



Butte College

Butte College Student Equity Plan 2022-25



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Executive Summary

Introduction

Butte College's 2022-25 Student Equity Plan foregrounds racial equity, the use of equity-minded data and inquiry processes, and institutional responsibility for changing policies, practices, and cultures that result in inequitable outcomes for our racially minoritized and other historically under-served student groups. At the college and in this plan, equity means that we are intentional about identifying and addressing the systemic conditions that create disparities in experiences and outcomes for students of color and that we will work to distribute resources to support the success of impacted student groups. Having an "equity-minded" approach to closing equity gaps means that we as an institution are willing to inform ourselves about the history of race and racism, assess our own assumptions about race, and take responsibility for the success of historically under-served and racially minoritized student groups. It means accepting that inequitable outcomes are a problem of institutional performance and committing to changing the institution to better meet the needs of impacted student groups, particularly students of color. Butte College is ready to engage in this critical work because our students of color and other historically under-served groups have waited too long for liberation from the structures, policies, and cultures that have held them back from achieving their educational goals.

Equity for our students cannot be achieved by the work of one department alone or even within specific programs that offer support to ensure a student's success; equity is the responsibility of each person who works at the college. Equity-minded employees accept that race and racism are endemic in higher education, and they continually assess how racialization shows up in their own classrooms, curriculum, practices, and workplaces because racial and other equity gaps are unlikely to be closed by using solutions that are not informed by understanding why equity gaps in outcomes are occurring in the first place. Each of us has the responsibility to engage in an iterative process of understanding how our practices contribute to inequitable outcomes for our students despite our best intentions. As W.E. Deming reminds us, "every system is perfectly designed to get the results that it gets." The goal for this 2022-25 Student Equity Plan is to serve as a guide to help us redesign our system/college to get different results—results that include equitable experiences and outcomes for our racially minoritized and other under-served student groups.

Race Consciousness in the 2022-25 Student Equity Plan Development

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

The murder of George Floyd and the subsequent “Call to Action” by Chancellor Eloy Oakley in 2020 catalyzed the California Community College system to confront and combat racism, anti-blackness, and white supremacy. At Butte College, the urgency to address these issues led us to acknowledge that racial inequities are an outcome of policies, practices, and cultures that are presumed to be race-neutral and to develop a number of race-specific strategies to combat long-standing systemic inequities that disproportionately affect students of color. These included the development of the following: an Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Officer position, a Native American Retention Specialist position, a Puente Program, an Umoja Program, increased professional development offerings focused on race/racism/anti-blackness/white supremacy, and increased support for programs and centers that specifically support the success of racially minoritized and other historically under-served student groups.

The addition of these race-specific personnel, programs, and professional learning opportunities during the last SE Plan cycle gives us more institutional capacity to do the work of achieving equity in outcomes for racially minoritized students. Moving forward, the goal is to leverage these positions and programs to focus on institutional reforms that support racial equity for students while not abandoning those student-focused initiatives that provide increased opportunities for students of color to connect and thrive at the college. The goal for professional development is to support faculty and staff in acknowledging that their current policies and practices have often not been designed to produce racial equity and that they therefore must be reconsidered and revised in order to do so.

Institutional Initiatives and Resources to Close Equity Gaps

Butte College is committed to the following six institution-wide initiatives to close equity gaps for our students of color and other under-served student groups within the three-year timeframe of this plan:

1. Implement equity-minded data use in decision-making processes and incorporate the use of inquiry to remediate practices, policies, and cultures that create inequitable outcomes for our students of color. In order for our 2022-25 Student Equity Plan to be a tool of racial equity, all college employees including faculty, staff, and administrators must be engaged in routinized processes of inquiry to identify root causes that are contributing to racial inequities. The Student Equity and Achievement (SEA) Director will work with Institutional Research, Instruction, and Student Services to develop a routinized process whereby all practitioners have access to and are expected to annually examine student data disaggregated by race, gender, and special population status at the college and departmental levels. This will habituate the college to analyzing data and engaging in inquiry to identify and address obstacles to equity and inclusion in all areas of the college on an on-going basis. In addition, the Faculty Alliance for Inquiry and Research (FAIR) Classrooms Program will continue to provide an opportunity for individual faculty to confidentially access classroom-level data about how different groups of students are performing in their specific courses and to learn about equity-mindedness and culturally-responsive teaching practices to remediate inequities.
Student Equity and Achievement (SEA) Resource Allocation: \$146,368
2. Provide professional development for faculty, Classified staff, Management/Supervisory/Confidential (MSC) staff, and the Board of Trustees around anti-racism, white supremacy, unconscious bias, macro/micro-aggressions, deficit thinking, and how to best support racially minoritized and other under-served student populations. Professional development in these areas is the primary way to achieve cultural change and improve classroom climates by adopting anti-racist classroom practices and curriculum. Opportunities include the Cultural Awareness Community of Practice workshop series, Diversity Academy, Equity Conference Funding, Faculty/Staff Affinity Group Support, FAIR Classrooms, *Me and White Supremacy* book groups, Safe Zone training, monthly USC Racial Equity Alliance trainings, and professional development for the English and math departments around AB 705 implementation.
SEA Resource Allocation: \$237,000
3. Strengthen existing equity-minded student supports and services for racially minoritized and other historically under-served student groups and annually evaluate their effectiveness. These supports and services include the staff and operating budgets for the Culture and Community Center, Inspiring Scholars Foster Youth Support Program, Math Engineering Science Achievement (MESA), Native American Center, Puente, Queer Resource Center, Student Success Services, Umoja, UndocuCenter, and the Veterans Center. Also included here are programs/events specifically designed for the retention and success of our racially minoritized students like the annual Bienvenida, identity-based welcome events, Women of Color event, Men of Color Initiative, Queers of Color event, Students of Color Retreat, identity-based club support, and identity-based graduation celebrations. Our racially minoritized students have reported in focus groups that these events are what made them feel valued and welcomed on campus and improved their overall sense of belonging, retention rates, and academic success.
SEA Resource Allocation: \$1,505,374 (includes personnel, program, and event costs)
4. Focus on Butte College's HSI designation by increasing the visibility and reputation of Butte College as an HSI to the communities we serve and creating a campus culture where all faculty, administration, and staff are aware of and dedicated to fostering our HSI designation. This will

include recognizing our HSI status in our Mission Statement and celebrating our HSI status on our webpage and promotional materials.

SEA Resource Allocation: \$15,000

5. Implement equity-minded hiring policies and practices, onboarding programs with an EDI lens, retention strategies for employees of color, and evaluation processes with an EDI lens for all employees.

SEA Resource Allocation: \$0

6. Implement Dash for Success (Guided Pathways) with an EDI lens.

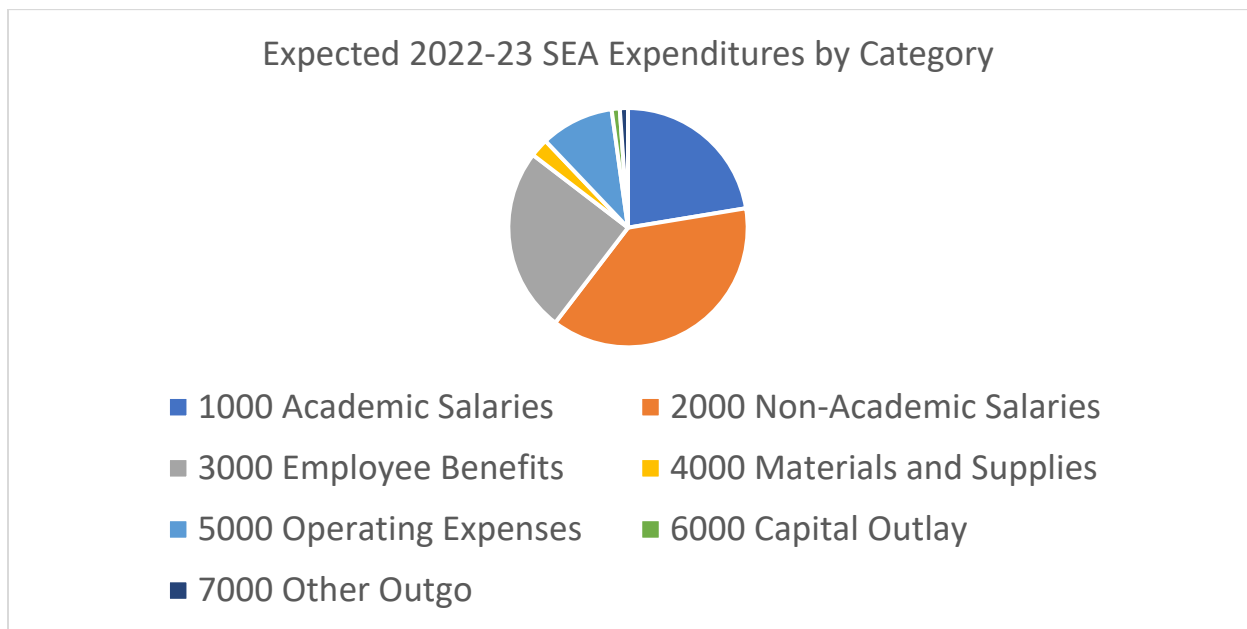
SEA Resource Allocation: \$0

Detailed Accounting of Intended Funding for 2022-2023

The 2022-23 spending projections below include funds from our current year allocation and some carryover funds from 2021-22.

Expected 2022-23 SEA Expenditures by Department	
Admissions and Records (A&R)	3.4%
Career and Academic Assessment Center	4.1%
Center for Academic Success (CAS)	5.6%
Child Development Center (CDC)	0.8%
Counseling	23.4%
Dean of Enrollment	8.0%
Dean of Students	0.6%
Diversity Committee	0.8%
English	0.3%
English as a Second Language (ESL)	1.3%
Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Office	7.2%
Inspiring Scholars	2.1%
Institutional Research (IR)	2.3%
Library	0.9%
Math	0.6%
MESA	2.0%
Multicultural Programs and Services	14.7%
Orientation	2.2%
Student Equity and Achievement (SEA) Program	4.0%
Student Success Services (SSS)	4.7%
Support Center	1.4%
Veterans Services	1.2%
Vice President of Student Services	1.0%
Welcome Center	7.4%
Total	100.0%

Expected 2022-23 SEA Expenditures by Category	
1000 Academic Salaries	22.4%
2000 Non-Academic Salaries	38.0%
3000 Employee Benefits	25.0%
4000 Materials and Supplies	2.5%
5000 Operating Expenses	9.9%
6000 Capital Outlay	1.1%
7000 Other Outgo	1.1%
Total	100.0%



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2019-22 Student Equity Plan Reflection

Key Initiatives/Projects/Activities

Summarize the key initiatives/projects/activities that supported student equity at your institution-across all areas of the college in 2019-22.

There are four primary areas of the college that have had institution-wide impacts on student equity at Butte College from 2019-22: new race-focused personnel, professional development around issues of racism and oppression, specific programs that support students of color and special population groups, and AB 705 implementation.

The college hired two critical race-focused positions in 2021-22: The Inclusion, Diversity, Equity, and Anti-Racism (IDEA) Officer and the Native American Retention Specialist. The IDEA Officer reports directly to the college President and is responsible for providing leadership in the college's efforts to combat racism, increase diversity, eliminate equity gaps, and ensure an inclusive learning environment for all students, faculty, and staff. The Native American Retention Specialist develops, implements, and evaluates activities designed to increase Native American student retention, completion, and transfer.

The college has also provided on-going professional development for faculty, staff, and students around issues of race and racism. These offerings include, but are not limited to, the following:

- Mandatory, monthly Student Services anti-racism trainings in 2020-21
- Cultural Awareness Community of Practice workshop series
- Diversity Academy
- Equity Conference Funding
- Faculty/Staff Affinity Group Support
- FAIR Classrooms
- HSI focus in Spring 2022 (Dr. Gina Garcia, book group, Diversity Speaker Series, ESCALA)
- *Me and White Supremacy* book groups
- Safe Zone training
- USC Racial Equity Alliance monthly trainings

Additionally, the college has provided SEA resources for new and existing programs whose primary purpose is to support under-served student populations with the goal of eliminating equity gaps. These programs include the following:

- Culture and Community Center
- Inspiring Scholars Foster Youth Support Program
- MESA
- Puente
- Queer Resource Center
- Student Success Services
- Umoja
- UndocuCenter
- Veterans Center

Finally, the college wants to acknowledge the huge impacts of AB 705 implementation on student success overall. The college's focus on supporting students to complete transfer-level math in the first year has dramatically increased student throughput as transfer-level math completion rates improved

from 33% in 2017-18 to 53% in 2020-21. English completion rates also improved from 60% in 2017-18 to 63% in 2020-21. The professional development for English and math faculty has helped create huge shifts in course structures and student supports. Equity gaps continue to persist for Black/African American, Native American, and Latinx students; the goal is to close those gaps by the end of this SE planning cycle in 2025.

Evidence of Decreased Disproportionate Impact from 2019-22 SE Plan

How do you know these initiatives/projects/activities decreased disproportionate impact?

The chart below provides Chancellor’s Office data on the equity gaps identified in the 2019-22 Student Equity Plan and an analysis of progress to date for the student populations identified in that plan. Of the 26 identified populations with equity gaps, 10 showed positive progress, 11 had widened gaps, and there was a lack of data available for 5 populations.

