particular through the ongoing curricular development in transfer-level courses and related support courses. • Increasing support services such as supplemental instruction, embedded tutoring, embedded Counseling and tutoring options. • Continue to develop and implement a variety of professional development programs that increase student success in transfer level math and English by helping faculty improve their courses through, for example, the integration of soft-skills development and the use of culturally responsive pedagogy. • Develop research procedures to evaluate the effectiveness of our support for students

| *Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree* | 2017-18
Black/African American = 3.3%
Foster Youth = 3.5%
LGBT = 3.1%
Source: 2017-18 SEP Data | **Goal = +5.5%**
Black/African = 8.8%
American Foster Youth = 9%
LGBT = 8.6% | **The college plans to continue successful activities that support the achievement of this goal through:**

In 2019-2022, DVC will increase the number of students who earn a certificate over 18 units or an associate degree by providing more intentional and intrusive student touchpoints to review and check-in on student progress toward educational goals. Students will have access to accurate progress toward goals via Student Planning. We will proactively reach out to students to ensure program of study is accurate and notify students who are close to completing a certificate or degree.

Activities include:

• Job search and retention course (WRKP 90/91) for populations with barriers to employment -DSS, formerly incarcerated -DSS&CAEP and intentional support in achieving educational goals that lead to employment
• Intentional services/support for formerly incarcerated or students affected by the justice system
• Support services for foster youth (START Program) |

3. Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words max)

DVC adheres to an annual cyclical review of our SEP goals to evaluate existing equity focused programs and services. DVC has set baselines and projected goals for each of the five SEP indicators for the overall student population and for the identified disproportionately impacted groups. DVC has aligned its SEP goals with the Vision of Success goals, the Student Success Metrics (SSM), and our local Guided Pathways work. Upon the recommendation and guidance of District Research and Planning Leadership, the three colleges in the Contra Costa Community College District will continue to develop the strategic components of their Student Equity and Achievement (SEA) Plans using locally validated data provided by the district. The data used in the SEA Plans will conform to the metrics identified by each of the colleges and the student populations that the local data have revealed to be disproportionally impacted. Data dashboards will provide the colleges with detailed DI data for all student subpopulations updated every semester. To supplement the dashboard data, the district will support research requests from the colleges that will pursue more detailed lines of inquiry. These tools and services will serve as an ongoing resource for future goal-setting efforts and progress assessment. The three district colleges are planning further opportunities to discuss progress and best practices.

DVC's Research, Planning and Evaluation Committee, in collaboration with the Student Equity Committee and the Student Equity and Success Committee, will review and evaluate progress towards the SEP goals and provide suggested modifications to existing interventions or develop new activities in order to meet growth projections laid out in the 2019-2022 SEP. The findings will be shared with shared governing bodies; including the Academic Senate, Classified Senate, College Council, and Associated Students of DVC. The annual data will also be reviewed by the Equity Plan Writing/Leadership Team in collaboration with the joint group that was formed when the campus developed the Integrated Plan in 2017. This joint group meets monthly and includes leaders from 3SP, Developmental Education Committee), Student Equity Committee, AB705 leads, Adult Education Program, Guided Pathways, Strong Workforce, and Academic Senate to inform progress toward meeting student success goals and to improve integration and decision making about what activities to prioritize and take to scale.

4. How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words max)

DVC is finalizing the membership and charge of a new Student Equity and Success Committee (SES). The role of this college governance committee will be to intentionally integrate, plan, prioritize, coordinate, and operationalize our Educational Master Plan goals and activities of the 2019-2022 SEP into our Guided Pathways work. To ensure bi-directional information flow and transparency, two members of the SES Committee will also serve as voting members on DVC College Council. These two members will report back College Council's decisions to the SES Committee which will serve to inform, coordinate, and integrate the work of other college committees. The composition of the SES Committee will include staff, faculty, and management leadership from the 3SP, BSI, Student Equity, and others.

To increase the integration and efficacy of equity work throughout DVC, the 2019-2022 SEP writing team also recommends that DVC update the Program Review process and include an equity focused section where each division/department/program plans and evaluates how they will increase the success, persistence, and transfer of the groups identified in the 2019-2022 SEP. This will allow for the goals and activities of all academic division/department/program to be intentionally aligned to the goals of new SEP. Furthermore, aligning the outcomes of our Program Review process with our Educational Master Plan, Guided Pathways, and SEP goals and activities, allows resources to be prioritized and distributed based on this alignment.

5. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. **The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17 and 2017-18 was expended and an assessment of the progress made in achieving the identified goals from prior year plans.** The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

https://www.dvc.edu/about/governance/college-plans/student-equity-plan.html
The Executive Summary is included in this document as Appendix A.

6. Identify one individual to serve as the point of contact for your college (with an alternate) for the Equity Plan and provide the following information for that person:

Point of Contact:
Name: Newin Paul C. Orante, Ed.D.
Title: Vice President of Student Services
Email Address: norante@dvc.edu
Phone: (925) 969-2005

Alternate Point of Contact:
Name: Rosa L. Armendáriz
Title: Dean of Student Engagement and Equity
Email Address: rarmendariz@dvc.edu
Phone: (925) 969-2233

Alternate Point of Contact:
Name: Beth Hauscarriague
Title: Dean of Counseling and Enrollment Services
Email Address: ehauscarriague@dvc.edu
Phone: (925) 969-2085

Alternate Point of Contact:
Name: Becky Opsata, Ph.D.
Title: Dean of Institutional Effectiveness and Accreditation
Email Address: bopsata@dvc.edu
Phone: (925) 969-2724

Approval and Signature Page

College: Diablo Valley College   District: CCCCD

Board of Trustees Approval Date: June 26, 2019

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Equity and Achievement program and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community Colleges Chancellor's Office.

