SKYLINE COLLEGE

2022-2025 Student Equity Plan

Contents

Equity Plan Development
Race Consciousness in Equity Plan Development

Racial equity and inclusion are key concepts adopted in completing this Student Equity Plan. The participation of all constituencies, students, classified professionals, counseling faculty, instructional faculty, instructional designers, program supervisors, directors, and administrators, is essential in creating a race conscious plan. This approach includes diverse and distinct voices, perspectives, lived experiences, college roles and responsibilities, all of which contributed to impactful discussion, planning and creation of a race conscious plan. The equity lens included into the writing framework of the plan prioritizes identifying and disrupting policies, practices, and behaviors that perpetuate, and may exacerbate, racial inequity.

Transparency is key in ensuring race consciousness guides the plan. Our strategy informs all members of our community. The goal is to share the plan at different stages of its development to inform and seek continuous feedback as the plan is conceptualized, written, edited, revised, and submitted. Moreover, the plan will become part of our institutional strategies and constantly revisited to guide, evaluate, challenge, or validate future efforts and antiracist systematic changes.

Race consciousness is the foundation of our Student Equity Plan and campus-wide efforts when reexamining our processes, services, and outcomes while being critical of institutional racism. Through a race conscious lens and approach, each metric of the plan will be analyzed, critiqued, and written including thoughtful reflection of our most disproportionately impacted populations. Consideration of all challenges and barriers faced by our most disproportionately impacted population in each metric will guide our response, engagement, and commitment to bridge equity gaps. Race consciousness is the bedrock of our approach in creating and writing our plan and tailoring strategies specific to our campus environment, culture and developing racial equity and antiracist systems.

Key Initiatives/Projects/Activities

Our college's student equity activities include student support services, institutional directives, and professional development opportunities. These equity actions disrupt white supremacist structures and provide BIPOC students opportunities to persist and achieve.

Guided Pathways and Meta Majors empower students to succeed at any point of their educational journey. Learning communities like Umoja-ASTEP, for African American/Black students; Kababayan, for Filipinx students; Puente, for Latinx/Hispanic students; CIPHER, focusing on Hip Hop education and research; and First Year Experience, supporting transition to higher education, provide unique experiences for student engagement, retention and completion. *Rock the School Bells* empowers and educates youth and students about the importance of higher education and career exploration through a culture that resonates with them.

Project Change builds community for justice system impacted students and serves as social, emotional, and academic support. Brothers Achieving Milestones (BAM) offers space for men of color to invest in themselves, speak freely, engage in a supportive community, and strive for personal and academic success while making positive change on campus and their communities. Women's Mentoring and Leadership Academy (WMLA) creates leadership development opportunities focusing on social and academic support while empowering, transforming, and honoring women's voices. The Guardian Scholars Program (GSP) establishes a network for students transitioning out of the foster care system to support their academic, social, emotional, and financial needs.

The Center for Transformative Teaching and Learning (CTTL) offers expertise in leading, supporting, providing, and promoting opportunities that engage and inspire the enrichment of teaching practices across our college. The Learning Equity, and Growth Series (LEGS) is an intentional sequence of experiences to equip classified professionals, faculty and administrators with cultural fluency skills, and strategies to engage their work with an increased awareness of inequities and using an equity lens. Intergroup Dialogue (IGD) is the critical framework, grounded in an ethic of love and understanding, for the transformational anti-racist work on campus. The Intercultural Center is a space for students, faculty, and classified professionals to explore their social and cultural identities, find community, and work towards racial and social justice.

Evidence of Decreased Disproportionate Impact

Our disproportionately impacted populations have benefitted from various services, programs and educational opportunities intentionally designed with an equity focus to create equitable experiences and outcomes.

ESL Connect supports non-native English speakers apply to our college and guides them to appropriate resources including academic and technology support, state and federal financial aid, Skyline College and District specific financial support services, and academic, career and personal counseling. ESL Connects and our ESOL Department inform our students of educational opportunities beyond language acquisition and encourages exploration of certificates, degrees and/or transfer as educational goals.

Student participation in Learning Communities, like Puente for Latinx/Hispanic students, indicate an increase in successful completion of transfer level English courses and retention. Participation in Puente, which provides students a sense of belonging, also created a steady increase in students earning certificates and/or associate degrees. TRiO's support of first-generation college students, low-income students, and students with a documented learning difference and/or physical disability have consistently yielded high retention, persistence, and graduation outcomes. In addition, TRiO consistently produces a high rate of students in good academic standing.

Moreover, certificates and/or associate degrees by TRiO students remained at a constant level that surpassed intended objectives. TRiO continued with a steady increase and maintained the level of intended objective of students meeting transfer goals. Latinx/Hispanic students enrolled in the Promise Scholars Program (PSP), a completion and retention support program that dramatically increases graduation and transfer rates for participating scholars by providing resources and services that support student success and completion, also saw an increase in transfer level math courses completion and retention. This program also maintained a continuous rate of Black and African American students earning certificates and/or associate degrees.

The pandemic's impact on our most marginalized students, who had to prioritize employment over school, as household members' lost jobs or experienced higher rates of mental and physical illnesses, is the most significant indicator for the continued need for initiatives, projects, activities, programs, and services that guide equity efforts to undermine institutional racism.

Planning Efforts

Our planning efforts for the 2022-25 Student Equity Plan were purposely designed to be an inclusive, impactful, and collective effort to create systematic changes and disrupt institutional racism. Our college's Stewardship for Equity, Equal Employment and Diversity (SEEED) Advisory Committee was tasked with guiding this collegewide effort.

The committee created writing groups, designed to respond to each of the plan's metrics, through recruitment from various campus constituencies. As a result, writing groups included students, classified professionals, faculty, and administrators, all of whom contributed their perspective, voice, lived experience and specific role in our college's community. As each writing group engaged with data related and informing their assigned metric, their collective response included the voice of all our college's constituencies through a lens mindful of racial equity and antiracism efforts.