Metric	Student Populations with DI in 2019-22 SE Plan	Gap Difference	Gap Progress
Successful Enrollment	African American Students	Decreased 4.1%	Positive Progress Shown
	Veteran Female Students	Not Available	Not Available
	Filipino Female Students	Decreased 2.6%	Positive Progress Shown
	Foster Youth Students	Not Available	Not Available
	Female Students Registered at DSPS	Not Available	Not Available
	Native American Female Students	Increased 5.6%	Gap Widened
	Asian Students	Increased 1.7%	Gap Widened
Fall to Spring Retention	African American Male Students	Increased 7.5%	Gap Widened
	Native American Students	Increased 8.4%	Gap Widened
	White Male Students	Increased 4.0%	Gap Widened
Completion of Transfer-Level Math and English	African American Students	Decreased 4.1%	Positive Progress Shown
	Native American Female Students	Decreased 6.1%	Positive Progress Shown
	Foster Youth Students	Increased .5%	Gap Widened
	Students Registered at DSPS	Decreased 6.8%	Positive Progress Shown
	Economically Disadvantaged Male Students	Decreased 2.5%	Positive Progress Shown
	Hispanic Male Students	Increased 5.3%	Gap Widened
Transfer	Veteran Students	Increased 6.7%	Gap Widened
	LGBT Male Students	Not Available	Not Available
	Students Registered at DSPS	Decreased .6%	Positive Progress Shown
	Native American Female Students	Increased 12.4%	Gap Widened
	Multi-Ethnic Male Students	Decreased 21.5%	Positive Progress Shown
	Foster Youth Female Students	Decreased 13.8%	Positive Progress Shown

	Native Hawaiian/Pacific Islander Female Students	Decreased 30.7%	Positive Progress Shown
Completion of Vision for Success Goal			
	Native American Female Students	Increased 8.8%	Gap Widened
	Multi-Ethnic Female Students	Increased 7.2%	Gap Widened
	LGBT Students	Not Available	Not Available

It is difficult to know at this point why some populations had positive progress toward closing equity gaps and why some gaps have widened. It is also difficult to know which of our institutional efforts contributed to eliminating some groups' disproportionate impact/equity gaps for several reasons:

- 1) The negative impact of the Camp Fire in 2018 and the pandemic in 2020 on overall student outcomes and experiences cannot be understated. For example, according to our local annual equity dashboards that analyze all students disaggregated by race, our overall student retention rate went from 72.4% in 2019-20 to 66.2% in 2020-21 to 61.8% in 2021-22. In that same timeframe, retention rate gaps for Native American students, Latinx students, and Pacific Islander students have decreased. Was this because our equity initiatives are working (great news) or is it because the population of students with these identities have gotten small enough due to these catastrophes that the equity gaps can't reach beyond the margins of error to determine they have disproportionate impact (bad news)? The devastating impacts of the Camp Fire and the pandemic on student outcomes generally makes it very challenging to determine how effective our efforts toward creating a more equitable campus for our racially minoritized and special population students have been.
- 2) Several of the personnel and programs to support our student populations with equity gaps are new to the college. For example, the IDEA Officer, Native American Retention Specialist, Umoja Program, and Puente Program were all onboarded in 2021-22. It will take some time to evaluate their impact on the campus climate and on student outcomes. The fact that the Chancellor's Office equity data is from 2016-17 for transfer, 2017-18 for completion, 2019-20 for retention, and 2020-21 for enrollment and English/math completion means that we are not yet able to evaluate whether or not many of our interventions have worked or are working, and in some cases, it will be years before we can measure the impacts of this year's efforts.
- 3) The college is providing a lot of programs and activities for students and many students take advantage of more than one to ensure their success. It is impossible to establish a causal relationship between improved student outcomes and participation in a particular program and is even more difficult to know what's working and not working when students take advantage of multiple support programs and activities.
- 4) The college needs to implement a more consistent, rigorous SEA evaluation process to determine which programs, activities, and personnel are improving student experiences and outcomes, especially for our racially minoritized students. This will take a greater commitment on the part of the SEA Director, SEA Advisory Committee, the IR Office, and managers in many departments. An inquiry team will be established to assess the effectiveness of SEA-funded supports through a racial equity lens. The inquiry team will be trained on the principles of equity-mindedness and on key methods of inquiry to systematically evaluate all services, activities, structures, and staffing that are supported with SEA funding.

2022-25 Planning Efforts

Briefly summarize how the 2019-22 student equity plan cycle informed your planning efforts for 2022-25.

Our 2019-22 student equity plan cycle has greatly informed our planning efforts for 2022-25. First, the 2022-25 SE Plan is much more focused on race-based supports to close equity gaps for our Asian, Black/African American, Latinx, Native American, Pacific Islander, and Multi-Ethnic students. Our institution-wide efforts in the 2022-25 SE Plan on behalf of our students of color that were initiated during our last planning cycle include the following:

- District Mission and Values updates directed toward race-consciousness
- Professional development to understand and better support the students we serve
- More celebration of our HSI status accompanied by more support for our Latinx students
- Guided Pathways (GP) implementation with an equity, diversity, and inclusion (EDI) lens
- Hiring, onboarding, and evaluating employees with an EDI lens
- Identity-based affinity groups for faculty/staff to support equitable experiences and outcomes for employees, create connection, and ensure that employees of color and employees from historically marginalized groups experience more engagement and a sense belonging

Second, after the devastation caused by Camp Fire in 2018 and the severe impact the pandemic continues to have on our students and the communities they come from, we recognize that we must be flexible and respond to student needs in an emergent way. Our racially minoritized students recently told us in focus groups that they often feel alienated culturally from the college and that they need more ways to connect with each other, with their faculty, with their cultures on campus. We therefore plan to provide equity-focused programs and events specifically for students of color to improve their experiences and outcomes, including the following:

- Decolonize! Week
- Diversity Speaker Series
- Diversity Informational Campaign
- Identity-based graduation celebrations
- Identity-based club support
- Identity-based welcome receptions including Bienvenida
- Men of Color Event
- Queers of Color Event
- Roadrunner Rush
- Students of Color Retreat
- Summer Bridge
- Women of Color Event

Pandemic Acknowledgement

Using the checkboxes provided, please describe the ways in which the Pandemic affected you 2019-22 equity efforts. You have the space to provide an explanation in narrative form for any of the options you selected above.

- Interrupted Work Fully
- Catalyzed Work
- Delayed Work

Butte College had two compounding catastrophes that drastically changed our student population, our priorities, and our way of serving students: the 2018 Camp Fire and the 2020-21 pandemic. The college and surrounding communities were devastated by the Camp Fire in fall 2018. This disaster certainly interrupted our work, the frequent power shutoffs that followed in 2019 certainly delayed our work, and the pandemic in 2020-21 has catalyzed our work. Throughout these past few years, faculty and staff worked tirelessly through their own grief and trauma to support students.

Like every other college, we worked hard to transition all instruction and student services to remote, online modalities in spring 2020 and to help students access their courses and support services remotely. We developed a plan and reached out to each and every student by phone who was either not passing a class or had “disappeared” from a class to offer encouragement and resources to get them back on track during that spring semester. We surveyed students about their most immediate needs as we transitioned to a remote environment and we addressed those needs as best as we could under the circumstances.

In terms of equity work, we were able to transition professional development opportunities to online modalities and focused our efforts in 2020-21 on anti-racism trainings for staff and faculty, and we were also able to plan for new race-focused personnel and programs to begin in 2021-22. A primary area of struggle during the pandemic for most of the programs that support racially minoritized and special population students was student engagement in activities outside the classroom. We know that the pandemic disproportionately affected communities of color, and our students were no exception as they necessarily prioritized their families’ well-being and their coursework over everything else. Many students were unable to take advantage of opportunities to connect with others and build a sense of community in the remote environment. Our centers including the Culture and Community Center, the Queer Resource Center, and Inspiring Scholars offered several student-focused virtual events each month, yet only a few students would attend. Identity-based club attendance was also down significantly during the pandemic. This no doubt affected outcomes for racially minoritized and special population students who were already feeling disconnected before these crises.

Students Experiencing Disproportionate Impact

Methodology

The data used to determine disproportionate impact in this plan was provided by the Chancellor's Office in spring 2022 and focuses on outcomes for first-time only students using the Percentage Point Gap (PPG) Minus 1 method. The PPG Minus 1 method compares the outcomes of a disaggregated subgroup to a reference group that includes all other students minus the disaggregated subgroup itself (e.g., compares the retention rate of Hispanic students to the retention rate of all non-Hispanic students). The percentage point gap minus one is calculated as follows:

$$\text{PPG-1} = (\% \text{ of subgroup}) - (\% \text{ of all other student groups})$$

The "Percentage Point Gap Minus 1" method updates the original Percentage Point Gap (PPG) method to increase the sensitivity of the PPG method to detect instances of disproportionate impact where a student group potentially experiencing disproportionate impact (DI) comprises a substantial proportion of the overall student body. This adjustment removes the influence of the group's own performance on the overall comparison rate, improving the accuracy for detecting cases of disproportionate impact for groups that might make up a sizable proportion of a college.

The detection of disproportionate impact (DI) in the PPG-1 method employs a threshold or margin of error (E) that is adjusted by the sample size (n) or cohort size of the subgroup 2, as well as sample proportion (\hat{p}) or outcome rate of subgroup. The margin of error can be calculated based on a 95% confidence level, and the given sample size (n). As the sample size gets smaller, the margin of error increases – i.e., the larger the observed difference in outcomes needs to be in order to be confident that the difference observed between the outcomes for a subgroup of students are different from the outcomes of all other students.

Using the PPG -1 method with a margin of error, an Institutional Researcher and the SEA Director identified the five student populations with the largest equity gaps in each of five metrics: successful enrollment, completion of transfer-level math and English in one year, retention from primary term to secondary term, completion, and transfer. The PPG-1 data sets were provided to metric teams at the Summer 2022 Student Equity Planning Retreat, and the teams worked together to identify which specific student populations to focus on in the 2022-25 Student Equity Plan. The chart on the following page indicates which student groups were selected based on the data presented and the discussions within each metric group.

STUDENT POPULATIONS EXPERIENCING DISPROPORTIONATE IMPACT & METRICS

Student Population	Successful Enrollment	Completed Transfer-Level Math & English	Retention: First Primary Term to Secondary Term	Transfer	Completion
Current or former foster youth	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low-income students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Veterans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian or Alaska Native	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black or African American	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic or Latino/a/x	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Native Hawaiian or other Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Filipino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some other race	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than one race/Multi-Ethnic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
First Generation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homeless students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LGBTQIA2S+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other (Add population)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Metrics

Successful Enrollment

Population Experiencing the Most Significant Disproportionate Impact: Asian Female Students

Outcome Goals for Asian Female Students for 2022-25:

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Increase enrollment of Asian Female Students by 4% over the 2020-21 rate of 42.1%
<i>Year 2 (2023-24)</i>	Increase enrollment of Asian Female Students by 8% over 2020-21 rate of 42.1%
<i>Year 3 (2024-25)</i>	Increase enrollment of Asian Female Students by 12% over 2020-21 rate of 42.1%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Currently, Chancellor's Office data indicates that Asian female applicants have a 12.2% gap from the overall enrollment rate for all other students. Our current structure is not designed to track and communicate with applicant groups who have disproportionate impact (DI) in successfully enrolling in the college. We also don't share enrollment successes or challenges by DI population with our matriculation team or the Matriculation Committee. We review aggregate data instead of disaggregating the data by race, gender, and special population status, which would allow us to intentionally aid specific groups of students with the enrollment process and educate student groups with DI on programs and services they may find beneficial once they enroll in courses.

Additionally, the college does not currently do targeted outreach to students with DI who have completed an application but haven't progressed through the matriculation process to enrollment. We therefore miss an opportunity to connect our Asian students during the enrollment process to relevant services, clubs, support programs, and staff/faculty that can support students' sense of belonging and improve educational outcomes.

Finally, the college often relies on faculty academic counselors to provide mental health services to students because of high demand, which can impact students' ability to get an appointment with academic counselors in a timely manner to complete and maintain a current student educational plan.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

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

Ideally, the college would have a way to regularly evaluate and act upon enrollment gaps. To do so, we need to develop an easily accessible dashboard that breaks down each step of the matriculation process and disaggregates enrollment data by each step based on DI population. This form of inquiry would help us identify gaps in the matriculation process and inform which groups need additional guidance to complete certain matriculation processes. We also need to create a mechanism to understand why certain student groups are not matriculating.

For Asian female students who have not moved through the matriculation process, we need to send out frequent communications via various modalities, including text messages, emails, and phone calls to guide them to next steps and available resources. Additionally, we would have a dedicated counselor to support our Asian students during the matriculation process and beyond. A single, dedicated counselor allows students to build rapport, feel directed and nurtured, and receive consistent academic advising in support of their goals.

PLANNING AND ACTION

Intended Audience/Recipient:

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

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Students

Action Steps:

Institutional Steps:

- Meet with Institutional Research to develop and implement an enrollment dashboard disaggregated by race, gender, and special population status to monitor for DI in the enrollment process annually.
- Create and distribute a student survey annually that measures applicants’ experiences during the matriculation process, including those students who do not successfully enroll.

Steps Specifically for Asian Female Students:

- Establish a partnership with local community organizations that work with the Asian community and provide recruitment and matriculation support in community spaces dedicated to support Asian students, such as the Hmong Cultural Center in Oroville.
- Provide intentional outreach to Asian female students to inform them of their status in the matriculation process and assist them through the remaining steps required to enroll in courses, including the use of a CRM (Slate) to facilitate communications that are culturally competent and racially relevant.
- Provide Asian female students with a welcoming activity before school begins that connects them with services and resources related to their identities and to their community of interest/program of study to promote relationship building and networking needed to feel connected and valued.
- Provide outreach materials and website information on enrollment in the Hmong language to support the enrollment of our large local Hmong community.

Support Needed:

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

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

Description of Support Needed:

- Offer regular webinars or Communities of Practice for Enrollment Services personnel to better understand significant data and research, identify enrollment trends, and learn strategies for improving enrollment rates for Black/African American students.
- Create a committee of practitioners from the field that is responsible for creating best practices and shares recommendations with the Chancellors Office related to successful enrollment for DI populations.
- Establish a student survey to help the system identify barriers experienced by students during the application process. Many students are confused because there are two applications: CCCApply and the campus application.
- Use Skip Logic technology that tailors the CCCApply application to the students' needs.

Successful Enrollment

Population Experiencing the Most Significant Disproportionate Impact: Black/African American Female Students

Outcome Goals for Black/African American Female Students for 2022-25:

Timeframe	Measurement Output
Year 1 (2022-23)	Increase enrollment of Black/African American female students by 3% over the 2020-21 rate of 44.1%
Year 2 (2023-24)	Increase enrollment of Black/African American female students by 6% over the 2020-21 rate of 44.1%
Year 3 (2024-25)	Increase enrollment of Black/African American female students by 8% over the 2020-21 rate of 44.1%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

Currently, Chancellor's Office data indicates that Black/African American female applicants have an 8.0% gap from the overall enrollment rate for all other students. The size of this gap does not meet the margin of error threshold, but a statistically significant gap for this population has existed for several years, including in 2016, 2017, and 2018. The number of applications to Butte College from Black/African American females has gone down year after year over several years, while the number of enrollments has remained static. The college can do better to recruit and support Black/African American female students through the matriculation process.

Our current structure is not designed to track and communicate with any of the applicant groups who have disproportionate impact (DI) in successfully enrolling into the college. We also don't share enrollment successes or challenges by DI population with our matriculation team or the Matriculation Committee. We review aggregate data instead of disaggregating the data by race, gender, and special population status, which would allow us to intentionally aid specific groups of students with the enrollment process and educate student groups with DI on programs and services they may find beneficial once they enroll in courses.

Additionally, the college does not currently do targeted outreach to students with DI who have completed an application but haven't progressed through the matriculation process to enrollment. We therefore miss an opportunity to connect our Black/African American students during the enrollment process to services and opportunities such as Umoja, Black Student Union, and other relevant services, clubs, support programs, and staff/faculty that can support these students' sense of belonging and improve educational outcomes.