Fred E. Wood   fewood@4cd.edu
_____
Chancellor/President   Date   Email Address

Susan E. Lamb   slamb@dvc.edu
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Mary Gutierrez, Ed.D.   mgutierrez@dvc.edu
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Chief Student Services Officer   Date   Email Address

Beth McBrien   bmcbrien@dvc.edu
_____
President, Academic Senate   Date   Email Address

2019-2022 DVC Student Equity Plan
Appendix A: Executive Summary

Student Equity Plan Governance Process and Integrated Planning

DVC convened an Equity Plan writing team in January 2019, building off of the work of the Integrated Plan Leadership Team which included a joint group of SSSP, Student Equity, and BSI. The team was expanded to include the office of Institutional Effectiveness and Accreditation, California Adult Education Program (CAEP), Strong Workforce Program (SWP), Extended Opportunity Programs and Services (EOPS), CalWORKs, and Foster Youth. The 2017-2019 Integrated Plan provided a structure for integration and shared activities and supported the DVC Educational Master Plan. The 2019-2022 Student Equity Plan provides a next step in integration and alignment with the DVC Educational Master Plan and the State Chancellor's 2022 California Community College's Vision for Success.

The Equity Plan planning process was grounded in existing data, previous plans, additional statewide data, and data collected at the college. The plan was shared with the Academic Senate; Associated Students of DVC (ASDVC); Classified Senate; College Council; Counseling Department; Developmental Education Committee (which has responsibility for the Basic Skills Initiative, or BSI); English Department; Guided Pathways Steering Team; Math Department; Research, Planning, and Evaluation Committee (RPEC); San Ramon Campus; Student Equity Committee; Student Success and Support Program (3SP); and the Workforce Development Committee (which includes responsibility for SWP).

The SSSP, BSI, and Student Equity Committees, with additional members from CAEP and SWP, have continued to serve as Advisory Committees for the implementation of the Integrated Plan since 2017 and now for the development of the 2019-22 Equity Plan. This group has evolved into the college's Student Equity and Achievement Program (SEAP) group.

Members of the Equity Plan Writing Team are:
- Mark Akiyama, Faculty and Student Equity
- Beth Arman, Sr. Dean of Career and Community Partnership
- Rosa Armendáriz, Dean of Student Engagement and Equity and BSI
- Kim Christiana, Manager and 3SP
- Bruce Clemetsen, Interim Vice President, Student Services
- Beth Hauscarriague, Dean of Counseling and Enrollment Services and SSSP
- Katrina Keating, Faculty and BSI
- Lindsay Kong, Program Manager, EOPS/CARE, CalWORKs, and Foster Youth
- Becky Opsata, Dean of Institutional Effectiveness and Accreditation
- Emily Stone, Dean of Student Support Services and CAEP
- Ian Thomas-Bignami, Faculty and BSI
- Kenyetta Tribble, Interim Sr. Dean, San Ramon Campus, BSI and SSSP

The 2019-22 DVC Student Equity Plan (SEP) encapsulates our college's shared view that student equity is a central priority. Our college's recent experiences with racialized hate crimes and the subsequent demands from students of color created a "tipping point" for our college community and subsequently a re-organization of how we will approach Student Equity work in the future. A central component of our new institutional equity mindset is to place the March 13, 2019 students of color demands at the core of the 2019-2022 SEP. These demands include:

- Mandatory anti-racist training and workshops for faculty and staff
- More transparency:
  - Announcements in classes
  - Quicker dissemination of information
  - Full disclosure of the incident
  - Follow-up on investigations
- More resources and safe spaces for students of color
- Complete and robust ethnic studies department
- More faculty and staff of color
- More hiring of and support for faculty and staff of color

The DVC student paper covered the movement:
https://www.dvcinquirer.com/news/2019/03/14/students-of-color-stand-up-against-racist-fueled-hate/#modal-photo2887372.

Aligned with our recent Educational Master Plan, the 2019-2022 SEP operationalizes these student demands into actionable items that align with our college's vision to create *equitable cultural and structural conditions* for *equitable student success* by focusing on strategies to:

- Develop dynamic engagement and collaboration with students, educators, and community
- Support a culture of learning and continuous improvement
- Create culturally responsive curriculum
- Support targeted, comprehensive, and integrated students support services
- Design and implementing robust and equity-minded professional development
- Design facilities/spaces that support engagement and learning

2019-2022 Student Equity Plan Goals

Based on the new SEP Success metrics (*i.e., Access, Fall to Spring Retention, Transfer, Completion of Transfer English/Math, and Degrees and Certificate Completion*), the following goals were set as college priorities for the 2019-2022 SEP:

ACCESS
- Goal 1A: Increase the number of students who enroll after application.
- Goal 1B: Increase the number of students who apply for financial aid (completing the steps of the First Time, Full Time, Free Tuition program FT3) and declare intent to earn a degree, certificate, or to transfer.

FALL TO SPRING RETENTION
- Goal 2: Increase the number of students who are retained from fall to spring.

TRANSFER
- Goal 3: Increase the number of students who transfer to four-year institutions.

COMPLETION OF TRANSFER LEVEL MATH AND ENGLISH
- Goal 4A: Increase the percentage of students who successfully complete a transfer-level math class within their first academic year.
- Goal 4B: Increase the percentage of students who successfully complete a transfer-level English class within their first academic year.

DEGREES, and CERTIFICATES COMPLETION
- Goal 5: Improve success rates in degree attainment, certificate attainment, and transfer.

ORGANIZATIONAL LEARNING
- 6A: Provide professional development support and activities in areas such as culturally relevant and responsive pedagogy, critical empathy, anti-racism, micro-aggressions, and implicit bias training.
- 6B: Support the design, development, and carry-out of campus-based research and analysis of the research results.
- 6C: Provide innovation resources for the college community.

