Details

Assurances

Legislation

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

- EDC_78220.pdf

Additional 78220 Acknowledgement

✓I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Campus-Wide Equity Approach

Race Consciousness in Equity Plan Development

The College of the Sequoias continues to reflect and evaluate our district-wide practices, policies, and habits. We do this with local data accompanied with solution-focused dialogue with all district stakeholders. As an example... When our district looked into an aggressive approach with some of our disproportionately impacted groups, we ultimately decided to work on strengthening our Black/African American community as whole. The district invested in hiring a Director, Historically Black College and Universities along with funds to assist in building community partnerships, outreach, retention, obtaining education goals, and transferring to four year universities with HBCU's as a highlighted focus. This approach has now resulted in biweekly Black Professional lunches where staff, faculty, and administrators are able to discuss future events and other ways to support our Black students and community. This race conscious approach has also resulted in COS having a Black Orientation, a Black Student Leadership Conference in collaboration with local high schools, and a Black Grad which celebrates not only the Community College graduates but all graduates in our local community.

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American
1-year outcome: 1-year outcome: Increase the number of outreach activities by 75% at the feeder high schools thatenroll Black or African American students, within the larger community.
2-year outcome: Reduce Black/African American students' enrollment equity gap by 50%
3-year outcome: Reduce Black/African American students' enrollment equity gap by 80%.

Completed Transfer-Level Math & English

Foster Youth

1-year outcome: Reduce Foster Youth students' Transfer-level Math and English equity gap by 25%.
2-year outcome: Reduce Foster Youth students' Transfer-level Math and English equity gap by 50%.
3-year outcome: Reduce Foster Youth students' Transfer-level Math and English equity gap by 80%.

Persistence: First Primary Term to Secondary Term

First Generation (male)

1-year outcome: Reduce First Generation Male students' persistence equity gap by 25%.
2-year outcome: Reduce First Generation Male students' persistence equity gap by 50%.
3-year outcome: Reduce First Generation Male students' persistence equity gap by 80%.

Transfer

Economically Disadvantaged

1-year outcome: Reduce Economically Disadvantaged students' "Transferred to a Four-Year Institutionwithin Three Years" equity gap by 25%.
2-year outcome: Reduce Economically Disadvantaged students' "Transferred to a Four-Year Institutionwithin Three Years" equity gap by 50%.
3-year outcome: Reduce Economically Disadvantaged students' "Transferred to a Four-Year Institutionwithin Three Years" equity gap by 80%.

Completion

LGBT (overall) and DSPS (male)

1-year outcome: Reduce LGBT and male DSPS students' "Vision for Success Completion within ThreeYears" equity gap by 25%
2-year outcome: Reduce LGBT and male DSPS students' "Vision for Success Completion within ThreeYears" equity gap by 50%.
3-year outcome: Reduce LGBT and male DSPS students' "Vision for Success Completion within ThreeYears" equity gap by 80%.

- Reduce attrition rates
- Scheduling
- Concurrent and Dual Enrollment
- Outreach and Recruitment
- Increase evening hours
- Matriculation process
- Probation workshops
- Align support programs
- Student Success Program
- Professional Development
- Collaboration with feeder high schools
- English and math enrollment management
- Degree Works
- Meta-Majors
- Contact transfer students
- Career Counseling
- College & University student tours
- A2MEND Conference & HBCU College Fair
- Focus Groups
- Course material
- Mentor Program

Key Initiatives/Projects/Activities

As stated in the 2019-2022 Student Equity Plan, activities were assigned to various responsible parties, who were contacted by the Joint Planning Initiative Workgroup to provide progress updates on their respective activities for assessment. Many of the SEAP activities overlapped with the activities in the District's 2018-2021 Strategic Plan, which was overseen by the Institutional Planning and Effectiveness Committee (IPEC). The Joint Planning Initiative Workgroup collaborated with IPEC to receive updates for the activities that overlap both plans. In addition, the Joint Planning Initiative Workgroup communicated pertinent information to the District's constituent groups through the District's Governance and Decision-Making model. A notable outcome of this cross-sectional planning and strategic alignment was a newly added committee to our District's Participatory Governance Structure. This new committee, named the Equity and Diversity Action Committee, reports through our District Governance Senate, where the membership consists of all employee groups across the District. Below is a summary of the 21 activities names in the District's 2019-2022 Student Equity Plan.