Our college wide efforts include sharing the completed plan with our associated students, classified senate, academic senate, college management council, president's cabinet, and other campus constituencies to ensure transparency in our equity efforts. In addition, the Student Equity Plan will be infused in the college's Educational Master Plan and continually guide conversations, reflections, and implementation of processes while policies to guarantee equity are maintained and endeavors to bridge achievement gaps are accomplished.

Pandemic Acknowledgement

The coronavirus pandemic greatly impacted everyone's lives including those of our students, staff, faculty, administrators, and community members. Consequently, our college was affected in stages. The initial stage occurred as the State issued a shelter-in-place order and our college's

equity efforts were fully interrupted as the college tried to balance the State's orders and determine its immediate and long-term impacts.

Though our equity efforts were fully interrupted, that stage was brief as faculty, classified professionals and administrators engaged in developing processes and strategies to continue to support our students, programs, and services during the shelter-in-place.

In a matter of days, our college transitioned to the next stage as our efforts were catalyzed and we adopted strategies to continue our equity efforts. We transitioned classes to a remote modality, issued equipment to students (so they could continue accessing classes and support services) and to staff, faculty and administrators (so they could continue supporting students) while strategizing and adopting policies to minimize the impact of the pandemic. Awareness of our most disproportionately impacted students was consistently included in our discussions and decisions of how to minimize the pandemic's impact and best serve our students.

Simultaneously, our work was delayed as equity focused programs and services designed to support our most disproportionately impacted students had to reimagine how to continue to impactfully engage with our students in this new modality. Programs like EOPS, CARE, CalWORKs, TRiO, Promise Scholars Program, Guarding Scholars Program, Project Change, SparkPoint, and others, along with tutoring, counseling, student activities and health services had to develop and embrace ways to continue the high touch support needed for our students to persist. The challenge of balancing the limitations created by the pandemic and the need to engage with students who needed the most support delayed our equity work.

As the pandemic continues to affect our lives, though its impact has decreased, it is crucial to reflect on decisions made because of the pandemic. The reflection must be equity focused and critical of how our decisions disrupted, or perpetuated, institutional racism.

Successful Enrollment Metric

African American/Black first-generation college students

Target Outcomes for 2022-25

  Year 1: 2022-23: 30% Enrollment yield for the targeted population
     (with the same or greater number of applicants)

  Year 2: 2023-24: 41% Enrollment yield for the targeted population
     (with the same or greater number of applicants)

  Year 3: 2024-25: 52% Enrollment yield for the targeted population
     (with the same or greater number of applicants): essentially equal to the
     college-wide average as of Fall '21

Current Structural Evaluation

Enrollment yield is the percentage of college applicants registering in at least one course in the semester in which they apply. In Fall 2021, this was 19% at Skyline College for first-generation college students identifying as African American/Black. By comparison, our District's enrollment yield was 53 percent. We attribute the enrollment yield gap to the current structure in which unless students are coming from our partner high schools, they receive limited support for navigating the matriculation process. Based on Title V matriculation services (Section 3, Article 55520), our college lists the following steps to enroll:

1. **Apply**: Students must create a CCCApply account. CCCApply is a California Community College Chancellor's Office website, which has a separate login.
2. **Sign up for financial aid**: Not a Title V requirement but important for many students.
3. **Orientation**: Students must login to WebSmart to complete their Orientation, which means completing a MyMajors assessment requiring an additional login.
4. **English and Mathematics Placement/Assessment:** Students receive preliminary placements through state-modeled multiple measures and completed through District automation, counseling and self-reported online submissions.
5. **Counseling/Educational Planning:** Students must use the Student Success Link (SSL) to make an appointment with a counselor for educational planning, which can entail additional forms located on still other platforms.
6. **Register and Pay for Classes**: Registration and payment occur in WebSmart. Payment is required upon registration, which is inherently inequitable. Students can bypass the requirement by applying for financial aid, signing up for a payment plan, or being accepted to the Promise Scholars Program, but each requires extra steps.
7. **Send in Transcripts**: Not a Title V requirement but important for many students. Students must document prior non-SMCCD college coursework by submitting transcripts and requesting a transcript evaluation.

Confusion, matriculation steps delays, registration challenges, unawareness of available support and disconnection from the community, lead to students not enrolling.

Increasing costs in tuition, fees, healthcare, living expenses, and travel can be barriers to enrollment. Our college has services to address some of these challenges, but students do not know they exist.

Ideal Structure

An effective overall strategy focuses on identifying and removing enrollment barriers while enhancing outreach to African American/Black communities in the area. Our ideal structure would be simple, consolidated, transparent and use specific terminology, such as "hybrid modality," clearly defined upfront. Knowledge or exposure to the detailed mechanics of college admissions would not be assumed of any applicant, regardless if they are first-generation college students or identify as African American/Black. Additionally, we would include support from a clearly identified person on campus for applicants who may get stuck at any point in the enrollment process. Finally, there would be more organization and unison of communication across our District's colleges (Skyline College, Cañada College and College of San Mateo).

Close collaboration and alignment with our District' colleges would collectively challenge white supremacist structures and increase successful enrollment. Additionally, we need a cultural shift toward increased communication and transparency between our college, Cañada College, and College of San Mateo, particularly among the marketing/public relations offices of each institution. We would foster greater awareness and understanding of how recruitment and enrollment practices of each of our District's colleges affect the other colleges.

We would consider a similar cultural shift to our outreach efforts, by increasing inter-college coordination of our recruiting campaigns. This would help make choosing a college less intimidating for students, particularly first-generation college students.

Planning & Action

Simplify Matriculation
Matriculating at Skyline College can frustrate applicants. We need to consistently include matriculation steps on Outreach, Admissions and Records, Assessment, and Counseling webpages.