The operationalization of the SEP goals must be intentionally developed, planned, and implemented by our college community as the anchor of our Guided Pathways work. The SEP writing team recommends that the development of these strategies and activities intentionally include our students of color and social-justice-minded student support staff, classified staff, counselors, faculty, and administrators. The intentionally integration of these marginalized voices in the development and implementation of our SEP's goals aligns with our EMP's value of *inclusive excellence*.

As the SEP writing team prepares to submit the plan to the district and the State Chancellor's Office, there continues to be confusion concerning the data provided for the 2019-22 SEP. Over the last two months, the Chancellor's Office has release of multiple "updates" to the SEP data set, each with changes to how the metrics are calculated and how equity groups are determined. DVC was provided the latest version of the data set on Friday, March 29, 2019 with the explicit caution by Greg Stoup (District Interim Vice Chancellor of Educational Services), that he was still not confident in the data being provided by the Chancellor's Office

(https://calmatters.org/articles/commentary/community-colleges-wracked-by-data-dispute/?eType=EmailBlastContent&eId=930b3b7b-ffee-453f-bae9-c13c3051a4b4).

The 2019-2022 SEP growth projections (SEP Tables 1 and 2) have been set to align with DVC's goals for the Chancellor's Vision of Success (https://foundationccc.org/Vision-for-Success). The Vison for Success established five statewide goals with which colleges and districts must align. The state chancellor's office has explicitly defined numeric targets within the five goals. The baseline year for the goals is 2016/17 and the target year is 2021/22. The goals are:

- **GOAL #1:** Increase by 20 percent the number of CCC students annually who acquire associate's degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- **GOAL #2:** Increase by 35 percent the number of CCC student's system-wide transferring annually to a UC or CSU.
- **GOAL #3:** Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- **GOAL #4:** Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69 percent to an improved rate of 76 percent.
- **GOAL #5:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.

Selection of the 2019-2022 Student Equity Groups

The 2019-2022 targeted Student Equity Groups were identified by using a number of different analysis (e.g., Disproportionate Impact; Percentage Point Gap). Working collectively with the Research, Planning, and Evaluation Committee (RPEC), we intentionally decided to use the same equity groups for both the college's local Vison for Success goals and for the goals in this Equity Plan.

Question #2 (Table 2) of the SEP Template identifies the equity groups and targeted growth based on the our most recent SEP data:

Table 2

Metric	Current Baseline Data for Disproportionately Impacted Student Population	Goals for Disproportionately Impacted Student Population
Access: Successful Enrollment	Disabled = 42.2% Some other race = 37.8% White = 35.1% LGBT = 42.4% Veteran = 42.5% Source: 2017-18 SEP Data	**Goal = +1.0%** Disabled = 43.2% Some other race = 38.8% White = 36.1% LGBT = 43.4% Veteran = 43.5%
Retention: Fall to Spring	American Indian/Alaska Native = 53.4% Black/African American = 60.6% More than 1 race = 68% First Generation = 69.2% Foster Youth = 62.4% LGBT = 67.4% Source: 2017-18 SEP Data	**Goal = +1.0%** American Indian/Alaska Native = 54.4% Black/African American = 61.6% More than 1 race = 69% First Generation = 70.2% Foster Youth = 63.4% LGBT = 68.4%
Transfer to a four-year institution	American Indian/Alaska Native = 5.6% Some other race = 6.6% Foster Youth = 7.4% LGBT = 9.7% Source: 2016-17 SEP Data	**Goal = +9.0%** American Indian/Alaska Native = 14.6% Some other race = 15.5% Foster Youth = 16.4% LGBT = 18.7%
Completion of transfer level math and English	2017-18 American Indian/Alaska Native = 0.0% Black/African American = 4.2% More than 1 race = 7.8% Native Hawaiian /Pacific Islander = 0.0% White = 9.2% First Generation = 7.2% Foster Youth = 2.8% Source: 2017-18 SEP Data	**Goal = +1.8%** American Indian/Alaska Native = 0.0% Black/African American = 6% More than 1 race = 9.6% Native Hawaiian /Pacific Islander = 0.0% White = 11% First Generation = 9% Foster Youth = 4.6%
Earned HS equivalency, noncredit certificate, CO approved credit certificate, associate degree, CCC bachelor's degree	2017-18 Black/African = 3.3% American Foster Youth = 3.5% LGBT = 3.1% Source: 2017-18 SEP Data	**Goal = +5.5%** Black/African = 8.8% American Foster Youth = 9% LGBT = 8.6%

Given the context of unreliability around the SEP data, a collective decision was made that each college in the district should select their equity groups based on historical local trends of "inequity" highlighted from previous plans. This idea, along with the use of the Center for Urban Education's (CUE) race conscious equity planning frame, our 2014-16 Student Equity Plan, and the 2017-19 Integrated Plan influenced the SEP writing team to determine that the 2019-2022 SEP will strategically focus on improving equity conditions and outcomes for the following racial groups:

1. Black/African Americans
2. Latin/a/o/X
3. More than One Race
4. Native American/Native Alaskans

Furthermore, we also are adopting Kimberle Crenshaw's *intersectionality approach* (https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality) to these racialized identities. As such, our SEP will also look at the intersections between race and following equity groups:

1. Gender x Race
2. First Generation x Race
3. Economically Disadvantaged/Low Social Economic Status x Race
4. Pell Grant Recipients X Race
5. Foster Youth x Race

*We have chosen not to set a goal for the access metric for the DI group in NOVA, since that metric has many variables beyond our control.