1. Professional Development: Provide faculty, staff, and administrators professional development opportunities to gain in-depth knowledge on our District's

      disproportionately impacted student groups, such as On Course, CORA, Culturally Responsive Teaching, and Veteran's Regional Conference, among others.
2. English and math enrollment management: Evaluate course offerings to ensure that students have the opportunity to complete transfer-level English and math within one year.

Another example, of tremendous strides and implementation has been made in activity #10, professional development. The College of the Sequoias embraced the Chancellor's Call to Action and created an on-going repository of professional development with a direct emphasis on the student support and achievement through an equity lens. See the embedded link below: https://www.cos.edu/en-us/Governance/Board/Documents/01.%20Information%20-%20Call%20to%20Action%20Update.pdf

Evidence of Decreased Disproportionate Impact

In the 2019-2022 SEP, Black (female), First Generation (male), Foster Youth (male), LGBT (male and female), and Multi-ethnic (male) students as well as female student with an unknown race/ethnicity were identified as DIGs for the "Retained from Fall to Spring" metric. Based on the five most recent years of data (2016-2020), four of those seven student groups, (Black male, first generation male, LGBT female students as well as female students with an unknown race/ethnicity) had increases in the percentage of students who achieved this outcome. For example, LGBT females had a 47 percentage point increase in students who were retained from Fall to Spring and had increases in every year except 2020.

In the 2019-2022 SEP, Black (male) Hispanic (male), American Indian/Alaska Native (male), first generation (male), LGBT (male), economically disadvantaged (male) DSPS (male) and DSPS (female) students were identified as DIGs for the "Completed transfer-level math and English" metric. In the past five years (2017-2021), American Indian/Alaska Native male students had no change in the percentage of students who completed transfer-level math and English, and six of the eight DIGs, (Black male, Hispanic male, first generation male, economically disadvantaged male, DSPS male and DSPS female students) had increases in the percentage of students who achieved this outcome. For example, Black females had a 10 percentage point increase in students who completed transfer-level math and English and had increases in each of the past five years for this metric. See Table 3 for the past five years of data for the DIGs on this metric.

2022-25 Planning Efforts

The purpose of the document is to provide an overview of the College of Sequoia's 2022 Student Equity Plan data, which can assist in determining equity related goals and activities at COS. This overview examines disproportionate impact among 28 primary groups based on race/ethnicity and gender, as well as college generation, foster youth, veteran, LGTBQ+, homeless, DSPS, and economically disadvantaged status. Each of these student characteristics (excluding gender) are further disaggregated by gender, resulting in disproportionate impact analysis of 69 gender subgroups.

The CCCCO provided aggregate data and disproportionate impact calculations to the District for firsttime student cohorts across five metrics. The five metrics included 1) Successfully enrolled in first year; 2) Persisted (primary terms); 3) Completed transfer math & English; 4) Attained Vision Completion goal in 3 years; 5) Transferred in 3 years. The following outcome measures were included for each primary group and gender subgroup: group/subgroup rate, reference rate, percentage point gap, PPG threshold, and full equity number. The disproportionate impact calculations were conducted using the Percentage Point Gap (PPG) -1 methodology, which is a change in methodology from previous equity plans. The PPG-1 method compares the outcome of a student group to the outcome of all other students in the cohort (group/subgroup rate vs reference rate) and utilizes a margin of error calculation to determine a student group's DIG (Disproportionately Impacted Group) designation. If the student groups' percentage point gap is greater than the margin of error (PPG threshold) then the group is identified as a DIG.