Finally, the college often relies on faculty academic counselors to provide mental health services to students because of high demand, which can impact students' ability to get an appointment with academic counselors in a timely manner to complete and maintain a current student educational plan.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

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

Ideally, the college would have a way to regularly evaluate and act upon enrollment gaps. To do so, we need to develop an easily accessible dashboard that breaks down each step of the matriculation process and disaggregates enrollment data by each step based on DI population. This form of inquiry would help us identify gaps in the matriculation process and inform which groups need additional guidance to complete certain matriculation processes. We also need to create a mechanism to understand why certain student groups are not matriculating.

For Black/African American female students who have not moved through the matriculation process, we need to send out frequent communications via various modalities, including text messages, emails, and phone calls to guide them to next steps and available resources. Additionally, we need a dedicated counselor to support our Black/African American students during the matriculation process and beyond. A single, dedicated counselor allows students to build rapport, feel directed and nurtured, and receive consistent academic advising in support of their goals.

PLANNING AND ACTION

Intended Audience/Recipient:

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

- Administrator
- Faculty
- Classified Staff

- Partner (K12, Transfer, other)
- Students

Action Steps:

Institutional Steps:

- Meet with Institutional Research to develop and implement an enrollment dashboard disaggregated by race, gender, and special population status to monitor for DI in the enrollment process annually.
- Create and distribute a student survey annually that measures applicants' experiences during the matriculation process, including those students who do not successfully enroll.

Steps Specific to Black/African American Female Students:

- Establish a partnership with local community organizations that work with the Black/African American community and provide recruitment and matriculation support in community spaces dedicated to support Black/African Americans, such as the African American Family Culture Center in Oroville.
- Provide intentional outreach to Black/African American female students to inform them of their status in the matriculation process and assist them through the remaining steps required to enroll in courses, including the use of a CRM (Slate) to facilitate communications that are culturally competent and racially relevant.
- Provide Black/African American students with a welcoming activity before school begins that connects them with services and resources related to their identities and to their program of study/faculty.
- Encourage Black/African American students to connect with the Umoja Program and the Umoja counselor, so that our Black/African American students will have a point of contact in Counseling.

Support Needed:

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

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

Description of Support Needed:

- Offer regular webinars or Communities of Practice for Enrollment Services personnel to better understand significant data and research, identify enrollment trends, and learn strategies for improving enrollment rates for Black/African American students.

- Create a committee of practitioners from the field that is responsible for creating best practices and shares recommendations with the Chancellor's Office related to successful enrollment for DI populations.
- Establish a student survey to help the system identify barriers experienced by students during the application process. Many students are confused because there are two applications: CCCApply and the campus application.
- Use Skip Logic technology that tailors the CCCApply application to students' needs.

Completion of Transfer-Level Math & English in First Year

Population Experiencing the Most Significant Disproportionate Impact: Black/African American Students

Outcome Goals for Black/African American Students for 2022-25:

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	<ul style="list-style-type: none"> • Increase transfer-level math success rate of Black/African American Students by 2% over the 2020-21 rate of 10.3% • Increase transfer-level English success rate of Black/African American Students by 2% over the 2020-21 rate of 10.3%
<i>Year 2 (2023-24)</i>	<ul style="list-style-type: none"> • Increase transfer-level math success rate of Black/African American Students by 4% over the 2020-21 rate of 10.3% • Increase transfer-level English success rate of Black/African American Students by 4% over the 2020-21 rate of 10.3%
<i>Year 3 (2024-25)</i>	<ul style="list-style-type: none"> • Increase transfer-level math success rate of Black/African American Students by 6% over the 2020-21 rate of 10.3% • Increase transfer-level English success rate of Black/African American Students by 6% over the 2020-21 rate of 10.3%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population?

Based on Chancellor’s Office data, our first-time Black/African American students in 2020-21 had a 6.1% gap in math and English completion compared to the overall math and English completion rate for all other students. Our local annual equity dashboard for 2021-22 that includes all students (not just first-time students) shows a gap of 12.4% in math completion and a gap of 16.6% in English completion for our Black/African American students.

Currently, the college plans to provide the following academic supports in 2022-23 for all students taking transfer-level English:

- Instructional Aide Support in English 3
- Paraprofessional English Tutors and Student Writing Coaches in the Center for Academic Success (CAS)

- Professional Development for English Faculty

The college also plans to provide the following supports in 2022-23 for all students taking transfer-level math:

- CAS Supplemental Instruction Leaders for Math (Calculus)
- Embedded Student Tutors for Math (Statistics)
- CAS Math Tutoring (all levels)
- Math Lab Student Assistant
- Professional Development for Math Faculty

In many instances, Instruction and Student Services work without collaboration. Additionally, students are often unaware of the campus services that are available that would support their academic success. Finally, we need a better structure of inquiry to review and act on transfer-level math and English success data and service use, particularly to track the success of our students of color and adapt practices when necessary.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

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

Ideally, the college will engage in inquiry practices to regularly review transfer-level math and English outcome data that is disaggregated by race, gender, and special population and act upon any equity gaps immediately. The college will also ensure more collaboration between Instruction and Student Services to provide appropriate support services for Black/African American students. Student Services and instructional faculty will regularly survey students to assess their experiences, and adapt classroom policies, curriculum, and engagement strategies to better meet the needs of students. Additionally, the college will engage in more racially and culturally-specific curriculum development and professional development. Student Services and instructional faculty will also collaborate to equitably guide program-based cohorts within the Guided Pathways framework. This will include assessing needs and timely interventions when students are deemed to be struggling.

The college will also leverage the newly adopted Umoja Program to support Black/African American student success in transfer-level math and English. Umoja is a program that is sustainable, supported nationally, and instructional faculty in Umoja are trained in culturally-responsive teaching. Instruction through Umoja that is culturally affirming, culturally specific, and connected to student services is designed to support the success of students, as is the collaboration between instructional faculty, Counseling, and Umoja staff.

The college will also work to better engage Black/African American students in the Center for Academic Success (CAS) with the support of instructors and various programs, including Umoja. CAS will also engage in targeted recruitment efforts of Black/African American students focused on employment with the goal of increasing the diversity of tutors, Writing Coaches, and SI Leaders.

PLANNING AND ACTION

Intended Audience/Recipient:

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

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Students

Action Steps:

To increase the success rates of Black/African American students in transfer-level math and English in their first year by 2% each year, the college plans to do the following in each year of this Plan:

Year One (2022-23):

Institutional Steps:

- Provide annual student outcomes data for transfer-level math and English disaggregated by race, gender, and special populations and address equity gaps immediately.
- Utilize Student Success Team of Professionals (to include a faculty member, counselor, Learning Resource Specialist, Researcher, Basic Needs Student Services Professional) through the Guided Pathways framework that will contact Black/African American students enrolled in Butte College to assess student needs and guide intervention efforts.
- Continue to support professional development for math and English faculty on equity-minded, culturally-responsive teaching practices and linguistic justice.

Steps Specifically for Black/African American Students:

- Develop partnerships and collaboration between math department, English department, the Center for Academic Success (CAS), and the cultural centers, specifically Umoja, to support culturally responsive, racially-specific supports and employment opportunities for Black/African American students.
- Collaborate with appropriate Instructional Deans to identify faculty to teach transfer-level math and transfer-level English via Umoja beginning in 2023-24.
- Selected faculty attend Umoja Summer Learning Institute in June 2023.
- Create a video to share across campus and post on Canvas that advertises Umoja and distribute through instructional faculty.

Year Two (2023-24):

Institutional Steps:

- Provide annual student outcomes data for transfer-level math and English disaggregated by race, gender, and special populations and address equity gaps immediately.
- Utilize Student Success Team of Professionals (to include a faculty member, counselor, Learning Resource Specialist, Researcher, Basic Needs Student Services Professional) through the Guided Pathways framework that will contact Black/African American students enrolled in Butte College to assess student needs and guide intervention efforts.
- Continue to support professional development for math and English faculty on equity-minded, culturally-responsive teaching practices and linguistic justice.

Steps Specifically for Black/African American Students:

- Develop partnerships and collaboration between math department, English department, the Center for Academic Success (CAS), and the cultural centers, specifically Umoja, to support culturally responsive, racially-specific supports and employment opportunities for Black/African American students.
- Run one section of Umoja transfer-level math and one section of Umoja transfer-level English.

Year Three (2024-25):

Institutional Steps:

- Provide annual student outcomes data for transfer-level math and English disaggregated by race, gender, and special populations and address equity gaps immediately.
- Utilize Student Success Team of Professionals (to include a faculty member, counselor, Learning Resource Specialist, Researcher, Basic Needs Student Services Professional) through the Guided Pathways framework that will contact Black/African American students enrolled in Butte College to assess student needs and guide intervention efforts.
- Continue to support professional development for math and English faculty on equity-minded, culturally-responsive teaching practices and linguistic justice.

Steps Specifically for Black/African American Students:

- Develop partnerships and collaboration between math department, English department, the Center for Academic Success (CAS), and the cultural centers, specifically Umoja, to support culturally responsive, racially-specific supports and employment opportunities for Black/African American students.
- Run one section of Umoja transfer-level math and one section of Umoja transfer-level English.

Support Needed:

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

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

- Technology Investments & Tools
- Pilots & Building Communities of Practice

Description of Support Needed:

In addition to needing institutional support from Leadership, from math and English department faculty, and from the Guided Pathways Committee, the Chancellor's Office can provide support in terms of more funding for AB 705 supports and the Umoja Program. Field guidance and policy action are helpful in ensuring that our college complies with rules regarding course offerings and student placement that gives more students access to transfer-level coursework. Professional development around institutional racism, unconscious bias, racial microaggressions, color-blind/race-neutral policies and practices, deficit-minded notions/dispositions, Eurocentric curriculum/curricula/learning materials, and the lack of racial/ethnic representation among administrators, faculty, and staff due to hiring processes and procedures would also be beneficial for faculty and staff serving our Black/African American students enrolled in transfer-level math and English.

Completion of Transfer-Level Math & English in First Year

Population Experiencing the Most Significant Disproportionate Impact: Latinx Male Students

Outcome Goals for Latinx Male Students for 2022-25:

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Increase transfer-level math success rate of Latinx male students by 2% over the 2020-21 rate of 10.5% Increase transfer-level English success rate of Latinx male students by 2% over the 2020-21 rate of 10.5%
<i>Year 2 (2023-24)</i>	Increase transfer-level math success rate of Latinx male students by 4% over the 2020-21 rate of 10.5% Increase transfer-level English success rate of Latinx male students by 4% over the 2020-21 rate of 10.5%
<i>Year 3 (2024-25)</i>	Increase transfer-level math success rate of Latinx male students by 6% over the 2020-21 rate of 10.5% Increase transfer-level English success rate of Latinx male students by 6% over the 2020-21 rate of 10.5%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population?

Based on Chancellor’s Office data, our first-time Latinx male students in 2020-21 had a 6.3% gap in math and English completion compared to the overall math and English completion rate for all other students. Our local annual equity dashboard for 2021-22 that includes all students (not just first-time students) shows a gap of 1.7% in math completion and a gap of 5.4% in English completion for our Latinx male students.

Currently, the college plans to provide the following academic supports in 2022-23 for Latinx students taking transfer-level English:

- Instructional Aide Support in English 3
- Paraprofessional English Tutors and Student Writing Coaches in the Center for Academic Success (CAS)

- Professional Development for English Faculty
- Puente Program English courses (one in fall, one in spring)

The college also plans to provide the following supports in 2022-23 for students taking transfer-level math:

- CAS Supplemental Instruction Leaders for Math (Calculus)
- Embedded Student Tutors for Math (Statistics)
- CAS Math Tutoring (all levels)
- Math Lab Student Assistant
- Professional Development for Math Faculty

In many instances, Instruction and Student Services work without collaboration. Additionally, students are often unaware of campus services that are available that would support their academic success. As one Latinx student said in a recent focus group, “Being a first generation, it’s hard. It’s hard because coming in fresh, you don’t know where to go. You don’t know who you’re going to meet. If the resources are available on campus, it’s intimidating trying to find resources that fit your needs.” Our Latinx students need more guidance and direction to take advantage of support resources, as another told us recently during a focus group: “I’ve never participated in any sort of thing outside of my classes at Butte, and I wish that I would have taken that up. Definitely more of the services I wish I would’ve taken advantage of. Yeah. I guess that’s it. Just the perks that Butte College had to offer, I wish I would’ve acted on.”

Finally, we need a better structure to review and act on transfer-level math and English success data and service use, particularly to track the success of our students of color and adapt practices when necessary.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

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

Ideally, the college will engage in inquiry practices to regularly review transfer-level math and English outcome data that is disaggregated by race, gender, and special population and act upon any equity gaps immediately. The college will also ensure more collaboration between Instruction and Student Services to provide appropriate support services for Latinx male students. Student Services and instructional faculty will regularly survey Latinx students to assess their experiences, and adapt classroom policies, curriculum, and engagement strategies to better meet the needs of these students. Additionally, the college will engage in more racially and culturally specific curriculum development and professional development. Student Services and instructional faculty will also collaborate to equitably

guide program-based cohorts within the Guided Pathways framework. This will include assessing needs and intrusive interventions.

The college will also leverage the newly adopted Puente Program to support Latinx male student success in transfer-level English. Puente is a program that is sustainable, supported statewide, and instructional faculty in Puente are trained in culturally responsive teaching. Instruction through Puente that is culturally affirming, culturally specific, and connected to student services is designed to support the success of Latinx students, as is the collaboration between the Puente English and counseling faculty.

The college will also work to better engage Latinx male students in the Center for Academic Success (CAS) with the support of instructors and various programs, including Puente. CAS will also engage in targeted recruitment efforts of Latinx male students focused on employment with the goal of increasing the diversity of tutors, Writing Coaches, and SI Leaders.

PLANNING AND ACTION

Intended Audience/Recipient:

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

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Students

Action Steps:

To increase the success rates of Latinx male students in transfer-level math and English in their first year by 2% each year, the college plans to do the following in each year of this Plan:

Year One (2022-23):

Institutional Steps:

- Provide annual student outcomes data for transfer-level math and English courses disaggregated by race, gender, and special populations and address equity gaps immediately.
- Utilize Student Success Team of Professionals (to include a faculty member, counselor, Learning Resource Specialist, Researcher, Basic Needs Student Services Professional) through the Guided Pathways framework that will contact Latinx male students enrolled in Butte College to assess student needs and guide intervention efforts.
- Continue to support professional development for math and English faculty on equity-minded, culturally-responsive teaching practices and linguistic justice.