Assessment of Previous Equity Goals and Activities

When looking at the overall impact of our previous equity work at DVC, our college has had mixed results. For Access, we have increased the number of Veterans (DVC does not provide equity focused interventions for the single category of whites and males since they are not considered a student equity group). Furthermore, we believe that the continued identification of whites-males is a *methodological confound* - that is, many more whites and white males filling-out a college application but choosing not to enroll officially at DVC).

For ESL, Basic Skills English, and math there is no updated data available on the Chancellor's Score Card (https://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=312) or the new Student Success Metric (SSM) Dashboard. (https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx). With the implementation of AB705 in Fall 2019, we are preparing to measure the impact and efficacy of our college's redesign and support for transfer-level English and math.

For Course Completion we observed increase in success for Hawaiians/Pacific Islanders and African Americans. These are above the +2% goals set by the 2017-19 Integrated Plan. However, we also observed a decrease in successful course completion for Foster Youth. Lastly for Transfers (the SSM metric does not include degrees or certificates), there was an increase in the number of Black/African American students who transferred to the CSU but a decrease in the numbers of Black/African American students who transfer to UC or Private Colleges. Based on the SSM, we are unable to determine the increase/decrease of transfer rates for Native Americans (small sample size*) or unknown gender (category not included).

*Despite the SSM's inability to calculate data for Native Americans, as part of the new equity driven approach outlined in this SEP, we will intentionally investigate and provide intentional support for our all our Native American students.

Table 3

Disproportionately Impacted Groups x Indicator	Goals	Assessment
Access Whites Veterans Males	Increase access for all targeted groups by 2% annually	Based on SSM: • Overall **Whites** access dropped from 10,392 (2016-17) to 9,994 in (2017-18). • Overall **Males** access dropped from 11,883 (2016-17) to 11,239 in (2017-18). • **Veterans** access increased from 294 (2016-17) to 400 (2017-18).
ESL African Americans Males Hispanic or Latino	Increase ESL Completion for all targeted groups by 2% annually	Based on Score Card and SSM: • There have been no updates to the Chancellor's Score Card for ESL data from the 2017-19 Integrated Plan • No updated ESL data is available on the SSM Dashboard
Basic Skills English African Americans Hawaiian/Pacific Islanders Current/Former Foster Youth	Increase Basic Skills English Completion for all targeted groups by 2% annually	Based on Score Card and SSM: • There have been no updates to the Chancellor's Score Card on Basic Skills English data from the 2017-19 Integrated Plan • SSM- with the implementation of AB705 in Fall 2019, there is no data available for Basic Skills English
Basic Skills Math African Americans Undeclared	Increase Basic Skills Math Completion for all targeted groups by 2% annually	Based on SSM:

Veterans		• There have been no updates to the Chancellor's Score Card on Basic Skills Math data from the 2017-19 Integrated Plan • SSM- with the implementation of AB705 in Fall 2019, there is no data available for Basic Skills Math
Course Completion Hawaiian/Islanders African Americans Foster Youth	Increase Course Completion for all targeted groups by 2% annually	Based on SSM: • **Hawaiian/Islanders** - success rate increase from 62% 306/374 (2016-17) to 72% 374/517 (2017-18) • **Blacks/African American** - success rate increase from 61% 3941/6448 (2016-17) to 64% 4188/6524 (2017-18) • **Foster Youth** - success rate decreased from 62.6% 1054/1684 (2016-17) to 60% 1079/1810 (2017-18)
Transfers, Degrees, Certificates African Americans American Indians Unknown gender	Increase Transfers, Degrees and Certificates for all targeted groups by 2% annually	Based on SSM (Transfer counts only): • **Black/African American** • Increase CSU = 77 (2015-16) to 84 (2016-17) • Decrease UC = 19 (2015-16) to 12 (2016-17) • Decrease Private = 77 (2015-16) to 44 (2016-17) • **American Indian** • SSM unable to calculate because small sample size • **Unknown Gender- No data available**

For future student equity planning and goal setting, Table 4 below displays the 2015-2018 data trends for the DI equity groups identified in this 2019-2022 SEP. These DI data should regularly be reviewed and updated by SEC and RPEC to measure the college's progress at improving equitable outcomes for our most vulnerable student populations.

Below is a table based on populations that have 10 or more individuals based on SEA-identified disproportionately impacted groups.

Table 4

Metric	Demographic	Gender	2015-16	2016-17	2017-18	Trend
Completed Both Transfer-Level Math and English Within the First Year	More than one race	Male	6.4%	11.4%	7.0%	⬆
	White	Female	5.8%	6.8%	8.9%	⬆
Retained from Fall to Spring at the Same College	Black or African American	Male	64.4%	60.9%	61.6%	⬇
	Black or African American	Female	62.0%	62.6%	59.5%	⬇
	More than one race	Male	74.7	72.6%	68.2%	⬇
	More than one race	Female	73.6%	72.0%	67.8%	⬇
	Asian	Female	74.2%	71.0%	68.1%	⬇
	Hispanic or Latino	Female	69.2%	70.2%	69.9%	⬆
	LGBT	Female	64.9%	66.9%	66.3%	⬆
	Foster Youth	Male	66.0%	74.7%	55.3%	⬇
Transferred to a Four-Year Institution (3-year trend is for 2014/15, 2015/16 and 2016/17. 2017/18 info not available.)	Some other race	Male	4.7%	5.3%	5.3%	⬆
	Some other race	Female	8.8%	7.1%	8.3%	⬇
	Filipino	Male	12.6%	12.3%	9.8%	⬇
	Foster Youth	Female	8.6%	10.3%	7.6%	⬆
	LGBT	Female	17.2%	8.8%	8.5%	⬇
	Veteran	Female	20.8%	14.1%	10.1%	⬇
Enrolled in the Same Community College	White	Male	57.9%	41.1%	27.3%	⬇
Attained the Vision Goal Completion Definition	Black or African American	Male	2.6%	2.6%	3.1%	⬆
	Black or African American	Female	2.1%	3.8%	3.4%	⬆
	More than one race	Male	3.6%	4.2%	4.0%	⬆
	White	Male	3.8%	3.7%	3.7%	⬇
	Foster Youth	Female	4.0%	3.3%	2.8%	⬇
	LGBT	Male	1.6%	3.3%	3.2%	⬆
	LGBT	Female	1.3%	1.6%	3.2%	⬆