We should also improve CRM messaging and feature frequently asked questions and how-to guides. Moreover, we must review website analytics to identify trending interests, challenges and which steps create enrollment barriers. Finally, surveying students and non-applicants who had difficulty enrolling would yield important data.

Expanding Outreach to Create More Early College Connections
Expanding outreach to high schools outside San Mateo County could boost enrollment. For instance, East Palo Alto has a significant pool of first-generation college applicants who identify as African American/Black. Outreach needs community partnerships to recruit underserved students, thereby reducing access gaps.

Experiencing college prior to enrollment cultivates strong relationships and increases student navigational abilities. Through the President's Innovation Fund (PIF), Skyline College has launched the Discovery Days, an event where high school students observe college classes. In collaboration with learning communities of Umoja-African-American Success Through Excellence and Persistence (ASTEP), First Year Experience (FYE), Promise Scholars Program, TRiO and PEER Mentors, Discovery Days would also provide cultural enrichment and ease the college transition.

Skyline College would increase the Priority Enrollment Programs (PEP) to remove matriculation barriers. PEP is a one-day event when attendees receive application assistance, New Student Orientation, academic counseling, priority registration, course registration assistance and information sessions on programs and campus resources. Our college should make the event bi-annual and assess turnout rate of in-person and virtual formats.

Welcome Week is an opportunity to better understand our students and build a sense of community. Holding Welcome Week at the start and end of terms connects students to peers, learning communities and student services. Umoja-ASTEP, First Year Experience (FYE), Brothers Achieving Milestone (BAM), Women's Mentoring and Leadership Academy (WMLA) and PEER Mentors would feature prominently in Welcome Week.

Support Needed
The matriculation process is not intuitive and can be overwhelming, resulting in access inequities and exclusion of potential students. We need full-time support staff to provide intentional enrollment support similar to Retention Specialists for special programs. Currently, Retention Specialists begin assisting students once a student is enrolled and/or admitted into a special program like Promise Scholars Program. However, we need positions similar to Retention Specialists at the start, and every step, of the matriculation process.

Increase funding for full-time Outreach staff beyond the one full-time College Recruiter is necessary. Increase funding for Priority Enrollment Programs (PEP) Days would greatly increase support, access, awareness, and completion of the matriculation process. Additional funding for Welcome Week events would strengthen connections between the matriculation process and support programs and services that foster persistence at the point of college admission.

Enrollment Services staff from the three colleges in our district should have equity focused annual meetings to improve communication, share information, student support and strategies that positively impact disproportionately impacted populations.

Our Planning, Research and Institutional Effectiveness (PRIE) office should create and distribute a report showing enrollment rate of PEP Day attendees, enabling us to make data-informed decisions for future PEP Day programming. PEP Days should be more inclusive by increasing staff and faculty presence, including Umoja-ASTEP members.

Since our college uses a CRM to engage with students, the Orientation video should be moved from WebSMART to the CRM to consolidate enrollment steps into one platform and simplifying student access.

Our Administration should commit to help identify non-enrolled applicants in cohort and then use NSC data to track external college attendance, enabling data-informed decisions for future outreach and internal programming.

Completed transfer level English & Math Metric

Latinx/Hispanic students

Target Outcomes for 2022-25

> **Year 1:** 2022-23: Reduce equity gap by 3%
> **Year 2:** 2023-24: Reduce equity gap by 3%
> **Year 3:** 2024-25: Reduce equity gap by 3%

Current Structural Evaluation

Instructional

Our classrooms are lecture- focused, sterile, and indistinguishable from each other with whiteboards on one wall and forward-facing desks. Students learn that lectures are more important than connecting with the material, each other, and their voice has no place in classrooms excluding a sense of belonging.

Our institution has yet to adopt collegewide equity grading best practices.

Traditional textbooks continue to be expensive and culturally irrelevant for students which communicates they do not belong in the materials or in academia itself.

Academic Support Centers

Many Latinx/Hispanic students participate in our Puente Learning Community which has limited capacity. As a Hispanic Serving Institution (HSI), we also connect students with academic supports like the STEM Center, Learning Center and TRiO which are integral in English and Math support.

The Learning Center continues to reimagine its space to enhance access for diverse students. The Learning Center, STEM Center and TRiO hire tutors and staff representative of our student populations and use representation to increase our students access to both centers. Additionally, the Learning Center collaborates with the STEM and Language Arts Divisions to support co-requisite courses. Before each semester, Learning Center staff meets with deans of Math, English and ESOL to embed tutors and supplemental instructors in courses to support students.

Assessment/Math Co-requisite Courses

Students are assessed with multiple measures, including AB705 model, local Math metrics, prerequisite equivalency from other colleges, approved placement tests, and prerequisite challenge evaluations with discipline faculty approvals. Different High School GPA bands, as defined by the Chancellor's office, determine placement into a specific Math level/course. Preliminary placements have co-requisites hard-linked to form fixed cohorts of courses with or without support. For the past 3 years, students and counselors could request the math support course be removed.

Assessment/English Embedded Courses

Students are assessed with the same multiple measures as Math but with local English/ESL metrics. Preliminary assessment, using the Chancellor's office High School GPA band model, place students into a primary course with an embedded co-requisite course. Since the embedded co-requisite course is part of the main course, students' instructional experience is not enriched from heterogeneous classrooms.

Ideal Structure
Instructional
Every classroom would have whiteboards and/or Smartboards on all walls for students to participate in thinking "on their feet" and movable desks to maximize collaboration. Also, classrooms would have bulletin boards and painted walls to enable semester-long personalization through posting of student work, culturally relevant posters, and other content that encourages a sense of belonging.

Collegewide adoption of equity-informed grading practices would make grading more accurate, bias-resistant, and motivational.

All textbooks would be zero-cost and either adapted or authored to be culturally relevant. Students would know they matter and belong because they see themselves in the curriculum that is also mindful of their financial situations.