Steps Specifically for Latinx Male Students:

- Develop partnerships and collaboration between math department, English department, the Center for Academic Success (CAS), and the cultural centers, specifically Puente, to support culturally responsive, racially-specific supports and employment opportunities for Latinx male students.
- Continue to support one new cohort of Puente that includes transfer-level English and CSL 20.
- Assess the possibility of providing faculty and staff fluent in Spanish with a bilingual stipend for their time and expertise in serving students. Model this stipend after the Ph.D. stipend provided to instructional faculty.
- Collaborate with appropriate Instructional Dean to identify faculty to teach either Puente sections of transfer-level math for Latinx students or sections taught by Puente-trained faculty beginning in 2023-24.
- Provide training for math faculty to teach transfer-level math for Latinx students.
- Selected faculty attend Puente faculty/counseling trainings in June 2023 and potentially join the Puente team.
- Create a video to share across campus and post on Canvas that advertises Puente and distribute through instructional faculty.

Year Two (2023-24):

Institutional Steps:

- Provide annual student outcomes data for transfer-level math and English disaggregated by race, gender, and special populations and address equity gaps immediately.
- Utilize Student Success Team of Professionals (to include a faculty member, counselor, Learning Research Specialist, Researcher, Basic Needs Student Services Professional) through the Guided Pathways framework that will contact every Latinx male student enrolled in Butte College to assess student needs and guide intervention efforts.
- Continue to support professional development for math and English faculty on equity-minded, culturally-responsive teaching practices and linguistic justice.

Steps Specifically for Latinx Male Students:

- Develop partnerships and collaboration between math department, English department, the Center for Academic Success (CAS), and the cultural centers, specifically Puente, to support culturally responsive, racially-specific supports and employment opportunities for Latinx male students.
- Continue to support one new cohort of Puente that includes transfer-level English and CSL 20.
- Pilot one section of Puente math or pilot a transfer-level math course focused on Latinx students and culture.

Year Three (2024-25):

Institutional Steps:

- Provide annual student outcomes data for transfer-level math and English disaggregated by race, gender, and special populations and address equity gaps immediately.
- Utilize Student Success Team of Professionals (to include a faculty member, counselor, Learning Research Specialist, Researcher, Basic Needs Student Services Professional) through the Guided Pathways framework that will contact every Latinx male student enrolled in Butte College to assess student needs and guide intervention efforts.
- Continue to support professional development for math and English faculty on equity-minded, culturally-responsive teaching practices and linguistic justice.

Steps Specifically for Latinx Male Students:

- Develop partnerships and collaboration between math department, English department, the Center for Academic Success (CAS), and the cultural centers, specifically Puente, to support culturally responsive, racially-specific supports and employment opportunities for Latinx male students.
- Continue to support one new cohort of Puente that includes transfer-level English and CSL 20.
- Support at least one section of Puente math or support at least one transfer-level math course focused on Latinx students and culture.

Support Needed:

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

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

Description of Support Needed:

In addition to needing institutional support from Leadership, from math and English department faculty, and from the Guided Pathways Committee, the Chancellor's Office can provide support in terms of more funding for AB 705 supports and the Puente Program. Additionally, the Chancellor's Office can provide funding and incentives for bilingual faculty and staff to support translation services. This may include column movement for learning Spanish through college courses or a stipend.

Field guidance and policy action are helpful in ensuring that our college complies with rules regarding course offerings and student placement that given more students access to transfer-level coursework. Professional development around institutional racism, unconscious bias, racial microaggressions, color-blind/race-neutral policies and practices, deficit -minded notions/dispositions, Eurocentric curriculum/curricula/learning materials, and the lack of racial/ethnic representation among administrators, faculty and staff due to hiring processes and procedures would also be beneficial for faculty and staff serving our Latinx students enrolled in transfer-level math and English.

Completion of Transfer-Level Math & English in First Year

Population Experiencing the Most Significant Disproportionate Impact: Native American Students

Outcomes Goals for Native American Students in 2022-25:

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Increase transfer-level math success rate of Native American Students by 2% over the 202-21 rate of 9.7% Increase transfer-level English success rate Native American Students by 2% over the 202-21 rate of 9.7%
<i>Year 2 (2023-24)</i>	Increase transfer-level math success rate Native American Students by 4% over the 202-21 rate of 9.7% Increase transfer-level English success rate Native American Students by 4% over the 202-21 rate of 9.7%
<i>Year 3 (2024-25)</i>	Increase transfer-level math success rate Native American Students by 6% over the 202-21 rate of 9.7% Increase transfer-level English success rate Native American Students by 6% over the 202-21 rate of 9.7%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population?

Based on Chancellor’s Office data, our first-time Native American students in 2020-21 had a 6.7% gap in math and English completion compared to the overall math and English completion rate for all other students. Our local annual equity dashboard for 2021-22 shows a gap of 1.9% in math completion for all Native American students and a gap of 2.0% in English completion for our Native American male students.

Currently, the college plans to provide the following academic supports in 2022-23 for all students taking transfer-level English:

- Instructional Aide Support in English 3
- Paraprofessional English Tutors and Student Writing Coaches in the Center for Academic Success (CAS)

- Professional Development for English Faculty

The college also plans to provide the following supports in 2022-23 for students taking transfer-level math:

- CAS Supplemental Instruction Leaders for Math (Calculus)
- Embedded Student Tutors for Math (Statistics)
- CAS Math Tutoring (all levels)
- Math Lab Student Assistant
- Professional Development for Math Faculty

In many instances, Instruction and Student Services work without collaboration. Additionally, students are often unaware of campus services that are available that would support their academic success. As one Native American said in a recent focus group, “It's just kind of hard to know what help to ask for if you don't know it exists.”

Finally, we need a better inquiry structure to review and act on transfer-level math and English success data and service use, particularly to track the success of our students of color and adapt practices when necessary.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

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

Ideally, the college will engage in inquiry processes to regularly review transfer-level math and English outcome data that is disaggregated by race, gender, and special population and act upon any equity gaps immediately. The college will also ensure more collaboration between Instruction and Student Services to provide appropriate support services for Native American students. Student Services and instructional faculty will regularly survey Native American students to assess their experiences, and adapt classroom policies, curriculum, and engagement strategies to better meet the needs of these students. Additionally, the college will engage in more racially and culturally specific curriculum development and professional development. Student Services and instructional faculty will collaborate to equitably guide program-based cohorts within the Guided Pathways framework. This will include assessing needs and intrusive interventions.

The college will also leverage the work of the Native American Retention Specialist and the emerging Native American Center to help ensure student success in transfer-level math and English. Instruction that is culturally affirming, culturally specific, and connected to student services must be designed to support the success of Native American students, and collaboration between faculty, counseling, CAS, and the Native American Center staff is necessary to make that happen.

The college will also work to better engage Native American students in the Center for Academic Success (CAS) with the support of instructors and various programs, including the emerging Native American Student Center. CAS will also engage in targeted recruitment efforts of Native American students focused on employment with the goal of increasing the diversity of tutors, Writing Coaches, and SI Leaders.

PLANNING AND ACTION

Intended Audience/Recipient:

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

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Students

Action Steps:

To increase the success rates of Native American students in transfer-level math and English in their first year by 2% each year, the college plans to do the following in each year of this Plan:

Year One (2022-23):

Institutional Steps:

- Provide annual student outcomes data for transfer-level math and English disaggregated by race, gender, and special populations and address equity gaps immediately.
- Utilize Student Success Team of Professionals (to include a faculty member, counselor, Learning Resource Specialist, Researcher, Basic Needs Student Services Professional) through the Guided Pathways framework that will contact Native American students enrolled in Butte College to assess student needs and guide intervention efforts.
- Continue to support professional development for math and English faculty on equity-minded, culturally-responsive teaching practices and linguistic justice.

Steps Specific to Native American Students:

- Develop partnerships and collaboration between math department, English department, the Center for Academic Success (CAS), the Native American Retention Specialist, and the Native American Student Center to provide culturally responsive, racially-specific supports and employment opportunities for Native American students.
- Identify faculty in math Department interested in collaborating with the Native American Center and supporting Native American students.
- Identify faculty in English interested in collaborating with the Native American Center and supporting Native American students.

- Create a video to share across campus and post on Canvas that advertises the Native American Retention Specialist and the Native American Student Center and distribute through instructional faculty.

Year Two (2023-24):

Institutional Steps:

- Provide annual student outcomes data for transfer-level math and English disaggregated by race, gender, and special populations and address equity gaps immediately.
- Utilize Student Success Team of Professionals (to include a faculty member, counselor, Learning Resource Specialist, Researcher, Basic Needs Student Services Professional) through the Guided Pathways framework that will contact Native American students enrolled in Butte College to assess student needs and guide intervention efforts.
- Continue to support professional development for math and English faculty on equity-minded, culturally-responsive teaching practices and linguistic justice.

Steps Specific to Native American Students:

- Develop partnerships and collaboration between math department, English department, the Center for Academic Success (CAS), the Native American Retention Specialist, and the Native American Student Center to support culturally responsive, racially-specific supports and employment opportunities for Native American students.
- Provide support for faculty in math identified to collaborate with the Native American Center to ensure the success of Native American students.
- Provide support for faculty in English identified to collaborate with the Native American Center to ensure the success of Native American students.

Year Three (2024-25):

Institutional Steps:

- Provide annual student outcomes data for transfer-level math and English disaggregated by race, gender, and special populations and address equity gaps immediately.
- Utilize Student Success Team of Professionals (to include a faculty member, counselor, Learning Resource Specialist, Researcher, Basic Needs Student Services Professional) through the Guided Pathways framework that will contact Native American students enrolled in Butte College to assess student needs and guide intervention efforts.
- Continue to support professional development for math and English faculty on equity-minded, culturally-responsive teaching practices and linguistic justice.

Steps Specific to Native American Students:

- Develop partnerships and collaboration between math department, English department, the Center for Academic Success (CAS), the Native American Retention Specialist, and the Native American Student Center to support culturally responsive, racially-specific supports and employment opportunities for Native American students.
- Provide support for faculty in math identified to collaborate with the Native American Center to ensure the success of Native American students.
- Provide support for faculty in English identified to collaborate with the Native American Center to ensure the success of Native American students.

Support Needed:

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

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

Description of Support Needed:

In addition to needing institutional support from Leadership, from math and English department faculty, and from the Guided Pathways Committee, the Chancellor's Office can provide support in terms of more funding for AB 705 supports and Native American students specifically. Field guidance and policy action are helpful in ensuring that our college complies with rules regarding course offerings and student placement that given more students access to transfer-level coursework. Professional development around institutional racism, unconscious bias, racial microaggressions, color-blind/race-neutral policies and practices, deficit -minded notions/dispositions, Eurocentric curriculum/curricula/learning materials, and the lack of racial/ethnic representation among administrators, faculty and staff due to hiring processes and procedures would also be beneficial for faculty and staff serving our Native American students enrolled in transfer-level math and English.

Retention: First Primary Term to Secondary Term

Population Experiencing the Most Significant Disproportionate Impact: First-generation students

Outcome Goals for First-Generation Students for 2022-25:

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Increase first to second term retention rate for first-generation students by 2% over the 2019-20 rate of 71.8%
<i>Year 2 (2023-24)</i>	Increase first to second term retention rate for first-generation students by 4% over the 2019-20 rate of 71.8%
<i>Year 3 (2024-25)</i>	Increase first to second term retention rate for first-generation students to meet or exceed the OVERALL retention rate of 76.9% in 2019-20

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population?

According to Chancellor’s Office data, first-generation students had a 5.1% gap in retention rates in 2019-20 compared to all other student groups. There are several current policies and practices that contribute to this gap for first-generation students.

In Student Services, some of the current policies and procedures that affect first-generation student retention rates from primary to secondary term include the following: 1) students are often uninformed about available student services that can support their success until it is too late, 2) institutional rules that place registration holds or fines on student accounts often prevent students from registering for classes during their assigned registration period. After students finally clear their accounts, many of the classes they need are full and unavailable, 3) the financial aid census date may result in students having to pay back grants, which creates a huge financial burden for students. Our Financial Aid Office can be more transparent about this process/policy, 4) our current degree maps are incomplete or fail to highlight critical courses needed to graduate on time, 5) our counselors are not currently designated to specific communities of interest and are expected to be experts on all programs of study, which can lead to giving conflicting/inaccurate information, and 6) access to Butte College transportation is provided only for the weeks when school is in session, which leaves many students unable to take care of matriculation activities and attend events before school begins that would support their success, including Roadrunner Rush and more.

Instruction also has a number of policies and procedures that affect first-generation student retention rates from primary to second term: 1) students often find that a required course is not offered when needed or is offered without enough seats or is offered at a time that conflicts with other required courses. This issue is exacerbated by our low enrollment numbers because courses are often cancelled when not enough students sign up to take them, 2) a lack of representative faculty affects the retention rates of our racially minoritized students. Studies have shown that students whose racial identities match that of their instructors are more likely to pass that class, take more classes in that program, and declare that discipline as their major (Fairlie, 2014), 3) there is no enforcement of cultural competency training for faculty; students often report that they are exposed to microaggressions in the classroom and do not see themselves reflected at all in their course curriculum, and 4) tutoring services are not always aligned with the needs of our first-generation and racially minoritized students.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

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

Ideally, there would be no equity gaps in retention rates for first-generation students. This could be achieved by addressing the current policies and practices that create barriers. In Student Services, we will do the following: 1) provide targeted correspondence to first-generation students regarding support programs early on, including information about Equal Opportunity Programs and Services (EOPS), TRiO, MESA, CAS, and other identity-specific programs/clubs that can support their success and advertise these programs and services in the spaces where students visit frequently, 2) revisit alternatives to registration holds (i.e. community service, extended forgiveness deadlines, explore possibility of financial aid deduction, payment plan options), 3) improve communication with students regarding the impact of dropped classes on financial aid allocation, 4) update degree maps and be more transparent about pre-requisites and list transferable credits that apply to a major, 5) improve opportunities for counselors to specialize in communities of interest and gain expertise in career/industry awareness and in supporting students' mental health, and 6) better align Butte College transportation with pre-semester student engagement activities, including Roadrunner Rush.

In Instruction, the ideal structure would include the following changes to current policies and procedures: 1) courses are carefully scheduled to allow students to register for all required courses in the semester needed, so they can progress in a timely fashion, 2) implement Equal Employment Opportunity (EEO) Plan strategies to achieve a more diverse faculty and staff pool, 3) require cultural competency training for all faculty and staff and hold them accountable for compliance through the evaluation process, and 4) assess the academic needs of first-generation and racially minoritized students to ensure that tutoring offerings are aligned with their needs and that CAS student employees are representative of the students who have outcome gaps.