Pandemic Acknowledgement
☒Interrupted Work Fully
☒Catalyzed Work
☒Delayed Work
Executive Summary URL

https://www.cos.edu/en-us/Research/Documents/2019-2022%20Equity%20Plan%20%26%20Exec%20Summary.pdf

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Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Successful Enrollment	Completed Transfer-Level Math & English	Metrics Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	✓	✕	✕	✕	✕
Economically Disadvantaged	✕	✕	✕	✓	✕
First Generation (male)	✕	✕	✓	✕	✕
LGBT (overall) and DSPS (male)	✕	✕	✕	✕	✓
Foster Youth	✕	✓	✕	✕	✕

Successful Enrollment

Black or African American

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure

For this metric, data is currently available from the 2014-2015 academic year through 4 the 2020-2021 academic year. The data can only be disaggregated by race/ethnicity and gender. For this metric, 13 primary groups and 22 gender subgroups were analyzed for disproportionate impact. Overall, 46% of individuals, who applied to COS for the 2020-2021 academic year successfully enrolled at COS during that academic year. Based on race/ethnicity, four of the nine primary race/ethnic groups were disproportionately impacted (Asian, Black/African American, Pacific Islander, and White students) and based on gender, two of the four primary gender

groups were disproportionately impacted (female and non-binary students). When examining disproportionate impact among race/ethnic groups by gender, Hispanic, American Indian/Alaska Native, and Asian students of all other gender values as well as American Indian/Alaska Native male students were identified as disproportionately impacted groups (DIGs). For specific information regarding the five outcomes for each DIG, see Table 1.

Structure Evaluation

Current Structure

☒Instruction

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

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

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

✓Other

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

Divisions and departments continue to collaborate with local high schools on dual and concurrent enrollment opportunities. A new dual enrollment director was hired, which now oversees the Welcome Center, which will assist in the alignment of outreach and services offered.

Ideal Structure

☒Instruction

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

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

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

✓Other

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

A team of outreach specialists continue to make multiple visits to 40+ high schools in Tulare and Kings Counties. The District participates and hosts MAPS (Motivate, Access, Plan, Success), which virtually served approximately 2,200 Visalia Unified School District 6th graders demonstrating career pathways and employment opportunities.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

Our new personnel dedicated to Black and African American outreach and building connections with our Black/African American community will take a couple years to see significant change. We will continue to work at changing the culture and perceptions of our community with being more visible and celebrating the accomplishments of our Black/African American students.

Action Steps

1.1.1 Attract prospective **Black or African American** students; inform them about their educational options and alignment with local workforce needs.

1.1.2 Extend awareness of our institutional offerings among key **Black or African American** community influencers, including the families of high school students and local employers seeking to hire our graduates.

1.1.4 Enhance opportunities to offer quality concurrent and dual enrollment by expanding early college credit opportunities to interested feeder high schools with a particular emphasis on **Black or African American** students.

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

Completed Transfer-Level Math & English

Foster Youth

Structure Evaluation: Friction Points
Friction Points

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

Friction Points: Current Structure

English is forming a committee to investigate attrition rates, study the data available, and request new data from the research office. They will study various intervention options and create recommendations. They participated in a training with Educational Support Services on Early

Alert. Math created new curriculum: College Algebra and Contemporary Math, both transfer courses which are being offered as short-term and late start.

Structure Evaluation

Current Structure

✕Instruction

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

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

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

✕Other

Ideal Structure

✕Instruction

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

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

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

✕Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal

Learning Resource Center tutorial services reaches out to Early Alert students who are not identified with a support service. Categorical/special programs contact their specific students regarding Early Alerts.

The district also has an action to increase focus groups to get feedback on next steps from former foster youth.

Action

Action Steps

2.3.3 Identify and develop interventions for foster youth students with "unsuccessful attempts" in Math/Quantitative Reasoning and English (for example, early alert tools, short-term and late-start course options, summer bridge interventions for students in the lower placement bands, and noncredit courses focused on topics of specific need).

3.1.4 Expand opportunities to collect input from specific foster youth student groups (e.g., focus groups, forums, surveys); respond to their needs.