Academic Support Centers
Making more direct connections between our Latinx/Hispanic students, the STEM Center, Learning Center and TRiO would bolster their access to support programs. Before and after class, Math students would go to the STEM Center and English students would go to the Learning Center for tutoring and to build community through clubs, mentoring, and socializing. Our general Latinx/Hispanic students, and learning communities, would have a physical presence in our STEM and Learning Centers. Equity minded incentives would be used in classrooms and across campus to normalize attendance to these centers.

Assessment/Math Co-requisite Courses
To enrich the learning experiences with diverse skill-levels, we would create classrooms where students from all three Math High School GPA bands engage in meaningful discourse with each other. These courses, with students from different ethnic and cultural backgrounds and socioeconomic status, would expose different opinions, thoughts and help avoid group-think. All students would choose a standalone math course or an embedded support math course.

Assessment/English Course Structure
The Assessment Center would continue to place students according to multiple measures; however, placement parameters and structure of the 5-unit course, with an embedded co-requisite, need to be reviewed and potentially adjusted to more effectively meet student needs. The adjustment would remove the embedded co-requisite resulting in more heterogenous English courses where some students also enroll in a stand-alone co-requisite course.

Planning & Action

Instructional
Students who feel they matter and belong in our college, classrooms and communities persist. To intentionally foster Latinx/Hispanic students' sense of belonging, we will build community in our classrooms and create a zero-cost textbook curriculum that prioritizes student voice and cultural relevance. We will develop scalable best practices to build community in our classrooms and encourage campus-wide event attendance to build a sense of belonging to the larger campus.

English and Math course syllabi and outlines will be posted on division websites in order to create curriculum transparency and access.

Assessment/ Math Co-requisite & English Embedded Courses
We will assemble student support teams at each step of a student's educational journey to ensure successful completion of the transfer course.

Exploration of technology support, assessment in metric efficacy, and multiple measures assessment methods review is needed.

Learning Communities
A Learning Communities liaison will communicate with counselors during matriculation to find the learning community that best fits students.

Academic Counseling
Students, with a counselor, review preliminary English and Math placements, discuss course selections, educational goals, and create a student educational plan with specific English and Math courses. Collaboration between assessment professionals, instructional and counseling faculty will address concerns, challenges, and efforts affecting onboarding students and completion of English and Math courses. Partnering Counseling with Learning Communities will emphasize the importance of core classes and impact on SEP. Using the early alert program to inform students of consequences of removing math support in a term along with implications on subsequent terms and impact on their educational timeline.

Student Resources
Students' success is attributed to an accumulation and utilization of campus resources. Campus campaigns to culturally shift our promotion of all student success, resources and milestones will contribute to inclusion and belonging. We will partner with our marketing department, programs, centers, labs, and college outreach for campus announcements and promotions.

Institution
We will implement a campus-wide campaign focusing on student success resources and leverage existing programs that promote and increase awareness of student supports. Students should partake in mid-semester progress report as a self-reflecting tool.

Instructional settings/environment

Administration needs to fund renovations for student-friendly classrooms and support professional development for fair and equitable grading practices. Compensation is needed to develop, adopt or author culturally relevant zero-cost textbooks and transfer level curriculum in Math and English. Instruction and Student Services need to enhance completion culture through collaborations that foster a sense of belonging.

District, administration and our Planning, Research and Institutional Effectiveness (PRIE) office should make institutional data accessible to guide discussions and action plans. Programs require further assistance in identifying groups and population facing challenges in completing Math and English courses. Data-driven exploration of possible barriers to completion, retention, and persistence is needed.

Implementation of flexible corequisite offerings should be prioritized. The Puente Learning Community would pilot such efforts.

Administration, including divisions and deans, should support establishing a liaison between the Learning Center and Math and English departments.

Division deans and department heads should lead researching and piloting new Multiple Measures guidelines to create heterogenous classroom experiences.

The Chancellor's Office should continue devoting funds for zero-cost textbooks curriculum, equitable grading practices and to create classrooms with 360-degree whiteboards and groupable desks.

Assessment/ Math Co-requisite & English Embedded Courses

Administration should establish processes to allow students, at the application point, to upload academic documents such as high school transcripts, AP scores, college transcripts, foreign transcripts and other academically related documents. Additionally, questions should be included to help identify ESL students and high school ELL/ELD students to identify appropriate pathways and support.

Partnerships

Administration should support faculty and classified professionals in creating student support team vision and projects. Allow reassigned time for dialogue and engagement in work to enhance students' completion of transfer Math and English courses.

We need adequate faculty and classified professional staffing to best guide student enrollment in first level of transfer English and Math courses. The same success team could provide services contributing in timely completion of Math and English courses.

African American/Black students

Target Outcomes for 2022-25

> **Year 1:** 2022-23: Reduce equity gap by 7%
> **Year 2:** 2023-24: Reduce equity gap by 7%
> **Year 3:** 2024-25: Reduce equity gap by 7%

Current Structural Evaluation

Instructional

Our classrooms are lecture- focused, sterile, and indistinguishable from each other with whiteboards on one wall and forward-facing desks. Students learn that lectures are more important than connecting with the material, each other, and their voice has no place in classrooms excluding a sense of belonging.

Our institution has yet to adopt collegewide equity grading best practices.

Traditional textbooks continue to be expensive and culturally irrelevant for students which communicates they do not belong in the materials or in academia itself.

Academic Support Centers

Many African American/Black students participate in our Umoja-ASTEP Learning Community which has limited capacity. We also connect students with academic supports like the STEM Center, Learning Center and TRiO which are integral in English and Math support.

The Learning Center continues to reimagine its space to enhance access for diverse students. The Learning Center, STEM Center and TRiO hire tutors and staff representative of our student populations and use representation to increase our students access to both centers. Additionally, the Learning Center collaborates with the STEM and Language Arts Divisions to support co-requisite courses. Before each semester, Learning Center staff meets with deans of Math, English and ESOL to embed tutors and supplemental instructors in courses to support students.