PLANNING AND ACTION

Intended Audience/Recipient:

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

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Students

Action Steps:

Institutional Steps:

- Implement Slate and better utilize Regroup to provide just-in-time messaging to student groups about available programs and services that can support their success.
- Consider alternative options for student account debt payoff that does not restrict a student's ability to register for the next term and collaborate with Admissions and Records to implement options that the District chooses.
- Review and adjust the Butte College bus schedule to begin the week before schools starts, so that students can finalize enrollment processes, connect with appropriate student services, and participate in non-instructional student success events before the beginning of the semester.
- Work with the Financial Aid Office to make the implications of dropping classes on financial aid more transparent to students.
- Continue to provide professional development through programs like the Cultural Awareness Community of Practice, FAIR Classrooms, USC Racial Equity Alliance, Diversity Academy, *Me and White Supremacy* book groups, and Safe Zone to educate the campus community around issues of institutional racism, unconscious bias, racial microaggressions, color-blind/race-neutral policies and practices, deficit -minded notions/dispositions, and culturally responsive, racially relevant curriculum and classroom materials.
- Work with unions, administration, and Human Resources to require cultural competency training for all faculty and staff and hold them accountable for compliance through the evaluation process.
- Support the implementation of Equal Employment Opportunity (EEO) Plan strategies to achieve a more diverse faculty and staff, including better educating hiring committee members on implicit bias and the benefits of a diverse workforce, reviewing hiring data and adapting practices to eliminate adverse impact, and onboarding new employees with an equity, diversity, and inclusion (EDI) lens.
- Collect data and information on Guided Pathways communities of interest and evaluate how many courses are needed for the program to allow students to complete their program of study in a timely manner.
- Support the Counseling department as they transition from a generalist model to a Guided Pathways model that includes providing program and identity-specific counseling.
- Work with CAS faculty to assess the academic needs of first-generation and racially minoritized students to ensure that tutoring offerings are aligned with their needs and that CAS student employees are representative of the students who have outcome gaps.

Steps Specific to First-Generation Students:

- Advertise student programs, services, and identity-based supports for first-generation students in high traffic areas, on buses, in BC Connect, and other spaces where they are likely to attract student attention.
- Utilize the newly formed BC Proud to Be First Faculty and Staff Association affinity group to provide recognition and support of our first-generation students.

Support Needed:

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

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

Description of Support Needed:

Helpful support from the Chancellor's Office related to the college's retention efforts of first-generation students would include guidance on best practices for retention, professional development opportunities specific to unconscious bias and institutional racism, accurate and timely data and research about equity gaps in retention for each college and for the CCC system, systemwide policy changes that affect students' ability to move from their first to second term, and additional funding to address inequitable experiences and outcomes for first-generation students.

Retention: First Primary Term to Secondary Term

Population Experiencing the Most Significant Disproportionate Impact: Foster Youth Male Students

Outcome Goals for Foster Youth Male Students for 2022-25:

Timeframe	Measurement Output
Year 1 (2022-23)	Increase first to second term retention rate for Foster Youth Males Students by 4% over the 2019-20 rate of 60.8%
Year 2 (2023-24)	Increase first to second term retention rate for Foster Youth Males Students by 8% over the 2019-20 rate of 60.8%
Year 3 (2024-25)	Increase first to second term retention rate for Foster Youth Males Students to meet or exceed the OVERALL retention rate of 76.9% in 2019-20

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

According to Chancellor's Office data, foster youth male students had a 11.7% gap in retention rates in 2019-20 compared to all other student groups. The foster youth population is at a disadvantage when completing the FAFSA that requires parental tax information. Foster youth will often show up as a non-resident because they are unable to input their parent information. When applying for the college, foster youth should indicate their status and omit parent information because parents are not present in their lives or are not reliable, but many foster youth don't know to do so.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

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

Ideally, foster youth male students would not have any equity gaps in their retention rate compared to all other students. Foster youth would no longer be held up by residency issues and receive financial aid in a timely manner.

PLANNING AND ACTION

Intended Audience/Recipient:

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

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Students

Action Steps:

Institutional Steps:

- Implement Slate and better utilize Regroup to provide just-in-time messaging to foster youth about available programs and services, specifically Inspiring Scholars, that can support their success.
- Consider alternative options for student account debt payoff that does not restrict a student’s ability to register for the next term and collaborate with Admissions and Records to implement options that the District chooses.
- Review and adjust Butte College bus schedule to begin the week before schools starts, so that students can finalize enrollment processes, connect with appropriate student services, and participate in non-instructional student success events before the beginning of the semester.
- Work with the Financial Aid Office to make the implications of dropping classes on financial aid more transparent to students.
- Continue to provide professional development through programs like the Cultural Awareness Community of Practice, FAIR Classrooms, USC Racial Equity Alliance, Diversity Academy, *Me and White Supremacy* book groups, and Safe Zone to educate the campus community around issues of unconscious bias, institutional racism, racial microaggressions, color-blind/race-neutral policies and practices, deficit -minded notions/dispositions, and culturally responsive, racially relevant curriculum and classroom materials.
- Work with unions, administration, and Human Resources to require cultural competency training for all faculty and staff and hold them accountable for compliance through the evaluation process.
- Support the implementation of Equal Employment Opportunity (EEO) Plan strategies to achieve a more diverse faculty and staff, including better educating hiring committee members on implicit bias and the benefits of a diverse workforce, reviewing hiring data and adapting practices to eliminate adverse impact, and onboarding new employees with an EDI lens.

- Collect data and information on Guided Pathways communities of interest and evaluate how many courses are needed for the program to allow students to complete their program of study in a timely manner.
- Support the Counseling department as they transition from a generalist model to a Guided Pathways model that might include providing program or identity specific counseling.
- Work with CAS faculty to assess the academic needs of foster youth students to ensure that tutoring offerings are aligned with their needs and that CAS student employees are representative of the students who have outcome gaps.

Steps Specific to Foster Youth Male Students:

- Work with the Financial Aid Office to explore options to ease the financial aid process for foster youth. This might include the reduction of redundant documentation where possible.

Support Needed:

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

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

Description of Support Needed:

Helpful support from the Chancellor's Office related to the college's retention efforts of foster youth male students would include guidance on best practices for retention for this population, systemwide policy changes that affect foster youths' financial aid process, and additional funding to address inequitable experiences and outcomes for all former foster youth students.

Retention: First Primary Term to Secondary Term

Population Experiencing the Most Significant Disproportionate Impact: Black/African American Students

Outcome Goals for Black/African American Students for 2022-25:

Timeframe	Measurement Output
Year 1 (2022-23)	Increase first to second term retention rate for Black/African American students by 5% over the 2019-20 rate of 60.9%
Year 2 (2023-24)	Increase first to second term retention rate for Black/African American students by 10% over the 2019-20 rate of 60.9%
Year 3 (2024-25)	Increase first to second term retention rate for Black/African American students to meet or exceed the OVERALL retention rate of 76.9% in 2019-20

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

According to Chancellor's Office data, Black/African American students had a 14.5% gap in retention rates in 2019-20 compared to all other student groups, the largest for any subgroup. This data reveals a deep, persistent gap in the retention of our Black/African American students.

Recent focus group data points to several contributing factors to the retention equity gap for our Black/African American students: a lack of representation of Black/African American staff and faculty, a lack of social support networks for Black/African American students on campus, and microaggressions from faculty and fellow students. As one Black student said, "Sometimes I have awkward encounters with some professors on account of being Black, like a little bit microaggressions."

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services

- Other

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

Ideally, Black/African American students would feel a sense of belonging on campus, see themselves reflected in the faculty and in the curriculum, and would have dedicated space and personnel to support their success. Our new Umoja Program and Umoja Coordinator can help facilitate these changes. Within the next three years, the goal is to have a thriving Umoja Program with courses (in English and math) specifically for that cohort of students, a dedicated space designed for Black/African American student connection, and continued professional development around anti-black racism, culturally-responsive teaching, and racially-relevant curriculum.

PLANNING AND ACTION

Intended Audience/Recipient:

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

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Students

Action Steps:

Institutional Steps:

- Implement Slate and better utilize Regroup to provide just-in-time messaging to student groups about available programs and services, specifically Umoja, that can support their success
- Consider alternative options for student account debt payoff that does not restrict a student's ability to register for the next term and collaborate with Admissions and Records to implement options that the District chooses.
- Review and adjust Butte College bus schedule to begin the week before schools starts, so that students can finalize enrollment processes, connect with appropriate student services, and participate in non-instructional student success events before the beginning of the semester.
- Work with the Financial Aid Office to make the implications of dropping classes on financial aid more transparent to students.
- Continue to provide professional development through programs like the Cultural Awareness Community of Practice, FAIR Classrooms, USC Racial Equity Alliance, Diversity Academy, *Me and White Supremacy* book groups, and Safe Zone to educate the campus community around issues of institutional racism, unconscious bias, racial microaggressions, color-blind/race-neutral policies and practices, deficit -minded notions/dispositions, and culturally responsive, racially relevant curriculum and classroom materials.
- Work with unions, administration, and Human Resources to require cultural competency training for all faculty and staff and hold them accountable for compliance through the evaluation process.

- Support the implementation of Equal Employment Opportunity (EEO) Plan strategies to achieve a more diverse faculty and staff, including better educating hiring committee members on implicit bias and the benefits of a diverse workforce, reviewing hiring data and adapting practices to eliminate adverse impact, and onboarding new employees with an EDI lens.
- Collect data and information on Guided Pathways communities of interest and evaluate how many courses are needed for the program to allow students to complete their program of study in a timely manner.
- Support the Counseling department as they transition to from a generalist model to a Guided Pathways model that might include providing program or identity specific counseling.
- Work with CAS faculty to assess the academic needs of Black/African American students to ensure that tutoring offerings are aligned with their needs and that CAS student employees are representative of the students who have outcome gaps.

Steps Specific to Black/African American Students:

- Support the emerging needs of the new Umoja Program and its Coordinator.
- Create a dedicated space for Black/African American students.

Support Needed:

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

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

Description of Support Needed:

Helpful support from the Chancellor’s Office related to the college’s retention efforts of Black/African American students would include guidance on best practices for retention, professional development opportunities specific to anti-black racism, systemwide policy changes that affect students’ ability to move from their first to second term, and additional funding to address inequitable experiences and outcomes for Black/African American students including more funding for Umoja.

Completion

Population Experiencing the Most Significant Disproportionate Impact: Native American Female Students

Outcome Goals for Native American Female Students for 2022-25:

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Increase completion rate for Native American Female students by 4% over the 2017-18 rate of 4.3%
<i>Year 2 (2023-24)</i>	Increase completion rate for Native American Female students by 7% over the 2017-18 rate of 4.3%
<i>Year 3 (2024-25)</i>	Increase completion rate for Native American Female students by 10% over the 2017-18 rate of 4.3%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

According to Chancellor's Office data, Native American female students have large equity gap in completion rates compared to all other students. The completion rate for Native American female students is 4.3% compared to the overall completion rate 14.2% for all students.

In Instruction, Native American students report that they do not see themselves represented in the curriculum, which makes them feel invisible and less valued. One student expressed the need for more local Native American-focused curriculum in a recent campus focus group to combat stereotypes and racism. Also, as the college implements Guided Pathways, departments have created program pathways, but they are not clearly laid out and were not necessarily mapped out with the concerns of our students in mind. Currently, program information and maps can be difficult to access. Updated program maps are only available in the online catalog and are buried within a cumbersome online version of the catalog. The program maps have been embedded within the college's online educational planner, but students may not understand how to use them for planning purposes without assistance. Students are not able to register directly from the degree planner which is confusing and requires additional steps for students. Lastly, scheduling decisions are not being made using data from the online educational planning tool, leading to a disconnect between number of sections being scheduled for a program and student need for those classes to complete their plan on time.

In Student Services, there is a lack of Native American visibility on campus across faculty, staff, administrators, and in spaces on campus that creates an unwelcoming environment. A student in a focus group identified not feeling welcome on campus. There is not a designated space for Native American students to socialize or a single location to access campus resources. A Native American student recently told us in a focus group that “every other group has a resource center and some place to go to feel like they belong except for ours.”

Data from the Native American student focus groups also identified counseling as the largest obstacle in completing their educational goals. There currently is not a designated counselor for Native American students which can lead to confusion and difficulty to get the guidance needed to complete the certificate/degree. Students see multiple counselors leading to redundancies and differing knowledge about goals, pathways, completion, and transfer requirements.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

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

In addressing the equity gaps in completion for our Native American female students, we must create a holistic approach to services to create a welcoming culture on campus where students are seen, feel like an integral part of the campus, and whose identities are reflected in the classroom and environment around them. Ideally, we will do the following:

- Commit to ongoing funding and support for the Native American Center, building it into a thriving independent and permanent space on campus.
- Provide a dedicated counselor available for scheduled and drop-in appointments for Native American students.
- Build transfer patterns for Native American students looking to transfer to any institution of their choice, particularly those offering free or reduced tuition.
- Implement Guided Pathways using an EDI lens to identify and reduce barriers for historically underserved student groups leading to increased attainment of degrees and certificates.
- In conjunction with the implementation of GP with an EDI lens, create student success teams which are connected to communities of interest.
- Work with Instruction to build stackable certificates into degree pathways to enable students to earn smaller certificates as they move through their path to earn a degree.

PLANNING AND ACTION

Intended Audience/Recipient:

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

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Students

Action Steps:**Institutional Steps:**

- Continue to implement Guided Pathways but apply an EDI lens, revising and reviewing educational programs, centering students to ensure they can complete their goal in the designated time frame.
- Compare program maps with real-time scheduling data so timeframes are accurate and departments can identify and make changes.
- Work with Instruction and departments to build more stackable certificates into degree pathways, enabling students to earn smaller certificates along their pathway.
- Create student success teams connected to communities of interest. Identify barriers for students while developing intervention strategies for targeted populations. Engage the Native American Retention Specialist and the designated counselor to connect to students and help them progress through program friction points.
- Through the success teams, develop a case management approach to counseling and advising with intrusive advising. Build comprehensive educational plans, schedule appointments for students throughout their pathway to check in with them, monitor their progress, develop relationships, refer to services, and revise the plan as needed.

Steps Specific to Native American Students:

- Conduct focus groups and surveys to identify barriers specific to Native American female students.
- Work with Institutional Research to generate a list of students who self-identified as Native American. Using the list, develop a process to create a cohort and identify the cohort in Colleague.
- Once a cohort is coded in Colleague, petition the Director of Admissions and Records for a priority registration status for Native American students.
- Provide ongoing support to develop and grow the Native American Center, moving to a permanent and thriving location.
- Establish and provide funding for a Native American Welcome Reception. Build in other receptions/award/graduation celebrations.
- Continue to offer relevant professional development workshops to inform faculty how to create courses with Native American students in mind, with an emphasis on female students. Work with unions, administration, and Human Resources to require cultural competency training for all faculty and staff and hold them accountable for compliance through the evaluation process.
- Utilize the Native American Retention Specialist position to sponsor campus events, webinars, trainings, and field trips to engage Native American students.
- Work with Counseling and the Dean of Student Services to designate *one* counselor to serve Native

American students with set hours for scheduled appointments as well as drop-in times in the Native American Center. This will provide consistency for counseling, establishing personal relationships, as well as creating equitable access for Native American students.

- Utilize the Early Alert system to track students in the Native American cohort. Reports can be run for the Native American Retention Specialist and the counselor assigned to serve Native American students for a more targeted response.