Accounting of Funding for 2015-16, 2016-17, and 2017-18

Equity Expenses by Fiscal Year

Fiscal Year	2016	2017	2018
	2015-16	2016-17	2017-18
Major Object			
Academic Salaries	$ 405,729.49	$ 575,110.98	$ 630,618.92
Classified Salaries	$ 159,338.14	$ 410,438.60	$ 452,418.18
Benefits	$ 174,152.80	$ 305,876.94	$ 374,977.80
Supplies	$ 19,473.89	$ 36,678.92	$ 85,334.86
Other Operating Expenses	$ 142,516.06	$ 374,946.24	$ 293,216.59
Capital Outlay (equipment)	$ -	$ 67,170.34	$ -
Contingencies	$ -	$ -	$ 6,842.80
TOTAL:	$ 901,210.38	$ 1,770,222.02	$ 1,843,409.15

2019-2022 Student Equity Plan Recommendations

DVC's 2019-2022 SEP was developed in the context of ongoing racial hate crimes targeted at our students of color. The incidents culminated with students of color demanding social justice and action taken by our college, not only for themselves but also staff and faculty of color. The March 13, 2019 Student Demands serve as the centering point for our SEP.

DVC's 2019-2022 SEP strategically defines six college-wide goals and actionable activities targeted to operationalize our students of color demands as well as align with the goals of our EMP and Guided Pathways work. The SEP Writing Team recommends that the operationalization of the student demands should take centrality in our development, planning, and implementation of the 2019-2022 SEP. These include:

- Anti-racist training for faculty, staff, students, and administrators district-wide.
  - The entire all-college day should be devoted to addressing racism and intersectionality in the classroom and college wide.
  - A student panel should be invited to address the assembled faculty, staff, and administration during the keynote time to share their experiences and perspectives.
- New faculty orientation (Nexus) must include a focus on racism and intersectional pedagogy.
- Development of an anti-racist equity and social justice professional development track.
- Begin the process of Union negotiation for mandatory anti-racism training for all faculty and staff.
- DVC must establish a transparent protocol for expediently and specifically disseminating information concerning racist attacks and threats to academic freedom. In addition, faculty, staff, and students should be informed of all outcomes of the investigations.
  - Faculty staff and students must have input into the development of this transparent protocol.
- A representative student lead task force should be formed to redesign the existing multi-cultural center to be more student centered and student friendly.
- Institutional support and funding to develop an ethnic studies curriculum.
- Research on how to create a more diverse applicant pool designed to increase the racial diversity of faculty, staff, and administration. Additionally, hiring committees should be racially diverse and receive training on hiring equity minded faculty, staff, and administration.
- A more welcoming and supportive environment for faculty and staff of color to facilitate emotional and professional fulfillment. This should be achieved through creating opportunities for leadership training and advancement within the college.

The College Council has charged a task force that includes experts on race and intersectionality to investigate, develop, and implement these demands. The immediate

implementation of these recommendations will assist us in creating a welcoming, safe and connected experience for our most vulnerable racialized students at DVC.

Appendix B
Developing the 2019-2022 Student Equity Plan at DVC

Due to the Student Equity Plan (SEP) template's very prescribed format and the 500-words limit for responses to each prompt, the DVC SEP Committee thought it was essential that our campus community receive more information about the social context in which the 2019-22 SEP was developed.   We hope that the following sections provide the reader with a window into the current social context to which we developed the SEP and its recommendations.

There is strong alignment between DVC's Educational Master Plan (EMP) and the college's 2019-22 Equity Plan. The vision for the future of DVC states, "At Diablo Valley College, we empower and transform ourselves and our community through educational excellence, equity, and inclusion" (DVC Educational Master Plan 2018-2023). The EMP grounds the institution in creating the ideal cultural and structural conditions for equitable student success. Many of the strategies in the EMP directly align with the goals of the Equity Plan and the needs of our students:

- Develop dynamic engagement and collaboration with students, educators, and community
- Support a culture of learning and continuous improvement
- Create culturally responsive curriculum
- Support targeted, comprehensive, and integrated students support services
- Design and implementing robust and equity-minded professional development
- Design facilities/spaces that support engagement and learning

The EMP recognizes that in order to shift institutional practices, we must: 1) invest in ourselves and in the institution and 2) build relationships with our students and community. In order to create a reflective culture of organizational learning focused on social justice and student success, the Equity Plan incorporates the work of several scholars to create a renewed philosophy for educational transformation.

Figure 1. The DVC Community
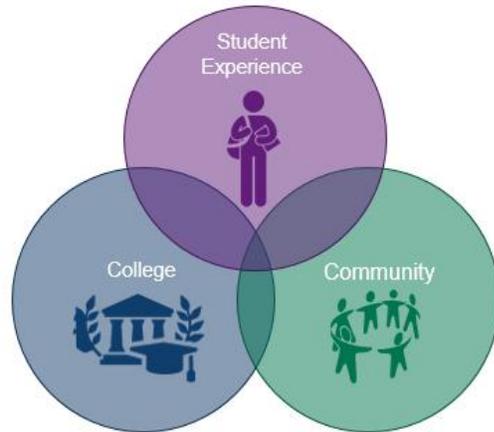
Educating for Wholeness, Social Justice, and Transformation

At the core of the plan is the Ethic of Care, emphasizing that caring is at the heart of the educational system and embodies relational practices that foster mutual recognition and realization, growth, development, protection, empowerment, and human community, culture, and possibility (C. Gilligan, 1977 and N. Noddings, 1984).