3.2.3 Identify and engage Early Alert foster youth students who do not seek services.

Chancellor's Office Supports

Supports Needed

✕Field Guidance & Implementation

✕Technical Assistance/Professional Development

✕Data & Research

✕Policy & Regulatory Actions

✕Technology Investments & Tools
✓Proof of Concept Pilots
✕Strategic and Operational Communication
Explanation of Supports Needed

Persistence: First Primary Term to Secondary Term
First Generation (male)
Structure Evaluation: Friction Points
Friction Points

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

Friction Points: Current Structure

The data can be disaggregated by race/ethnicity and gender, as well as college generation, foster youth, veterans, homeless, LGBT, Perkins economically disadvantage and DSPS status. For this metric, 28 primary groups and 69 gender subgroups were analyzed for disproportionate impact. Overall, 74% of students in the cohort persisted from one primary term to the next at COS. Based on race/ethnicity, only one of the nine primary race/ethnic groups were disproportionately impacted (White students), and based on gender, one of the four primary gender groups were disproportionately impacted (male students). Additionally, first generation, foster youth, not DSPS, not economically disadvantaged, and veteran students were disproportionately impacted. When examining disproportionate impact based gender intersectionality, only male student subgroups were identified as DIGs. Specifically, 12 male student groups were disproportionately impacted (Hispanic, White, first generation, unknown college generation, foster youth, non-foster youth, not DSPS, not homeless, non-LGBT, economically disadvantaged, veterans, and non-veterans)

Structure Evaluation
Current Structure
✕Instruction
✕Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕General Operations (A&R, Parking, Campus Policing, etc.)
✕Other
Ideal Structure
✕Instruction

☒Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
☒Budgeting and Administration (HR, Purchasing, Processes, etc.)
☒General Operations (A&R, Parking, Campus Policing, etc.)
☒Other

Necessary Transformation to Reach Ideal

A team of outreach specialists continue to make multiple visits to 40+ high schools in Tulare and Kings Counties. The District participates and hosts MAPS (Motivate, Access, Plan, Success), which virtually served approximately 2,200 Visalia Unified School District 6th graders demonstrating career pathways and employment opportunities.

A new student orientation and program specific orientations were developed. A Student Services Resource Guide was sent to all students. The website, mailers, and social media provide continuous and updated student support content. Financial aid and research data are used to target support for specific student group recruitment such as the Extended Opportunity Programs and Services and Student Success Program.

Action Steps

1.1.1 Attract prospective first generation male students; inform them about their educational options and alignment with local workforce needs.

2.1.3 Develop and implement an intentional marketing and promotion plan for student support resources for first generation male student groups.

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

Economically Disadvantaged
Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and

implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure

For this metric, 25 primary groups and 59 gender subgroups were analyzed for disproportionate impact. Overall, 21% of students in the cohort transferred to a four-year postsecondary institution within three years. Based on race/ethnicity, two of the nine primary race/ethnic groups were disproportionately impacted (Hispanic and Pacific Islander students), and based on gender, one of the three primary gender groups were disproportionately impacted (male students). Additionally, DSPS, first generation, unknown college generation, foster youth, economically disadvantaged, and not veteran students were disproportionately impacted. When examining disproportionate impact based on gender intersectionality, there were nine male student groups identified as DIGs (Native American, Hispanic, not DSPS, first generation, not foster youth, LGBT, non-LGBT, economically disadvantaged, and not veteran students). Among students of all other gender values, Asian, Black/African American, Hispanic, and DSPS students were disproportionately impacted. No female student subgroup was identified as a DIG.

Structure Evaluation
Current Structure
☒Instruction
☒Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
☒Budgeting and Administration (HR, Purchasing, Processes, etc.)
☒General Operations (A&R, Parking, Campus Policing, etc.)
☒Other
Ideal Structure
☒Instruction
☒Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
☒Budgeting and Administration (HR, Purchasing, Processes, etc.)
☒General Operations (A&R, Parking, Campus Policing, etc.)
☒Other
Structure Evaluation: Necessary Transformation to Reach Ideal
Necessary Transformation to Reach Ideal

The Transfer Center offers application workshops. They are in the process of creating a transfer Canvas module. The TRIO program connects "transfer achievers" with current students for support. The Puente program connects current students with mentors for support.