Support Needed:

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

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

Description of Support Needed:

Support needed from the Chancellor’s Office to improve completion rates for Native American female students includes the following:

- Providing access to demographic information for students based on their answers on the CCC Apply application to better identify Native American students.
- Supporting technology and infrastructure that allows colleges to gather data, create student cohorts, and coordinate services more efficiently and effectively for specific populations, including Native American students.
- Providing guidance and learning opportunities for “best practices” developed by other campuses for serving Native American students.
- Taking regulatory action to better standardize and require cultural competence training and onboarding for all employees systemwide.
- Requiring local General Education patterns to better align with transfer General Education patterns
- Requiring follow-up by colleges on outcomes and results from Student Equity Plan actions.

Completion

Population Experiencing the Most Significant Disproportionate Impact: Multi-Ethnic Female Students

Outcomes Goals for Multi-Ethnic Female Students for 2022-25:

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Increase completion rate for Multi-Ethnic female students by 3% over the 2017-18 rate of 5.1%
<i>Year 2 (2023-24)</i>	Increase completion rate for Multi-Ethnic female students by 6% over the 2017-18 rate of 5.1%
<i>Year 3 (2024-25)</i>	Increase completion rate for Multi-Ethnic female students by 9% over the 2017-18 rate of 5.1%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

According to the Chancellor's Office, Multi-Ethnic female students have a 9.3% gap in completion outcomes compared to all other students. One major issue in addressing the equity gaps for Multi-Ethnic female students is the lack of data for this population.

In Instruction, Multi-Ethnic students likely do not see themselves represented in the curriculum, which makes them feel invisible and less valued. Programs may require longer timeframes than advertised and courses may not be offered at times that are convenient for students who work or have family obligations. While online classes may offer an alternative for some students, laptop and Wi-Fi availability may pose an issue as well. Additionally, the schedule of classes is not available until shortly before registration begins and can change often leading to difficulty in planning classes around work and life responsibilities.

The program maps have been embedded within the college's online educational planner, but students may not understand how to use them for planning purposes without assistance. Students are not able to register directly from the degree planner which is confusing and requires additional steps for students. Lastly, scheduling decisions are not being made using data from the online educational planning tool, leading to a disconnect between number of sections being scheduled for a program and student need for those classes to complete their plan on time.

Butte College's catalog is not published until after Fall registration which results in students not being

able to plan further than one semester out. The college is currently only planning one year at a time which can result in changes to programs and challenges for students trying to fully map out a two-year program.

In Student Services, there are not any designated resources or activities specifically for Multi-Ethnic students. Many of the affinity groups and clubs are specific to one population or another which may be isolating for Multi-Ethnic students. There is also a lack of Multi-Ethnic visibility on campus among faculty, staff, administrators, and in spaces on campus that create an unwelcoming environment. Having a designated space to create community was echoed by students in all three focus groups and can again be reasonably extrapolated to Multi-Ethnic student populations.

The current structure for students to apply for a certificate or degree through a counselor requires at least one appointment and can be burdensome for students. Additionally, there is a lack of follow up once a graduation application is filed indicating degree completion or outstanding requirements. If a certificate/degree application is denied, there is not any follow up with students to redress the missing requirements and ensure completion.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

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

In addressing the equity gaps in completion for our Multi-Ethnic female students we must create a holistic approach to services, creating a welcoming culture on campus where students are seen, feel like an integral part of the campus, and are reflected in the classroom and environment around them.

Ideally, we will commit to the following:

- Commit to ongoing funding and support for the Culture and Community Center. Provide more inter-group events to support students who identify with more than one ethnic group.
- Establish and continue to grow the Multicultural Center to connect established programs on campus to better serve Multi-Ethnic students. Bring resources and services to students utilizing these programs rather than relying on students to find and access those same services.
- Raise the awareness of Multicultural events on campus, encouraging cross-collaborations and joint events, to engage students and be intentional about serving the intersectional identities of our students.
- Implement a fully embedded online degree planning tool that allows students to build their educational plan, submit their plan to a counselor for review and approval, register for classes from the plan, and run degree audits to verify appropriate program progress. This would also allow the college to run reports on specific programs and student populations, helping to identify stress points for students and build in interventions or changes to programs. Data from these reports could also identify equity gaps so they could be addressed with a race conscious approach. Additionally, monitoring student progress toward their educational goal would allow for targeted intervention strategies with a culturally competent approach.

- Implement or build out a more automated early alert system that allows faculty to raise a flag or provide positive feedback for students. Various flags would trigger automatic responses from different departments on campus depending on the type and number of flags. Responses would be more coordinated to provide wrap-around services to students.
- Implement the graduation module in Self Service so that students can directly apply for certificates and degrees without a counseling appointment.
- Move toward implementation of an “opt-out system” to automatically award certificates and degrees for students unless they choose to opt-out. Auto-awarding degrees removes the requirement for students to apply, unwittingly penalizing students with outside work and family obligations, first generation students, and those from historically underserved populations.

PLANNING AND ACTION

Intended Audience/Recipient:

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

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Students

Action Steps:

Institutional Steps:

- Utilize Communication Management software to automate communication with students applying for graduation informing them of the process, alerting them of missing requirements, congratulating them upon completion, and connecting them with Counseling staff when their application is denied.
- Work with IT and Admissions and Records to prioritize implementation of the graduation module in Self Service so that students can directly apply for certificates and degrees without a counseling appointment.
- Work with IT and Admissions and Records to implement the Graduation Module in Self-Service so that students can independently apply for graduation, reducing the need for multiple counseling appointments.
- Gather more data from other schools and with IT to research what is needed to move toward an “opt-out system” to automatically award certificates and degrees for students unless they choose to opt-out.
- Coordinate with Counseling to follow up with students who did not earn their certificate or degree to revise their path and help them complete their goal.
- Provide ongoing training for staff and students on the online degree planning tool. Work with IT to build reports and program functionality to better track student educational plans, disaggregate plan data by specific cohorts, and incorporate targeted interventions with a culturally specific focus.
- Implement a permanent Early Alert system that integrates with our current Student Information System (SIS) and creates automatic alerts for students, referring them to CAS, a counselor, the

Roadrunner HUB, or mental health services. Kudos can also be provided for students, letting them know they are doing well and recognizing their progress. Responses would be more coordinated to provide wrap-around services to students.

Steps Specific to Multi-Ethnic Female Students:

- Conduct focus groups and surveys to identify barriers specific to Multi-Ethnic female students. The college needs to learn more about this group to tailor strategies for their success.
- Commit to ongoing funding and support for the Culture and Community Center. Provide more inter-group events to support students who identify with more than one ethnic group.
- Establish and continue to grow the Multicultural Centers to connect established programs on campus to better serve Multi-Ethnic students. Bring resources and services to students utilizing these programs rather than relying on students to find and access those same services.
- Raise the awareness of multicultural events on campus, encouraging cross-collaborations and joint events, to engage students and be intentional about serving the intersectional identities of our students.
- Work with campus affinity groups to host more cross-collaboration events to provide space and recognition of the many identities that students hold.

Support Needed:

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

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

Description of Support Needed:

Support needed from the Chancellor’s Office to improve completion rates for Multi-Ethnic female students includes the following:

- Providing access to demographic information for students based on their answers on the CCC Apply application.
- Supporting technology and infrastructure that allows colleges to gather data, create student cohorts, and coordinate services more efficiently and effectively for specific populations, including Multi-Ethnic students.
- Providing guidance and learning opportunities for “best practices” developed by other campuses for serving Multi-Ethnic students.
- Taking regulatory action to better standardize and require cultural competence training and onboarding for all employees systemwide.
- Requiring local General Education (GE) patterns to better align with transfer GE patterns
- Requiring follow-up by colleges on outcomes and results from Student Equity Plan actions.

Completion

Population Experiencing the Most Significant Disproportionate Impact: Pacific Islander Students

Outcome Goals for Pacific Islander Students for 2022-25:

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Increase completion rate of Pacific Islander students by 5% over the 2017-18 completion rate of 0%
<i>Year 2 (2023-24)</i>	Increase completion rate of Pacific Islander students by 10% over the 2017-18 completion rate of 0%
<i>Year 3 (2024-25)</i>	Increase completion rate of Pacific Islander students by 14% over the 2017-18 completion rate of 0%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population?

According to Chancellor’s Office data, Pacific Islander students from the 2017-18 cohort had a 14.2% gap in completion outcomes compared with all other students; 0 out of 9 eligible Pacific Islander students completed a certificate or degree in 2017-18. We must do better!

In Instruction, Pacific Islander students likely do not see themselves represented in the curriculum, and curricular erasure is likely to make them feel invisible and less valued.

Programs may require longer timeframes than advertised and courses may not be offered at times that are convenient for students who work or have family obligations. While online classes may offer an alternative for some students, laptop and Wi-Fi availability may pose an issue as well. Additionally, the schedule of classes is not available until shortly before registration begins and can change often leading to difficulty in planning classes around work and life responsibilities.

Butte College’s catalog is not published until after Fall registration which results in students not being able to plan further than one semester out. The college is currently only planning one year at a time which can result in changes to programs and challenges for students trying to fully map out a two-year program.

In Student Services, there are few designated resources or activities specifically targeting Pacific Islander

students. The Pacific Islander activities supported through SEA funding are essentially the same as for Asian students, which may not address the specific challenges of this student group enough.

Related to funding, there currently is not a designated counselor for Pacific Islander students which can lead to confusion and difficulty to get the guidance needed to complete the certificate/degree. Students often see multiple counselors leading to redundancies and differing knowledge about goals, pathways, completion and transfer requirements. Having an assigned counselor, ideally one who identifies with a specific population, would create a relationship, better consistency in information as well as a more culturally responsive approach to advising and counseling.

Our current funding structure is very generalized utilizing an “all students” approach rather than a targeted race-conscious approach to address disproportionate outcomes and equity gaps. This approach does not allow for culturally competent and focused counseling to meet the unique and complex needs of historically underserved populations.

The current structure requires that students apply for a certificate or degree, through a counselor requiring at least one appointment. This process is time consuming, inequitable and burdensome for students preventing their success. Additionally, there is a lack of follow up once a graduation application is filed indicating degree completion or outstanding requirements. If a certificate/degree application is denied, there is not any follow up with the student to redress the missing requirements and ensure completion.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

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

In addressing the equity gaps in completion for Pacific Islander students, we must create a holistic approach to services, creating a welcoming culture on campus where students are seen, feel like an integral part of the campus, and are reflected in the classroom and environment around them. Ideally, this would include the following:

- Creating a permanent space on campus in the newly established Multicultural Center for Pacific Islander students. Within this space, even if shared, staff and students can develop events and programming to increase awareness about Pacific Islander students and create a community. A designated space would allow for resources and services to be brought to Pacific Islander students in a culturally competent manner.
- Designating a dedicated counselor available for scheduled and drop-in appointments for Pacific Islander students to establish relationships, build trust, and improve success and completion.
- Coordinating student services and scheduling to schedule classes at least two semesters out so that students can plan their pathways in real time without uncertainty and changes.

- Revising and regularly reviewing educational programs, centering our students to ensure they can complete their goal in the designated time frame.
- Working with Instruction to build stackable certificates into degree pathways to enable students to earn smaller certificates as they move through their path to earn a degree.
- Scheduling courses with the student in mind, providing a variety of times that are convenient for them when juggling work and life challenges. Explore online options, reviewing success data for Pacific Islander students.

PLANNING AND ACTION

Intended Audience/Recipient:

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

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Students

Action Steps:

Institutional Steps:

- Continue to pivot away from an “all students” to a more race conscious approach in the process of allocating SEA funds, targeting specific populations with funding to support specific success strategies. This change would move funding from “general” counselor roles toward counselors with culturally competent counseling expertise in meeting the unique and complex needs of historically underserved populations.
- Work with Instruction and Curriculum Committee to streamline local and transfer general education patterns. Remove the local requirement for students to complete two physical education courses while adding the Ethnic Studies requirement to meet transfer requirements and eliminate extra courses.
- Work with Instruction, department chairs, and faculty to revise programs so they are realistically attainable in the advertised time frame.
- Thoroughly review programs with an EDI lens to eliminate duplicative courses while ensuring relevant and applicable coursework.
- Schedule courses in sequence so that students can progress through their program in a timely fashion keeping cost in mind as well as accessibility.
- Schedule courses with the student in mind, providing a variety of times that are convenient for them when juggling work and life challenges.
- Collaborate with Instruction to schedule classes at least two semesters out so that students can plan their pathways.
- Revise the website to move program maps to a more visible location where students can easily access them.

- Ensure the catalog is posted to the website prior to the registration period for students.

Steps Specific to Pacific Islander Students:

- Work with Institutional Research to generate a list of students who self-identify as Pacific Islander. Using the list, develop a process to create a cohort and identify the cohort in Colleague.
- Utilize the Early Alert system to track students in the Pacific Islander cohort.
- Conduct focus groups and surveys to identify barriers specific to Pacific Islander students. Special focus on whether this student group needs more targeted services as current funding mainly combines activities for Asian and Pacific Islander students.
- Continue to offer relevant professional development workshops to inform faculty about how to create courses with Pacific Islander students in mind.
- Establish and provide funding for an Asian and/or Pacific Islander Welcome Reception.
- Provide continued funding to expand and support the Asian/Pacific Islander graduation celebration.
- Provide continued funding for the Pacific Islander Club, growing membership and visibility.
- Inquire into the possibility of establishing an Asian and/or Pacific Islander Cultural Center in the Multicultural Center.
- Work with Counseling and the Dean of Student Services to designate *one* counselor to serve Asian and Pacific Islander students with set hours for scheduled appointments as well as drop-in times.

Support Needed:

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

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

Description of Support Needed:

Support needed from the Chancellor’s Office to improve completion rates for Pacific Islander students includes the following:

- Providing access to demographic information for students based on their answers on the CCC Apply application.
- Supporting technology and infrastructure that allows colleges to gather data, create student cohorts, and coordinate services more efficiently and effectively for specific populations, including Pacific Islander students.
- Providing guidance and learning opportunities for “best practices” developed by other campuses for serving Pacific Islander students.
- Taking regulatory action to better standardize and require cultural competence training and onboarding for all employees systemwide.

- Requiring local General Education patterns to better align with transfer General Education patterns.
- Requiring follow-up by colleges on outcomes and results from Student Equity Plan actions.

Transfer

Population Experiencing the Most Significant Disproportionate Impact: LGBT Students

Outcome Goals for LGBT Students for 2022-25:

Timeframe	Measurement Output
Year 1 (2022-23)	Increase transfer rate for LGBT students by 5% over the 2016-17 rate of 11.4%
Year 2 (2023-24)	Increase transfer rates for LGBT students by 10% over the 2016-17 rate of 11.4%
Year 3 (2024-25)	Increase transfer rates for LGBT students by 14% over the 2016-17 rate of 11.4%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population?