Assessment/Math Co-requisite Courses

Students are assessed with multiple measures, including AB705 model, local Math metrics, prerequisite equivalency from other colleges, approved placement tests, and prerequisite challenge evaluations with discipline faculty approvals. Different High School GPA bands, as defined by the Chancellor's office, determine placement into a specific Math level/course. Preliminary placements have co-requisites hard-linked to form fixed cohorts of courses with or without support. For the past 3 years, students and counselors could request the math support course be removed.

Assessment/English Embedded Courses

Students are assessed with the same multiple measures as Math but with local English/ESL metrics. Preliminary assessment, using the Chancellor's office High School GPA band model, place students into a primary course with an embedded co-requisite course. Since the

embedded co-requisite course is part of the main course, students' instructional experience is not enriched from heterogeneous classrooms.

Ideal Structure
Instructional

Every classroom would have whiteboards and/or Smartboards on all walls for students to participate in thinking "on their feet" and movable desks to maximize collaboration. Also, classrooms would have bulletin boards and painted walls to enable semester-long personalization through posting of student work, culturally relevant posters, and other content that encourages a sense of belonging.

Collegewide adoption of equity-informed grading practices would make grading more accurate, bias-resistant, and motivational.

All textbooks would be zero-cost and either adapted or authored to be culturally relevant. Students would know they matter and belong because they see themselves in the curriculum that is also mindful of their financial situations.

Academic Support Centers

Making more direct connections between our African American/Black students, the STEM Center, Learning Center and TRiO would bolster their access to support programs. Before and after class, Math students would go to the STEM Center and English students would go to the Learning Center for tutoring and to build community through clubs, mentoring, and socializing. Our general African American/Black students, and learning communities, would have a physical presence in our STEM and Learning Centers. Equity minded incentives would be used in classrooms and across campus to normalize attendance to these centers.

Assessment/Math Co-requisite Courses

To enrich the learning experiences with diverse skill-levels, we would create classrooms where students from all three Math High School GPA bands engage in meaningful discourse with each other. These courses, with students from different ethnic and cultural backgrounds and socioeconomic status, would expose different opinions, thoughts and help avoid group-think. All students would choose a standalone math course or an embedded support math course.

Assessment/English Course Structure

The Assessment Center would continue to place students according to multiple measures; however, placement parameters and structure of the 5-unit course, with an embedded co-requisite, need to be reviewed and potentially adjusted to more effectively meet student needs. The adjustment would remove the embedded co-requisite resulting in more heterogenous English courses where some students also enroll in a stand-alone co-requisite course.

Planning & Action
Instructional

Students who feel they matter and belong in our college, classrooms and communities persist. To intentionally foster African American/Black students' sense of belonging, we will build community in our classrooms and create a zero-cost textbook curriculum that prioritizes student voice and cultural relevance. We will develop scalable best practices to build community in our classrooms and encourage campus-wide event attendance to build a sense of belonging to the larger campus.

English and Math course syllabi and outlines will be posted on division websites in order to create curriculum transparency and access.

Assessment/ Math Co-requisite & English Embedded Courses
We will assemble student support teams at each step of a student's educational journey to ensure successful completion of the transfer course.

Exploration of technology support, assessment in metric efficacy, and multiple measures assessment methods review is needed.

Learning Communities
A Learning Communities liaison will communicate with counselors during matriculation to find the learning community that best fits students.

Academic Counseling
Students, with a counselor, review preliminary English and Math placements, discuss course selections, educational goals, and create a student educational plan with specific English and Math courses. Collaboration between assessment professionals, instructional and counseling faculty will address concerns, challenges, and efforts affecting onboarding students and completion of English and Math courses. Partnering Counseling with Learning Communities will emphasize the importance of core classes and impact on SEP. Using the early alert program to inform students of consequences of removing math support in a term along with implications on subsequent terms and impact on their educational timeline.

Student Resources
Students' success is attributed to an accumulation and utilization of campus resources. Campus campaigns to culturally shift our promotion of all student success, resources and milestones will contribute to inclusion and belonging. We will partner with our marketing department, programs, centers, labs, and college outreach for campus announcements and promotions.

Institution
We will implement a campus-wide campaign focusing on student success resources and leverage existing programs that promote and increase awareness of student supports. Students should partake in mid-semester progress report as a self-reflecting tool.

Support Needed
Instructional settings/environment

Administration needs to fund renovations for student-friendly classrooms and support professional development for fair and equitable grading practices. Compensation is needed to develop, adopt or author culturally relevant zero-cost textbooks and transfer level curriculum in Math and English. Instruction and Student Services need to enhance completion culture through collaborations that foster a sense of belonging.

District, administration and our Planning, Research and Institutional Effectiveness (PRIE) office should make institutional data accessible to guide discussions and action plans. Programs require further assistance in identifying groups and population facing challenges in completing Math and English courses. Data-driven exploration of possible barriers to completion, retention, and persistence is needed.

Implementation of flexible corequisite offerings should be prioritized. The Puente Learning Community would pilot such efforts.

Administration, including divisions and deans, should support establishing a liaison between the Learning Center and Math and English departments.

Division deans and department heads should lead researching and piloting new Multiple Measures guidelines to create heterogenous classroom experiences.

The Chancellor's Office should continue devoting funds for zero-cost textbooks curriculum, equitable grading practices and to create classrooms with 360-degree whiteboards and groupable desks.

Assessment/ Math Co-requisite & English Embedded Courses
Administration should establish processes to allow students, at the application point, to upload academic documents such as high school transcripts, AP scores, college transcripts, foreign transcripts and other academically related documents. Additionally, questions should be included to help identify ESL students and high school ELL/ELD students to identify appropriate pathways and support.