The Transfer Center continues to host Transfer Day with public and private universities. The District provides opportunities for students to attend college fairs, including Historically Black

Colleges and Universities and out-of-state colleges and universities. Student Services coordinates student trips to colleges and universities to connect with admissions offices and other resources.

Action
Action Steps

2.2.1 Develop cohorts and support groups where Economically Disadvantaged students learn about transfer expectations and resources, receive hands on support navigating the transfer process, and connect with successful "transfer achievers" who are attending four-year universities.

2.2.2 Coordinate with public and private universities to expand and develop innovative options for place-bound Economically Disadvantaged students to complete a bachelor's degree and proactively inform these students about these offerings.

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

Completion
LGBT (overall) and DSPS (male)
Areas of Completion
Areas of Completion

✓Adult Ed/Noncredit Completion
✓Certificate Completion
✓Degree Completion
Structure Evaluation: Friction Points
Friction Points

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

Friction Points: Current Structure

For this metric, 26 primary groups and 66 gender subgroups were analyzed for disproportionate impact. Overall, 16% of students in the cohort attained the vison goal definition for success within three years. Based on race/ethnicity, one of the nine primary race/ethnic groups were disproportionately impacted (Native American students), and based on gender, two of the four primary gender groups were disproportionately impacted (male and non-binary students). Additionally, DSPS, first generation, unknown college generation, foster youth, LGBT, and not veteran students were disproportionately impacted. When examining disproportionate impact based on gender intersectionality, there were nine male student groups identified as DIGs (Native American, Hispanic, DSPS, first generation, foster youth, not foster youth, non-LGBT, economically disadvantaged, and not veteran students). Among students of all other gender values, those who were DSPS, LGBT, or not economically disadvantaged were disproportionately impacted. No female student subgroup was identified as a DIG.

Structure Evaluation
Current Structure
✕Instruction
✕Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕General Operations (A&R, Parking, Campus Policing, etc.)
✕Other
Ideal Structure
✕Instruction
✕Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕General Operations (A&R, Parking, Campus Policing, etc.)
✕Other

Structure Evaluation: Necessary Transformation to Reach Ideal
Necessary Transformation to Reach Ideal

The Transfer Center offers application workshops. They are in the process of creating a transfer Canvas module. The TRIO program connects "transfer achievers" with current students for support. The Puente program connects current students with mentors for support.

The District has increased the use of surveys and focus groups for student representation and district-wide decision making.

Action
Action Steps

3.1.4 Expand opportunities to collect input from LGBT and male DSPS student groups (e.g., focus groups, forums, surveys); respond to their needs.

2.2.1 Develop LGBT & male DSPS cohorts and support groups where students learn about transfer expectations and resources, receive hands on support navigating the transfer process, and connect with successful "transfer achievers" who are attending four-year universities.

Supports Needed

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

Explanation of Supports Needed

Student Support Integration Survey

1. Previous Equity Efforts

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

Not Entered

2. Guided Pathways

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

Not Entered

3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

Not Entered

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

Not Entered

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

Not Entered

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

The 2021-22 Budget Act included a total of $250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

5. Basic Needs

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

The 2021-22 Budget Act included ongoing funding of $30 million to support basic needs centers and coordinators, and an additional $100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

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

Not Entered

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

Not Entered

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

Not Entered

6. Zero-Textbook Cost

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

Not Entered

7. LGBTQ+ Supports

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

Not Entered

8. Mental Health Supports

8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

Not Entered

9. Institutional Planning

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

Not Entered

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

Not Entered

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

Not Entered

Certification

Chancellor/President

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- brentc@cos.edu

<p align="center">Approved by Brent Calvin</p>

<p align="center">**11/17/2022 01:37 PM PST**</p>

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<p align="center">Approved by Ron Ballesteros-Perez</p>

<p align="center">**11/15/2022 05:38 PM PST**</p>

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<p align="center">**11/15/2022 05:21 PM PST**</p>

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