According to Chancellor’s Office data, first-time LGBT students who began at Butte College in 2016-17 had a 14.3% gap in transfer rates compared to all other students. This is the largest transfer equity gap for any student subgroup at the college.

Since LGBTQIA2S+ students cannot be identified via the BEAR report, the Transfer Center must depend on a solid working relationship and communication with Queer Resource Center (QRC) staff for the 22-23 school year. Not knowing who is in the cohort of students who identify as LGBTQ makes it very difficult to reach and communicate with these students about opportunities and to support them through challenges. Currently, our only mechanism for communicating with our LGBTQIA2S+ students is to either send out a general announcement to all students about LGBTQIA2S+ specific opportunities or to only access those students who are actively involved in the QRC. Neither of these options are ideal.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services

- Business Services
- Other

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

Ideally, LGBTQIA2S+ students will transfer at rates equal to all other students. To increase the transfer rates of our LGBTQIA2S+ students by 5% each year, we first need to know who’s in the cohort. The Chancellor’s Office must provide our college with this information, so we can strategically market to and serve this population. Additionally, the college will assess the transfer process for barriers specific to LGBTQIA2S+ students, including how chosen name on college transcripts and other application materials might impact trans students. Another important step is ensuring that transfer is a regular topic in the Queer Resource Center and that there is regular communication between the Transfer Center and the QRC. Currently, one of our transfer counseling faculty members has identified themselves as LGBTQIA2S+ on the Queer Resource Center’s “out-list” and has agreed to serve as a resource to support LGBTQIA2S+ students with the goal of transfer.

It's also critical that faculty and staff continue to be trained in LGBTQIA2S+ allyship through our Safe Zone series, and that LGBTQIA2S+ topics with an intersectional lens are included in campus educational opportunities like Decolonize! Week, the Diversity Speaker Series, and others. The college must also work to make curriculum inclusive by including LGBTQIA2S+ content, so that our LGBTQIA2S+ students see themselves reflecting in the material they are learning. Finally, we must have permanent funding for a full-time position that is specific to supporting LGBTQIA2S+ students in order to adequately address the needs of LGBTQIA2S+ students and close equity gaps.

PLANNING AND ACTION

Intended Audience/Recipient:

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

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Students

Action Steps:

Institutional Steps:

- Work with the Chancellor’s Office to release the LGBTQIA2S+ student cohort data to the Institutional Research Department for data tracking purposes and to market LGBTQIA2S+ specific opportunities like the LGBTQIA2S+ Welcome Reception and Lavender Grad Celebration to LGBTQIA2S+ identified students.

- Develop a student survey given to prospective students at Orientation that allows them to identify which special populations they belong to (i.e. LGBTQIA2S+ Veteran, foster youth, etc...) to improve outreach to new students from programs and services designed to serve these student groups.

Steps Specific to LGBTQIA2S+ Students:

- Host regular CSU and UC application workshop events at the QRC.
- Direct new LGBTQIA2S+ students to the QRC for information about services, programs, and activities that support LGBTQIA2S+ students.
- Offer training for transfer counselors about LGBTQIA2S+ specific issues including chosen names to help ease the transition from community college to CSU or UC.
- Utilize the Pride Index and conduct research about which CSUs and UCs provide positive environments and support services for LGBTQIA2S+ students and inform students about those colleges specifically.
- Support the mentoring program for LGBTQIA2S+ students through the QRC to include encouragement and other supports to increase transfer.

Support Needed:

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

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

Description of Support Needed:

Most importantly, colleges need the Chancellor’s Office to release LGBTQIA2S+ student data to the individual colleges. Without knowing who is in the cohort, we cannot access regular, timely equity data on this population, and we cannot therefore consider consistent data in our decision making about this population of students. We also cannot market LGBTQIA2S+ specific opportunities to all students who identify as LGBTQIA2S+ instead, we must rely on word-of-mouth advertising through the QRC and Gender and Sexuality Alliance (GSA) Club, missing many LGBTQIA2S+ identified students who are longing for a sense of community and belonging.

Additionally, we need consistent funding from the Chancellor’s Office to adequately staff the QRC and push for more equitable outcomes for our LGBTQIA2S+ students. One-year funding only allows the college to hire a temporary clerk position to supervise the QRC and coordinate all LGBTQIA2S+ programming and education. We must have permanent funding that supports a full-time position in order to adequately address the needs of LGBTQIA2S+ students and close equity gaps.

Transfer

Population Experiencing the Most Significant Disproportionate Impact: Native American Students

Outcome Goals for Native American Students for 2022-25:

Timeframe	Measurement Output
Year 1 (2022-23)	Increase transfer rates for Native American Students by 4% over the 2016-17 rate of 13.3%
Year 2 (2023-24)	Increase transfer rates for Native American Students by 8% over the 2016-17 rate of 13.3%
Year 3 (2024-25)	Increase transfer rates for Native American Students by 12% over the 2016-17 rate of 13.3%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college's current process/policy/practice/culture that impedes equitable outcomes for this population?

According to Chancellor's Office data, first-time Native American students who began at Butte College in 2016-17 had a 13.3% gap in transfer rates compared to all other students. Given the Chancellor's Office data and gaps in several other metrics for our Native American students, it's clear that we need to increase the transfer rate for this population. Currently, there have been discussions of action steps between the Transfer Counseling Center and the Native American Retention Specialist, but no definitive plans have been made to better support Native American student transfer.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

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

There are three primary factors that can support increased transfer rates for Native American students: 1) starting in fall 2022, tuition and student fees at University of California schools will be fully covered for all Californians who are from federally recognized Native American, American Indian and Alaska Native tribes. Since Native students currently make up less than 1% of the student body at UCs, this policy shift will make attending a UC more affordable for our Native American transfer students, and 2) we hired a Native American Retention Specialist whose goals are to improve the retention, completion, and transfer rates of our Native American students. The Retention Specialist has already met with the Chair of the Transfer Counseling Center to begin conversations about next steps for increasing Native student transfer rates to UC and CSU, and 3) we have an on-going relationship with the Tribal Relations Office at CSU, Chico. This collaboration has resulted in mutual Native American Club events, mutual community outings, and an eased transition for several Butte College Native American students who transferred to Chico State.

PLANNING AND ACTION

Intended Audience/Recipient:

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

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Students

Action Steps:

Steps Specific to Native American Students:

- Support coordination between the Transfer Counseling Center (TCC) and Native American Retention Specialist to encourage Native American students who have identified transfer on their application to work with the TCC counselors to complete the transfer requirements and processes.
- Work with unions, administration, and Human Resources to require cultural competency training for all faculty and staff and hold them accountable for compliance through the evaluation process. These professional development opportunities should include the topics of anti-racism, white supremacy, unconscious bias, macro and micro-aggressions, deficit thinking, challenges faced by our local Native American students in higher education, and Native American students’ needs (go beyond a land acknowledgement and work on cultural sensitivity and sense of belonging)
- Designate one specifically assigned counselor for Native American Students to support transfer.
- Develop a marketing campaign to encourage Native American students to participate in the annual Transfer Day at Butte College and provide transportation for students to attend.
- Provide more professional development for faculty, staff and students on local Native American tribes, histories of oppression, and current issues faced Native peoples in higher education.
- Participate in planning and tabling at the annual Inter-Tribal Education College Prep Fair.
- Provide regular field trips for Native American female students to four-year institutions where

students can connect with personnel at other campus Native American centers while exploring transfer options.

- Develop a Native American Center, so that Native students have a space on campus to connect and feel a sense of belonging. Encourage students in the space to consider transfer and connect with the Transfer Counseling Center and other transfer-related programs that might support their successful transfer to a UC or CSU.
- Establish and build out the “Native Scholars Can Transfer” program to create and solidify clearly defined transfer pathways for students transferring from Butte to four-year institutions.

Support Needed:

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

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

Description of Support Needed:

Native American students face some of the most persistent equity gaps in educational outcomes, yet the CCC system has done little to support this population specifically. While some identity-based groups have dedicated funding streams (foster youth, undocumented students) and statewide programs that provide guidance and oversight (Puede and Umoja), our Native American students have none of this despite a violent history of educational oppression and exclusion that warrants equitable asset allocation. The Chancellor’s Office can provide more data and research on our Native American students, more guidance on best practices to serve our Native students and communities, more dedicated funding, and the development of a statewide program that individual campuses can adopt like Puede or Umoja.

Transfer

Population Experiencing the Most Significant Disproportionate Impact: Latinx Students

Outcome Goals for Latinx Students for 2022-25:

Timeframe	Measurement Output
Year 1 (2022-23)	Increase transfer rates for Latinx Students by 2% over the 2016-17 rate of 22.2%
Year 2 (2023-24)	Increase transfer rates for Latinx Students by 4% over the 2016-17 rate of 22.2%
Year 3 (2024-25)	Increase transfer rates for Latinx Students by 5% over the 2016-17 rate of 22.2%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population?

According to Chancellor’s Office data, first-time Latinx students who began at Butte College in 2016-17 had a 4.4% gap in transfer rates compared to all other students. Butte College has been an HSI since 2016 and our current enrollment is over 32% Latinx, yet we have never really celebrated or responded to this fact by adapting our policies, practices, and culture to meet the needs of our changing demographics.

In regard to transfer, the Transfer Counseling Center has partnered with both the Puente Program and MESA to design and implement transfer-specific activities for Latinx students, UC campus tours, and marketing materials for CSU Chico’s MESA Program.

We do not currently have a process for engaging instructional faculty in helping the college close equity gaps in transfer. One way to do so is to work with Instruction to increase the number of ADTs for transfer. ADTs support students by defining a clear path to an AA or AS and transfer to a four-year university.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

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

Primarily, the college needs to respond to our HSI designation by increasing the visibility and reputation of Butte College as an HSI to the communities we serve and creating a campus culture where all faculty, administration, and staff are aware of and dedicated to fostering our HSI designation. The goal is to increase our “servingness” to our Latinx students by enrolling and educating them through a culturally enhancing approach that centers Latinx ways of knowing and being, with the goal of providing transformative experiences that lead to both academic and non-academic outcomes. The work of increasing our Latinx servingness will serve to improve transfer rates for our Latinx students.

Additionally, we will work to create more ADTs to close equity gaps in transfer because students with an ADT are guaranteed admission to some universities and have priority consideration for impacted majors. Once students are enrolled, the courses that are taken as part of the ADT program will all transfer into the four-year university and will fulfill all general education requirements.

PLANNING AND ACTION

Intended Audience/Recipient:

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

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Students

Action Steps:

Institutional Steps:

- Focus on Butte College’s HSI designation through the lens of “servingness” by including our HSI status in our mission statement and on our website, providing our Latinx students with opportunities like the Bienvenida and Graduation celebrations that center Latinx ways of knowing and being, and improving outcomes and experiences for our Latinx students.
- Implement Slate and better utilize Regroup to provide just-in-time messaging to Latinx students about available programs and services that can support their success.
- Support the implementation of Equal Employment Opportunity (EEO) Plan strategies to achieve a more diverse faculty and staff, including better educating hiring committee members on implicit

bias and the benefits of a diverse workforce, reviewing hiring data and adapting practices to eliminate adverse impact, and onboarding new employees with an EDI lens.

- Engage instructional faculty in the development of new ADTs and routinize the analysis of ADT data by race/ethnicity to help the college identify how racially minoritized students are using ADTs and in what areas.

Steps Specifically for Latinx Students:

- Provide professional development around issues of institutional racism, unconscious bias, racial microaggressions, color-blind/race-neutral policies and practices, deficit -minded notions/dispositions, and culturally responsive, racially relevant curriculum and classroom materials.
- Provide a center for Latinx students to connect with each other and create a sense of belonging.
- Include Latinx perspectives and voices in the curriculum.
- Designate a Latinx-specific counselor to support transfer.
- Expanding transfer marketing for Latinx students.
- Implement the Puente mentorship program to support students with their transfer goals.
- Include Spanish-language enrollment and transfer information on the college’s webpage and in written recruitment materials.
- Embrace parental/family engagement in Latinx students’ education.

Support Needed:

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

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

Description of Support Needed:

The Chancellor’s Office can support increases in Latinx student transfer outcomes by providing guidance on best practices, data and research on Latinx student needs related to transfer, and professional development around issues of institutional racism, unconscious bias, racial microaggressions, color-blind/race-neutral policies and practices, deficit -minded notions/dispositions, and culturally responsive, racially relevant curriculum and classroom materials.

Transfer

Population Experiencing the Most Significant Disproportionate Impact: Low-Income Students

Outcome Goals for Low-Income Students for 2022-25:

Timeframe	Measurement Output
<i>Year 1 (2022-23)</i>	Increase transfer rates for low-income students by 4% over the 2016-17 rate of 23.1%
<i>Year 2 (2023-24)</i>	Increase transfer rates for low-income students by 8% over the 2016-17 rate of 23.1%
<i>Year 3 (2024-25)</i>	Increase transfer rates for low-income students by 12% over the 2016-17 rate of 23.1%

STRUCTURE EVALUATION

Current Structure:

Select the current structure focus, reflecting on institutional policies, processes, practices, and culture that have produced inequitable outcomes for the student population defined for this metric. *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

What is the college’s current process/policy/practice/culture that impedes equitable outcomes for this population?

According to Chancellor’s Office data, first-time low-income students who began at Butte College in 2016-17 had a 12.1% gap in transfer rates compared to all other students. This cohort pre-dated the California Promise Program that is intended to help make college affordable to all students, support the goals in the *Vision for Success*, and strengthen Guided Pathways and encourage innovation. Our local annual equity dashboard reports a 2.5% equity gap in transfer outcomes for low-income students in 2018-19. Clearly, our low-income students need more support in order to eliminate these gaps in transfer rates.

Ideal Structure:

What structural changes would be necessary to make to transform this process, policy, practice, or culture toward a more equity-minded one? *(Select all that apply)*

- Instruction
- Student Services
- Business Services
- Other

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

Ideally, low-income students will have the financial resources they need to be successful at the college and transfer to a UC or CSU in a timely manner. This will include financial aid awards that support a student throughout their higher educational journeys, as well as support for technology and other educational necessities. We will also be better able to identify students who are homeless/food insecure to track their educational outcomes and respond to their emerging needs.

PLANNING AND ACTION

Intended Audience/Recipient:

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

- Administrator
- Faculty
- Classified Staff
- Partner (K12, Transfer, other)
- Students

Action Steps:

Institutional Steps:

- Develop a mechanism for identifying students who are homeless, so we can track educational outcomes annually and respond appropriately to emerging needs.
- Create clear and concise Guided Pathways for students with course offerings that supports them to transfer in a timely manner.
- Provide professional development workshops for faculty and staff on campus and community resources to support low-income students.
- Inquire into the possibility of increasing associate faculty's office hour pay to increase student/associate faculty opportunities to meet and assess/support student needs.