Partnerships
Administration should support faculty and classified professionals in creating student support team vision and projects. Allow reassigned time for dialogue and engagement in work to enhance students' completion of transfer Math and English courses.

We need adequate faculty and classified professional staffing to best guide student enrollment in first level of transfer English and Math courses. The same success team could provide services contributing in timely completion of Math and English courses.

First-generation college students

Target Outcomes for 2022-25
>**Year 1:** 2022-23: Reduce equity gap by 2%
>**Year 2:** 2023-24: Reduce equity gap by 2%
>**Year 3:** 2024-25: Reduce equity gap by 2%

Current Structural Evaluation

Instructional
Our classrooms are lecture- focused, sterile, and indistinguishable from each other with whiteboards on one wall and forward-facing desks. Students learn that lectures are more important than connecting with the material, each other, and their voice has no place in classrooms excluding a sense of belonging.

Our institution has yet to adopt collegewide equity grading best practices.

Traditional textbooks continue to be expensive and culturally irrelevant for students which communicates they do not belong in the materials or in academia itself.

Academic Support Centers
We can further support first-generation students with academic spaces like the STEM Center, Learning Center and TRiO which are integral in English and Math support.

The Learning Center continues to reimagine its space to enhance access for diverse students. The Learning Center, STEM Center and TRiO hire tutors and staff representative of our student populations and use representation to increase our students access to both centers. Additionally, the Learning Center collaborates with the STEM and Language Arts Divisions to support co-requisite courses. Before each semester, Learning Center staff meets with deans of Math, English and ESOL to embed tutors and supplemental instructors in courses to support students.

Assessment/Math Co-requisite Courses
Students are assessed with multiple measures, including AB705 model, local Math metrics, prerequisite equivalency from other colleges, approved placement tests, and prerequisite challenge evaluations with discipline faculty approvals. Different High School GPA bands, as defined by the Chancellor's office, determine placement into a specific Math level/course. Preliminary placements have co-requisites hard-linked to form fixed cohorts of courses with or without support. For the past 3 years, students and counselors could request the math support course be removed.

Assessment/English Embedded Courses
Students are assessed with the same multiple measures as Math but with local English/ESL metrics. Preliminary assessment, using the Chancellor's office High School GPA band model, place students into a primary course with an embedded co-requisite course. Since the

embedded co-requisite course is part of the main course, students' instructional experience is not enriched from heterogeneous classrooms.

Ideal Structure
Instructional

Every classroom would have whiteboards and/or Smartboards on all walls for students to participate in thinking "on their feet" and movable desks to maximize collaboration. Also, classrooms would have bulletin boards and painted walls to enable semester-long personalization through posting of student work, culturally relevant posters, and other content that encourages a sense of belonging.

Collegewide adoption of equity-informed grading practices would make grading more accurate, bias-resistant, and motivational.

All textbooks would be zero-cost and either adapted or authored to be culturally relevant. Students would know they matter and belong because they see themselves in the curriculum that is also mindful of their financial situations.

Academic Support Centers

Making more direct connections between our first-generation college students, the STEM Center, Learning Center and TRiO would bolster their access to support programs. Before and after class, Math students would go to the STEM Center and English students would go to the Learning Center for tutoring and to build community through clubs, mentoring, and socializing. Our first-generation college students would have a physical presence in our STEM and Learning Centers. Equity minded incentives would be used in classrooms and across campus to normalize attendance to these centers.

Assessment/Math Co-requisite Courses

To enrich the learning experiences with diverse skill-levels, we would create classrooms where students from all three Math High School GPA bands engage in meaningful discourse with each other. These courses, with students from different ethnic and cultural backgrounds and socioeconomic status, would expose different opinions, thoughts and help avoid group-think. All students would choose a standalone math course or an embedded support math course.

Assessment/English Course Structure

The Assessment Center would continue to place students according to multiple measures; however, placement parameters and structure of the 5-unit course, with an embedded co-requisite, need to be reviewed and potentially adjusted to more effectively meet student needs. The adjustment would remove the embedded co-requisite resulting in more heterogenous English courses where some students also enroll in a stand-alone co-requisite course.

Planning & Action
Instructional

Students who feel they matter and belong in our college, classrooms and communities persist. To intentionally foster first-generation college students' sense of belonging, we will build community in our classrooms and create a zero-cost textbook curriculum that prioritizes student voice and cultural relevance. We will develop scalable best practices to build community in our classrooms and encourage campus-wide event attendance to build a sense of belonging to the larger campus.

English and Math course syllabi and outlines will be posted on division websites in order to create curriculum transparency and access.

Assessment/ Math Co-requisite & English Embedded Courses
We will assemble student support teams at each step of a student's educational journey to ensure successful completion of the transfer course.

Exploration of technology support, assessment in metric efficacy, and multiple measures assessment methods review is needed.

Learning Communities
A Learning Communities liaison will communicate with counselors during matriculation to find the learning community that best fits students.

Academic Counseling
Students, with a counselor, review preliminary English and Math placements, discuss course selections, educational goals, and create a student educational plan with specific English and Math courses. Collaboration between assessment professionals, instructional and counseling faculty will address concerns, challenges, and efforts affecting onboarding students and completion of English and Math courses. Partnering Counseling with Learning Communities will emphasize the importance of core classes and impact on SEP. Using the early alert program to inform students of consequences of removing math support in a term along with implications on subsequent terms and impact on their educational timeline.

Student Resources
Students' success is attributed to an accumulation and utilization of campus resources. Campus campaigns to culturally shift our promotion of all student success, resources and milestones will contribute to inclusion and belonging. We will partner with our marketing department, programs, centers, labs, and college outreach for campus announcements and promotions.

Institution
We will implement a campus-wide campaign focusing on student success resources and leverage existing programs that promote and increase awareness of student supports. Students should partake in mid-semester progress report as a self-reflecting tool.