As educators and practitioners, we ground our work in Laura Rendón's concept of *Sentipensante*, a transformative vision of education that emphasizes the complementary and symbiotic relationship between the *sentir* of senses and intuition and the *pensar* of intellect and scholarship. (L. Rendón, 2009).

We acknowledge that our students come to us with multiple identities and that our role is to create a transformative educational experience that validates their experience and supports their transformation as scholars and community members. Rendón's Validation Theory, that supports creating in- and out-of-class agents who foster the academic and personal development of students, informs our philosophy for integrated work across instruction and student services (L. Rendón, 1994).

Equity-Mindedness and Intersectionality

DVC's Equity Plan acknowledges the need to be intentional and to apply an equity lens to our planning and program implementation. "Equity-Mindedness" refers to the perspective or mode of thinking exhibited by practitioners who call attention to and work to address patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students and critically reassess and modify their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education (Center for Urban Education). In addition to the equity frame, we also are adopting Kimberle Crenshaw's Intersectionality Approach to analyze our data, understand the diversity of student experience, and inform our activities and interventions. This lens allows us to see the intersections of race, gender, and class as they apply to a given group, thereby creating exponential forms of

marginalization and oppression, and enables us to evaluate how these intersectional identities manifest themselves and might be addressed in our institution. (K. Crenshaw, 1989).

Valuing our Students

DVC recognizes that we are part of a vibrant community and that our students contribute to the institution (Figure 4). Through the Community Cultural Wealth Model, DVC affirms the assets that students bring with them - aspirational, linguistic, familial, social, navigational, and resistant (T. Yosso, 2005). We aim to validate our students' experiences and contributions to our college community and to work with them to support their educational goals.

Figure 4. Integrated Framework for Equitable Student Success
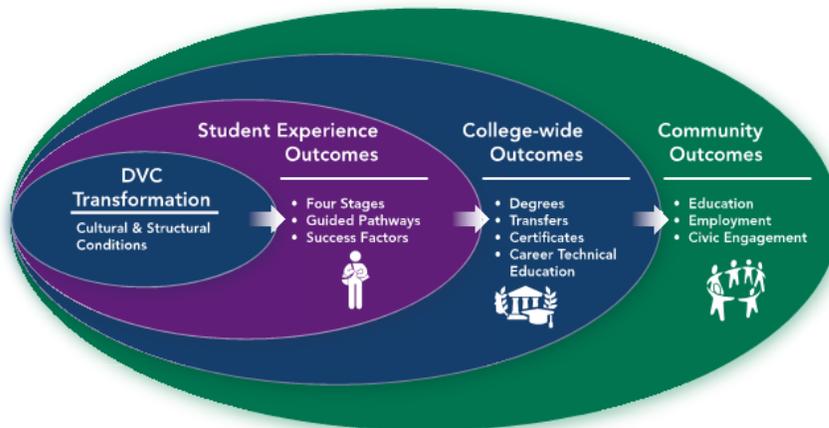
Framing the Social Context for the 2019-2022 Student Equity Plan

DVC's recent 2018-19 incidents of racially focused hate crimes against students and faculty on campus underscores the need for our community to invest in the development and implementation of structured and continuous anti-racism/anti-bias training for all members of our campus community. These hate crimes manifested in anger at and frustration with our institution's lack of explicit and coordinated anti-racist response, especially amongst our students, staff, and faculty of color. These continued hate crimes culminated with our student of color listing a series of demands from our college, which included:

- Mandatory anti-racist training and workshops for faculty and staff
- More transparency:
  - Announcements in classes
  - Quicker dissemination of information

- Full disclosure of the incident
- Follow-up on investigations
- More resources and safe spaces for students of color
- Complete and robust ethnic studies department
- More faculty and staff of color
- More support for faculty and staff of color

In reaction, DVC's Social Science Division, Counseling Department, and Academic Senate determined that they supported the student demands in the following ways:

- Anti-racist training for faculty, staff, students, and administrators district-wide.
  - The entire all-college day should be devoted to addressing racism and intersectionality in the classroom and college wide.
  - A student panel should be invited to address the assembled faculty, staff, and administration during the keynote time to share their experiences and perspectives.
- Nexus orientation must include a focus on racism and intersectional pedagogy.
- Development of an anti-racist equity and social justice professional development track.
- Begin the process of Union negotiation for mandatory anti-racism training for all faculty.
- Diablo Valley College must establish a transparent protocol for expediently and specifically disseminating information concerning racist attacks and threats to academic freedom. In addition, faculty, staff, and students should be informed of all outcomes of the investigations.
  - Faculty, staff, and students must have input into the development of this transparent protocol.
- A representative student led task force should be formed to redesign the existing multi-cultural center to be more student centered, and student friendly.
- Institutional support and funding to develop an ethnic studies curriculum.
- Research on how to create a more diverse applicant pool designed to increase the racial diversity of faculty, staff, and administration. Additionally, hiring committees should be racially diverse and receive training on hiring equity minded faculty, staff, and administration.
- A more welcoming and supportive environment for faculty and staff of color to facilitate emotional and professional fulfillment. This should be achieved through creating opportunities for leadership training and advancement within the college.
- Finally, the College Council must mandate a task force that includes experts on race and intersectionality to investigate, develop, and implement these demands.