Steps Specific to Low-Income Students:

- Revise existing or implement new policies and procedures to eliminate financial burdens for students who are not eligible for federal aid or California Promise Program, which does not help part-time students who are single parents and/or work full-time jobs.
- Support low-income students with SEA emergency financial assistance when appropriate, especially for student groups excluded from receiving federal financial aid (undocumented students and international students, for example).
- Provide more outreach for students who are homeless and students who experience food insecurity to inform them about campus resources.
- Provide students with more information on how to apply for scholarships.

- Continue to support computer and hotspot lending services through the Library and other programs to ensure that students who are financially challenged have access to the equipment they need to be successful.
- Continue to cover registration and tuition fees at the Child Development Center for low-income students.

Support Needed:

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

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

Description of Support Needed:

The Chancellor’s Office can support the college’s low-income student transfer rates by providing funding/financial aid for students who are ineligible for Federal Aid or the California Promise Program and by continuing to provide funding to combat homelessness and food insecurity. Data, research, and guidance on best practices on how to improve the transfer rates of low-incomes students would also be helpful as college’s design their basic needs support offerings.

STUDENT SUPPORT INTEGRATION

Guided Pathways

Alignment

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

Butte College's Guided Pathways (GP) current Scale of Adoption (SOA) assessment identified current progress and goals to improve the student experience. The key aspect of the assessment process identified a clear need to better integrate GP efforts with the College's Strategic Direction and Student Equity Plan. This integration includes the ongoing effort of disaggregating data to understand the student experience and identify those students who need student support most to inform the redesign of institutional structures and processes. The Student Equity Plan goals and system redesign priorities outlined in this document are integrated into all GP efforts and priority projects. Identified equity gaps will be a focal point for the design of holistic student supports. Below are the Butte College GP priority projects; each project aligns with one or more GP SOA practices and includes the equity considerations outlined in the SOA.

- **Student Success Team (SST) Pilot:** A cross-functional campus teams working design and pilot a holistic student support model. The SST model will use a data driven cohort management approach to assist students from entry to completion with a focus on equitable outcomes. The SST will review pathway momentum points inside and outside of the classroom and meet student needs in a proactive and personal way.
- **Pathway Messaging:** An assessment of current student messaging and media artifacts. The assessment includes a review of equity minded and inclusive language and representation. The goal is to create consistent and clear messaging that supports student engagement, clarifies pathways, and demystifies college process and procedures.
- **REACH: Racial Equity for Adult Credentials in Higher Education,** this project optimizes Butte College's Guided Pathway efforts for adult learners of color, by embedding culturally sensitive practices and sequenced student supports and creating pathways with quality short-term credentials that lead to associate degrees.
- **Equitable Placement and Completion:** Improving student completion in gateway courses by increasing access and success in transfer level English and math. This includes a review a disaggregated student data by race, gender, and income to improve learning outcomes as well as an expansion of STEM course offerings and student supports.
- **Explorer Pathway:** A first semester selection of courses that will ensure progress in a cluster of individual programs so that students do not have to choose a specific major but can explore within a Community of Interest.
- **Light To Inspire Course(s):** Through a community of practice faculty will design courses to bridge a student's purpose and sense of belonging through an introductory pathway. Underrepresented students will be linked to the courses that include program-relevant, active, and experiential learning opportunities.

Financial Aid

FAFSA Participation

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

Strategy 1: The Butte College Financial Aid Office (FAO) plans to implement targeted communications, outreach efforts, and a case-management style approach by assigning specific personnel to work with each of Butte College's five Guided Pathways Communities of Interest (COIs). For each student within each COI population, the assigned FAO personnel will contact them through phone calls, emails, and text messages encouraging the completion of a financial aid application along with assisting them through any barriers that may come along the way (rejected application, verification requirements, professional judgement appeals, etc.) with one-on-one time via in-person appointments, virtual help labs, and over the phone.

Strategy 2: The Butte College FAO plans on incorporating specific goals to target action both by FAO personnel and the students in FAFSA/CADAA application completion. The FAO will utilize data from the previous two academic years and calculate a reasonable percentage to increase completions by and employ additional communications and outreach efforts to ensure student's access and involvement with financial aid efforts.

PELL Grant Participation

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

Strategy 1: The Butte College FAO plans to pull student financial aid applications that are originally determined to be ineligible for aid funds. The FAO will target outreach efforts to assist these students through the barriers of having rejected applications, high EFC scores (due to errors/mistakes on the application, or encourage appealing for an income adjustment), and indicated they already earned a higher degree. Additionally, the FAO will work through the unconverted reports (where a financial aid application does not match with any student information in our Student Information System) on a consistent basis to continue moving their financial aid application forward and completing their financial aid file for aid eligibility.

Additional Aid for Students

The 2021-22 Budget Act included a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students. Will your college provide additional aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

- Yes
- No

Description of Additional Aid

In addition to all consistently apportioned State Aid, Butte College will provide funds to students provided from the State in the form of Housing & Homeless Insecurity Program, Early Action Emergency Grant, AB19/AB2 Promise Grants, EOPS, CARE, CA Conservation Corps, CHAFEE, CAFYEE, Finish Line, and other aid as it comes into the College; from leftover Federal HEERF-Student Aid portion funds; from SEAPAC in the form of emergency aid as determined by the SEAPAC Committee as available; and from outside agencies in the form of AmeriCorps, BIA, and Scholarships.

Basic Needs

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

Basic Needs Center

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

- Yes, we have a center and are in the process of hiring a coordinator.
- No

Services

What services are you providing or do you plan to provide in your college's Basic Needs Center?

We provide a food pantry, CalFresh application assistance, gas & food cards, hygiene & school supplies and housing assistance, along with referrals and connections to campus and community resources. We also provide health and mental health resources and access to showers and lockers at other locations on campus.

Participation

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

Our plan is to eventually move our center to a more central campus location to increase accessibility and usage and to host a big grand opening event. In the meantime, we have created a video, posters and banners and plan to launch a social media campaign. We regularly table, do classroom presentations and include info in campus announcements, as well as work with Financial Aid to do targeted email campaigns to populations that might be eligible for benefits like CalFresh.

Food Pantry

The 2020-21 California state budget enacted through Senate Bill (SB) 74 and Assembly Bill (AB) 94 added a requirement that districts must support or establish on-campus food pantries or regular food distribution programs to receive SEA program funds. Please describe your Food Pantry efforts.

We have a food pantry where students can drop in and pick up groceries and snacks. We also provide snacks at other locations on campus and at some of our auxiliary sites (Chico, Glenn Centers and Cosmetology). We also do regular food box and grocery giveaways at various locations on campus, as well as holiday baskets for students in need.

Zero-Textbook Costs

Zero-Textbook Cost Program

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

Butte College currently has two faculty members serving on the ASCCC Open Educational Resources Initiative Leadership Team and we have had two faculty members who participated in OER development projects. The projects included creating an OER for human biology that represents more diverse student experiences (including diverse cultures and LGBTQIA2S+ and creating an OER for anatomy. We have also awarded multiple faculty sabbaticals related to developing OER for specific courses. SEA funds also provide an annual stipend to one of our Librarians to support faculty in their searches of high-quality, zero cost textbooks. The number of courses offering Zero Textbook Costs continues to grow each year:

Fall 2019

Individual courses with Zero Textbook Costs: 98

Number of course sections with Zero Textbook Costs: 274

Fall 2020

Individual courses with Zero Textbook Costs: 122

Number of course sections with Zero Textbook Costs: 323

Fall 2021

Individual courses with Zero Textbook Costs: 183

Number of course sections with Zero Textbook Costs: 411

LGBTQIA2S+

LGBTQIA2S+ Support

In 2011, [Assembly Bill 620](#) amended California's Education Code and requests "governing board[s] of each community college district to designate an employee at each of their respective campuses as a point of contact to address the needs of lesbian, gay, bisexual, and transgender faculty, staff, and students." The law, [California Education Code Section 66271.2](#) also states that, "at a minimum, the name and contact information of that designated employee shall be published on the Internet Web site for the respective campus and shall be included in any printed and Internet-based campus directories." Additionally, the 2021-22 Budget Act appropriated \$10 million in one-time funding to support LGBTQIA2S+ students. Please discuss your plans or current efforts to support the LGBTQIA2S+ population on your campus.

Butte College's official support of LGBTQIA2S+ students began with the founding of the Queer Resource Center in fall 2018. Since that time, Butte College has leveraged SEA funds to provide an operating budget and student assistants for the QRC. SEA funds are also used to provide Safe Zone I and Safe Zone II training for faculty and staff to better understand and serve LGBTQIA2S+ students. In addition, the college has an established Gender and Sexual Equity Taskforce that meets bi-monthly to facilitate policy, procedural, and facility changes at Butte College related to gender & sexual orientation diversity to make Butte College a more inclusive and safe campus community for LGBTQIA2S+ students, staff and faculty.

The college is currently using the one-time funding to provide a temporary, special programs clerk position to supervise the center, provide programming for LGBTQIA2S+ students, and act as point of contact to help address the needs of LGBTQIA2S+ faculty, staff, and students. In order to truly meet the needs of our LGBTQIA2S+ students, the Chancellor's Office must provide on-going fiscal support that will allow colleges to hire permanent staff who can support this population in a consistent, stable manner.

Mental Health

Mental Health-Related Programs

The 2021-22 Budget Act included ongoing funding of \$30 million to provide student mental health resources. Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

Our allotment of these funds is already being put to good use. Our IDEA officer, Tray Robinson, is using some of this funding to produce a program for staff discussing mental health from an intersectional lens. The goal is to educate staff on how to better reach and serve under-represented populations. Additionally, plans are in place to increase our mental health counselor team to three dedicated therapists, providing more room for outreach, programming, and counseling.

General Accessibility

Accessibility

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.

Butte College's primary way of supporting the accessibility of all curricula was developed out of necessity in Spring 2020 as the college moved all courses online during the pandemic. The college developed a process to get ALL instructors approved to teach online with the move to remote learning whereby all instructional faculty had to do the following: 1) attend a workshop to ensure that all instructors understand the requirements for DE (regular and substantive interaction with the instructor; student-student contact during the class; and maintenance of rigor in both the online and face-to-face modalities), 2) pass a Canvas Course to learn online teaching strategies to implement in their courses, and 3) submit a DE addendum to demonstrate how they met all the requirements for the DE modality in their own courses. All instructors completed a separate DE Addendum for each course.

In terms of technology, the college partnered with our local "Computers for Classrooms" non-profit agency in spring and fall of 2020 to provide free computers, webcams, and activated hotpots to students who might need them. In fall of 2021, the college also offered \$500 technology vouchers to students to purchase the technology they needed to be successful in their online courses. Moving forward, the college might be using some of our HEERF allocation to provide additional funds to students to purchase any computing equipment they need to complete their courses in online or hybrid environments.

Institutional Planning

Ongoing Engagement

Please describe any efforts you Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

The Board of Trustees is continuously engaging in student equity efforts and plans to do the following over the 2022-25 period:

- The whole Board participated in EDI training in 2020-21 and is committed to attending additional EDI training. IDEA Officer Tray Robinson has agreed to provide that additional training.
- Participate in an annual review and discussion of student performance data at their June Retreat that includes student equity data, Vision for Success Balanced Scorecard metrics, ACCJC standards and goals, and internally set key performance indicators. These data are disaggregated by race/ethnicity.
- Board members regularly attend sessions that focus on student equity at statewide conferences (e.g., CCLC Annual Trustee Conference, Effective Trustee Workshop)
- The Board Policy Committee is currently reviewing and revising policies to include more equitable language.
- Over the last two years the Board participated in a Trustee Fellowship Program in partnership with the Chancellor's Office and the Aspen Institute. This program is designed to focus the Board effectively on advancing student equity goals. The area our Board chose to focus on is "Tracking Latinx Student Progress." They contracted with the Research and Planning (RP) Group to help with data collection and will be receiving a report about this soon. The Board will decide next steps after reviewing and discussing the findings. The college expects this interest and focus to continue in the years to come.

Integrated Budgeting

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

The SEA Program has several responsibilities based on Ed Code 78222: 1) maintain a Student Equity Plan, 2) support "practices that advance the systemwide goal to eliminate gaps for students from traditionally underrepresented groups", 3) provide matriculation services, 4) provide all students with an educational plan, 5) adopt AB 705: Transfer-level math and English completion in first year, and 6) support Guided Pathways implementation. Because these six responsibilities are quite disparate and wide-ranging, SEA funds are expected to fund a lot of the college's personnel, operating expenses and activities, especially in Student Services. Over time, more and more of our SEA funds have gone into on-going personnel costs, which leaves less funding to provide on-going departmental operating costs, student assistants, and equity-focused education and activities.

Currently, SEA funds are sometimes used in conjunction with District funds to support certain positions, including Support Center staff and counselors. The college has also leveraged CAFYES funds for foster youth and Dreamer Resource Liaisons funding for undocumented students to alleviate some of the SEA funding commitments to those student groups, although SEA still supports personnel for Inspiring Scholars and operating costs for the UndocuCenter. The college has also leveraged \$50,000 from statewide Puenta to initiate our Puenta Program and we hope to leverage statewide Umoja funds in the future to better support our emerging Umoja Program. Our current SEA budget is not sustainable over time as additional personnel needs and COLAs take up more of the overall budget year after year.

Regular SEA Program budget increases from the Chancellor's Office would alleviate some of this stress of our SEA budget. We will also work with our Leadership team to possibly shift some of our current SEA personnel costs to the District budget.

The hope is that the Chancellor's Office will begin to provide on-going funding streams to support specific populations of students known to have consistent equity gaps statewide because these funds cannot be redistributed at the local college level to support all students and the SEA budget will not be solely responsible for supporting efforts to close equity gaps for our racially minoritized and other under-served groups.

Student Voice

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

Student voice is critical in both the inquiry process of understanding *why* our racially minoritized and other under-served student groups have consistent equity gaps in outcomes and in developing strategies that will eliminate those gaps. Student perspectives often invalidate our assumptions about their experiences, and they often provide clarity on what students need in order to be successful. This is the reason that the college had five students serving on the Student Equity Plan Retreat in July 2022 and why we have students serving on the Student Equity and Achievement Program Advisory Committee each year. We also have a student ambassador program that pays students stipends to participate on all campus committees, so that students are considered a vital part of our participatory governance structure and student voices are amplified in spaces where decisions get made.

In addition, we administered the National Assessment of Collegiate Campus Climate (NACCC) survey from USC in spring 2021 and conducted six focus groups with Black/African American students, Latinx students, and Native American students in spring 2022. The data from the survey and focus groups are an important part of our root cause analysis to identify and address the barriers to success faced by each of these student populations. We have plans to conduct focus groups for our Pacific Islander students, LGBTQIA2S+ students, and foster youth students in fall 2022.