Support Needed
Instructional settings/environment

Administration needs to fund renovations for student-friendly classrooms and support professional development for fair and equitable grading practices. Compensation is needed to develop, adopt or author culturally relevant zero-cost textbooks and transfer level curriculum in Math and English. Instruction and Student Services need to enhance completion culture through collaborations that foster a sense of belonging.

District, administration and our Planning, Research and Institutional Effectiveness (PRIE) office should make institutional data accessible to guide discussions and action plans. Programs require further assistance in identifying groups and population facing challenges in completing Math and English courses. Data-driven exploration of possible barriers to completion, retention, and persistence is needed.

Implementation of flexible corequisite offerings should be prioritized. The Puente Learning Community would pilot such efforts.

Administration, including divisions and deans, should support establishing a liaison between the Learning Center and Math and English departments.

Division deans and department heads should lead researching and piloting new Multiple Measures guidelines to create heterogenous classroom experiences.

The Chancellor's Office should continue devoting funds for zero-cost textbooks curriculum, equitable grading practices and to create classrooms with 360-degree whiteboards and groupable desks.

Assessment/ Math Co-requisite & English Embedded Courses
Administration should establish processes to allow students, at the application point, to upload academic documents such as high school transcripts, AP scores, college transcripts, foreign transcripts and other academically related documents. Additionally, questions should be included to help identify ESL students and high school ELL/ELD students to identify appropriate pathways and support.

Partnerships
Administration should support faculty and classified professionals in creating student support team vision and projects. Allow reassigned time for dialogue and engagement in work to enhance students' completion of transfer Math and English courses.

We need adequate faculty and classified professional staffing to best guide student enrollment in first level of transfer English and Math courses. The same success team could provide services contributing in timely completion of Math and English courses.

Retention Metric
African American/Black students
Target Outcomes for 2022-25

      Year 1: 2022-23: reach 55.6% African American/Black student retention
                to 2nd primary term (25% equity gap)

      Year 2: 2023-24: reach 63.9% African American/Black student retention
                to 2nd primary term (8.7% equity gap)

      Year 3: 2024-25: reach 72.2% African American/Black student retention
                to 2nd primary term (0% equity gap)

Current Structural Evaluation

Students receive information via emails, campus announcements, counseling, orientation, and word-of-mouth. There is no centralized student communication strategy, which results in students receiving many messages from multiple sources at inconsistent times. This in turn impacts their success, and ultimately their retention. Since many of our African American/Black students are amongst the first in their families to attend college in the U.S. (78%), their support networks do not necessarily have the same institutional knowledge of non-first-generation college students. Students often comment they were unaware of necessary support services until later in their academic careers. Our current communication makes it difficult for African American/Black students to identify and engage with information and decipher what is relevant to them at specific milestones. The impact is racial inequity in awareness and use of services or interventions that may address barriers to retention.

Skyline college does not have a way to collect information from African American/Black students who leave before completing their educational goals. We only collect information from the students who we retain, which does not help address systemic issues that may have impacted students who we were unable to retain.

Learning Communities and Support Programs
Skyline College offers a number of Learning Communities that can aid the retention of African American/Black students. When comparing retention rates of African American/Black students in a learning community with their non-learning community counterparts, students in a learning community have a 15% increase in retention. However, when we disaggregate institutional data, only 39% (approximately 54 students) of first-time, full-time, Degree or Transfer seeking, African American/Black students are enrolled in a learning community.

We know that involvement in a learning community positively impacts student retention, sense of belonging, and academic success, but continue to ask students to self-select (opt-in model) and register for learning communities. This practice impedes African American/Black student retention.

TRiO and EOPS are funded to increase success for low income and first-generation college students, who are more proportionally represented in African American/Black student

populations. Both programs offer wrap-around services that have significantly higher success in student persistence and retention.

Rethinking Support Models: Strategic Outreach/Inreach to Students
Developing a centralized student communication strategy would allow our college to tailor messages to each student's educational journey and needs, thereby limiting message duplication and shifting the responsibility of deciphering what is relevant from the student to the institution. Additionally, it creates accountability for communicating and following up with students.

One way to centralize student communication is through wide-spread use of the CRM's automated messaging around early alert, progress checks, SEP reminders, counseling appointments and referrals to support services based on timely needs. It would also be a mechanism to connect African American/Black students to a robust student success team that includes counselors, instructional faculty, tutors, retention specialists, financial aid, peer mentors, completion coaches and academic support teams.

For our college to systemically improve retention, we would need to include an exit survey to the withdrawal process, incorporate personal phone call surveys in Student Success Team communication, collect and analyze a broader variety of survey data of students throughout their academic journey, and acknowledge and celebrate student retention milestones.

Learning Communities and Support Programs
Since Learning Communities and support programs are successful for African American/Black student retention, moving to an "Opt-Out" Model, wherein students would be intentionally included in a learning community or support program, would yield more equitable outcomes. If, however, students (given their lived realities) were unable or unwilling to participate, they would 'opt-out' and be redirected to the Student Success Team model of support.

Learning communities and support programs have a designated counselor working with students throughout their academic journey. Many of these counselors are adjunct faculty with less than 20 hours per week and full-time learning community counselors have split assignments. Students would benefit from full-time counselors dedicated to fully support learning community counseling, instruction and coordination. Our college support programs primarily have full-time counselors serving program admitted students. As such, African American/Black students would have a dedicated counselor to work with throughout their educational journey.