The immediate implementation of our *students' voices* as a mechanism for how we develop, plan, and implement equity work must take centrality in our implementation of 2019-22 SEP. Along with other localized interventions and activities outlined in the 2019-22 SEP, the institutionalization of these student demands will assist us in creating a welcoming, safe, connected, and equitable experience for students, staff, faculty and administrators of color.

2018 Chancellor's Vision for Success

In reaction to the lack of positive results to move the Student Equity and Success needle, the California Community College System mandated a system-wide reorganization to improve how we serve all our students (i.e., Guided Pathways-http://www.mcca.org/uploads/ckeditor/files/DavisJenkins_CCRC_Guided%20Pathways%20Overview_Revised%20Oct%202014%281%29.pdf), along with the creation of an array of new state-driven initiatives (e.g., Student Centered Funding Formula, SEA, AB705) designed to assist colleges in supporting students across their unique journeys.

With these changes, in 2017, the State's Board of Governors accepted a new strategic plan, Called the Vision for Success for the California Community College System that laid out new completion goals (metrics) designed to help close equity gaps. They include:

- Increase by at least 20 percent a year the number of students who earn an associate degree, credential or certificate or achieve a specific skill set.
- Increase the number of transfer students to the University of California and California State University systems by 35 percent each year.
- Decrease the number of excess credits students take en route to earning a degree by about 25 credits. On average, students completed 87 credits to earn an associate degree, when typically, only 60 are required.
- Cut the achievement gap by 40 percent within five years and eliminate it within 10 years.
- Increase the number of students in career education programs who find employment in their field by 15 percent.

Locally, colleges are now tasked to develop and implement a new organizational structure that supports students across their journeys while aligning the reorganization with the new initiatives and the Vision for Success. Connected with these goals is the newly implemented Student Success Centered Formula (SCFF) performance-based funding model that rewards colleges for retaining the same students across a set of momentum, success, and employment milestones (http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/SCFF/Non-TechnicalStudentCenteredFundingFormulaFAQs.pdf).

2019-2022 Student Equity Plan Data Concerns

In February and March 2019, the Chancellor's office conducted a series of workshops (i.e., Connecting the Dots: Data Informed Integrated Planning) around the state to help colleges align the Vision of Success and the various initiatives with a new set of Student Success Metrics (SSM) (https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics). Unfortunately, what many colleges took away from these workshops was that the SSM (and other new metrics) do not align with each other- leaving colleges confused how to move forward with

local planning and work around *multiple indicators of student success*. This confusion has been enhanced by the ongoing concerns raised by institutional researchers and practitioners on the RP List serve (https://rpgroup.org/Professional-Development/Professional-Listservs) about how the SSM are calculated and, especially in the context of the SEP, the validity of the disproportionate impact (DI) analysis that identifies a college's equity groups.

These data concerns have been compounded by the limited timeframe in which to develop a meaningful plan and targeted activities that significantly improve equitable student success for our most vulnerable students. Beginning in November 2019, the three colleges in the district began meeting with Greg Stoup, Interim Associate Vice Chancellor of Educational Services, to integrate the equity work across our district and to strategically develop meaningful SEP's that would significantly increase equitable outcomes for our students. Despite the statewide mandate that colleges submit their final SEAP's by June 30, 2019, colleges did not receive the final SEP template until January 11, 2019.

Adding to these delays and confusion, the Chancellor's Office has released multiple "updates" to the SEP dataset- where each update significantly changed the identified equity groups. DVC, along with CCC and LMC, were provided the latest version of the data set on Friday, March 29, 2019 with the explicit caution by Greg Stoup that he was still not confident in the data being provided by the Chancellor's Office. As a collective, Greg and the three colleges agreed to move forward with completing the SEP template with the explicit understanding that the data (especially the identification of local equity groups) remained problematic.

Selection of 2019-2022 Student Equity Plan Equity Groups (Locally for DVC)

In late March 2019, the three colleges sent members of their SEP writing teams for a two-day Student Equity Planning Institute at University of Southern California's, Center for Urban Education (CUE) (https://cue.usc.edu/).

CUE's pedagogy framework is to create and sustain local equity work through *Race-Conscious Equity Planning*. CUE unapologetically focuses on RACE because many colleges still have racism (both explicit and implicit) in their everyday practices (i.e., within what DVC calls in the Educational Master Plan our "Culture Conditions") and imbedded within their structures. Despite this fact, many colleges have adopted an *equality, inclusive, or multi-cultural framework* in their localized practices of equity.

This mindset of intentionally choosing *race* as the foundation of "equity" work contradicts what the founder and director of CUE, Dr. Estela Bensimon, has observed as common practice in colleges as "equity" work. In her essay titled, "*Equity is not just a word*", Dr. Bensimon addresses her concerns about the current status (and practice) of equity work:

> *Saying equity is not the same as doing equity. What I fear that I'm really seeing is "equity" being added as a discussion point to policy agendas and becoming a checkbox term that people include in their documents — all of it with no actual results.*

As with mostly everything, money is driving this. The now-fashionable urgency around increasing the number of college-educated adults in the United States is generating millions of dollars to support a staggering array of policy and practice reforms, many of them claiming equity with no clue about what that means and no idea on how to practice it. Based on what I'm seeing, it seems "equity" is a word people have become very fond of using, despite knowing very little of what it truly means, much less how to achieve it (https://cue.usc.edu/equity-is-not-just-a-word/).

Given this context of unreliability around the SEP data, a collective decision was made that each college in the district should select their equity groups based on historical local trends of "inequity" highlighted from previous plans. This decision, along with the decision to use CUE's

race conscious equity planning frame, led the SEP writing team to determine that the 2019-2022 SEP will strategically focus on improving equity conditions and outcomes for the following racial groups:

1. Black/African Americans
2. Latin/a/o/X
3. More than One Race
4. Native American/Native Alaskans

Furthermore, we also are adopting Kimberle Crenshaw's *intersectionality approach* (https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality) to these racialized identities. As such, our SEP will also look at the intersections between race and following equity groups:

1. Gender x Race
2. First Generation x Race
3. Economically Disadvantaged/Low Social Economic Status x Race
4. Pell Grant Recipients X Race
5. Foster Youth x Race
   *We have chosen not to set a goal for the access metric for the DI group in NOVA, since that metrics has many variables beyond our control.

Prioritizing 2019-2022 SEP Across Campus: Our Classrooms

As discussed in the previous section, one of the reasons colleges have failed to significantly move the equity needle has been the lack of focus on *Race and Intersectionality* in the targeted development and implementation of equity work. In order for this to occur, DVC must first develop specific *systematic* strategies and interventions to address *inequity in the classroom*.

As an institution and as education practitioners, collectively we have failed to identify, own, and change how our own racial biases manifest in the classroom and amongst our students. Despite our own efforts to try to change how we practice equity in the classroom (e.g., TEN, Student Equity Hour) these interventions have failed at:

1. Creating an institution that is prepared to meet students where they are
2. Creating a welcoming place/space for all our students
3. Creating an environment where students feel connected, included, and valued as members of our campus community

A few ways we could operationalize this very important work could include:

1. Organizing an Anti-Racism/Critical Pedagogy Taskforce to explore and develop workshops and PD for the campus community, including our NEXUS Program

2. Add a critical pedagogy team as part of our Guided Pathways Steering Committee. The role of this team would be to initiate faculty driven research into equity minded teaching practices and develop an inquiry/research process to support discipline faculty engaged in the work. This would help ensure that critical pedagogy is an intentional component of the college's redesign work.

Prioritizing 2019-2022 SEP Across Campus: Need for Local Institutional Research

DVC's lack of localized investment in expertise with research, planning, and evaluation are all significant barriers to developing data informed approaches to creating equitable cultural conditions. Another factor that has impacted our ability to address local cultural conditions is the model the state implemented to identify and address student equity on campus. More specifically, SEPs have called for institutions to develop equity plans and interventions based on older data sets (e.g., the 2019 SEP is using both 2016-17 and 2017-18 data). With this approach, there is a disconnect between the old data used to identify inequity and the activities used to a create future equitable conditions.

In order to improve equitable conditions on campus, DVC must strategically invest and build our local capacity for campus-based research, planning and evaluation. This would include the ability to quickly pull student data, identify struggling students while they are in a path, and develop wrap around, student-centered interventions to support each student during the term they are enrolled (i.e., Guided Pathways Completion Teams- http://www.continuous-learner.com/2018/12/operationalizing-guided-pathways.html).

Prioritizing 2019-2022 SEP Across Campus: Guided Pathways

DVC is making good progress with our Guided Pathways (GP) work. Despite the many controversies surrounding California's adoption of the Guided Pathways model (http://ncii-improve.com/wp-content/uploads/2017/06/PWs-Demystified-Johnstone-111615.pdf),

research on the efficacy of improving student success outcomes via GP is increasing (https://ccrc.tc.columbia.edu/media/k2/attachments/guided-pathways-part-1-theory-practice.pdf). The GPS steering team, design teams, students, student support services, faculty, and administration have developed our own localized approach to envisioning and implementing the work of Guided Pathways. We have collectively worked together on re-designing many of our old methods of serving students and developing new approaches to support students across their journeys.

As discussed in the DVC EMP, Guided Pathway provides a basic theoretical framework for how to reorganize institutional structures; however, it provides little or no guidance on intentionally imbedding equity into the design of student pathways. With that said, the concern from an *equity lens* is that if we are not intentional in addressing and changing the barriers our own students encounter, we could end up reproducing the same equity barriers that the GP reorganization is trying to address. Responsibility for the intentional integration of equity work into the design of guided pathways falls upon our college and the students, staff, faculty, and administration responsible for designing and implementing the work. That being said, as a college we must become intentional in the ways we design and implement equity across our student's journeys. Part of this intentionality will be to ensure we have social justice minded students, staff, faculty, and administrators as Guided Pathways leads and imbedded in all our design teams.

One promising approach to addressing student equity in GP is the idea of implementing *Completion Teams for each GP Meta Major (https://www.aacc.nche.edu/wp-content/uploads/2017/10/Restructuring_the_Institution_Marcia_Ballinger.pdf). The work of completion teams directly aligns with the 2019-2021 call for employing an intersectionality approach on how we intentionally identify, reach out to, and support our locally identified equity groups. According to Dr. Al Solano:*

> Through Bakersfield College's participation in the AACC Pathways Project, the college learned of various models throughout the country designed to support students in entering and staying on path. By utilizing elements of these proven models and conducting an in-depth review of our own practices supported by data, the college began cohorting students and assigning dedicated support in spring 2016. Our early cohort work allowed us to identify needs and implement solutions in the development of our meta-major Completion Coaching Community model which began at an institutional level in fall 2017 (http://www.continuous-learner.com/2018/12/operationalizing-guided-pathways.html).

Developing and implementing the Completion Team model within DVC's GP's work is one example of how DVC can intentionally imbed student equity into our work to improve outcomes for our most vulnerable students. This method also addresses concerns about "reacting" to old data by actively and intentionally supporting students at key touch points along their journey. This spring, the College Council, Academic Senate, Classified Senate, and GP Steering Team all voted to endorse the creation of completion teams. Work is ongoing to define

the roles needed on the teams and the activities they will enact. The goal is to have teams tied to each of the five meta-majors operational by fall 2019.

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