Strategic Outreach/Inreach to Students
Information communicated to students would be curated through official representatives from various programs/areas. This information would be packaged into bundles addressing African

American/Black student needs and various journey retention points. To do this, we would need the following:

1. Determine official representatives to develop messages
2. Identify relevant information and deadlines
3. Using backwards design, work with our District's CRM to automate messages to provide timely and relevant information to students based on needs
4. Categorize student needs and experiences (ex: first generation, veteran, major, interest areas, etc.) to create information packages and connect students with their proper communication package
5. Design strategies to identify information to be included in the various student communication packages
6. Develop milestone surveys for African American/Black students to assess throughout the term the effectiveness of support services and connect students with them
7. Work with the Planning, Research and Institutional Effectiveness (PRIE) office to identify students in particular categories and connect them with the proper communication package
8. Use Student Success Teams and Support Programs staff and faculty to support communication packages and follow-up with students
9. Develop high school partnerships so African American/Black students can be connected with pre-matriculation information (including learning communities information)

These steps shift efforts from a "retention at the point of loss" to a "recruitment and support is retention" mindset.

Learning Communities and Support Programs
Using a needs-based support model, during their original counseling session, African American/Black students would be informed of our learning communities and their benefits. Students would then enroll in a learning community or support program. If a student is unable or uninterested in joining, they would opt out. As support programs currently utilize a needs-based model and primarily serve full-time students, inclusion of all full-time students would provide optimum service for all entering Black/African American students.

Additionally, our college can allocate funding to transition learning community adjunct faculty positions into full-time positions without split assignments. This would allow greater assignments that support learning communities-specific counseling.

Support Needed
Data and Research
To make progress on racial inequities in retention, our colleges need support in creating intersectional data sets. For example, we can easily disaggregate data (using dashboards) on supports and tell you how many African American/Black students have accessed a service, but cannot easily disaggregate to identify how many African American/Black, male, first-generation,

degree-seeking students have accessed a service. This holistic snapshot is the level of data that needs to drive our institutional conversations and work on racial equity.

Furthermore, a good portion of data we would need to collect around student retention would be qualitative (feedback from students at various milestones). This requires focus groups, which is labor intensive and requires a financial commitment of support. It would be great if the Chancellor's Office had some way to provide this to colleges engaged in this work.

Technical Assistance/Professional Development
As mentioned above, the student retention data tends to lean towards qualitative and focus groups. It would be helpful if the Chancellor's Office provided professional development on conducting focus groups, formulating questions and effectively analyzing the information. Institutions tend to focus on the quantitative side, which partially continues the same systemic, racist structures on which our institutions were built.

Additionally, access to surveys, questions, and marketing pieces that have proven effective to disproportionately impacted populations, such as African American/Black males, would be greatly beneficial.

Completion Metric

Male students of Color

Target Outcomes for 2022-25 (currently at 16% for Males or Color, campus baseline is 26%)

       Year 1: 2022-23: increase completion to 18%

       Year 2: 2023-24: increase completion to 22%

       Year 3: 2024-25: increase completion to 26%

Current Structural Evaluation

Unit accumulation and Course Success Rates

Unit accumulation, as early as the 20-unit mark, is a key factor leading to inequitable completion outcomes for males. The existing gaps occur in unit accumulation as early as the 20-unit mark. The data illustrates a 6-9% gap in unit accumulation going back to 2016 which highlights racial and gender inequities that continue to exist. The gaps were further widened when disaggregated by race (10-20% gap). Disproportionately, fewer males of color are members of campus support programs (TRiO, EOPS, Promise Scholars Program) providing comprehensive support.

Gaps in completion rates are also explained through course success rates' inequitable outcomes. Such inequitable outcomes were most prevalent when disaggregated by race. For instance, across most disciplines Latinx/Hispanic and African American/Black males had 10-28% lower course success rates. Course success inequities continue in highly desired STEM, Social Science, and Language Arts majors seen below:

- STEM (all students)   77%
- STEM (African American/Black students)   67%
- STEM (Latinx/Hispanic students)   70%
- Social Science (all students)   76%
- Social Science (African American/Black students)   62%
- Social Science (Latinx/Hispanic students)   69%
- Language Arts (all students)   73%
- Language Arts (African American/Black students)   53%
- Language Arts (Latinx/Hispanic students)   67%

Neither culturally relevant nor equity-anchored pedagogy are prevalent on-campus. Additionally, the following practices impact course success rates for males of color: early alert is not fully adopted, inadequate infrastructure for robust support, academic support services limited engagement, and balancing online and in-person sections to provide support males. Moreover, males of color do not enroll in courses with faculty of color thus negating educational role models and mentors of color. Tenured faculty rates (including male and female faculty) are 5% African American/Black, 4% Filipino and 19% Latinx/Hispanic.

Sense of belonging

Males of color must sign up for support, which creates systemic barriers to access, lack of information, and consequently, students miss resources and connection to college personnel. Support programs need to specifically engage males of color but our only structured programs supporting them are Brothers Achieving Milestone (BAM) program and learning communities with culturally relevant curriculum. However, both programs are underfunded, and lack staff and faculty to fulfil a campus-wide mission.

Ideal Structure

Unit accumulation and Course Success Rates

Systemic change would assign all entering males of color into a comprehensive retention and completion program (TRiO, EOPS, Promise Scholars Program) and enroll them in a designated BAM Counseling 100 course. Integrated technology would provide early alert notification, SEP generator and Guided Pathways degree exploration options. Lastly, additional remote course offerings would provide students scheduling flexibility and address systematic barriers that delay their completion.

Implementation of equity anchored pedagogy

Provide in-depth faculty support ranging from pedagogical training, specific course design, ongoing classroom pedagogical support and track the percentage of faculty implementing equity anchored pedagogical curriculum and support. A focus on hiring faculty of color who teach with an equity anchored pedagogy would increase student completion.

Implementation of meta major success teams and academic support

Systemic change would prompt student services and instruction to collectively support students from admission to completion. This includes "support-based counseling model" where students who need the most support get maximum counseling support. Technology would enable success teams to monitor student progress and proactively intervene to support students in their journey. Furthermore, integrating in-time data for instructional faculty to be aware of course outcomes disaggregated by race, SEP, and other key metrics. Academic support programs and retention specialists would further support course success by collaborating to supports students and increase the hiring of male students of color, alleviating tension between leaving campus for wage work and staying on campus to study.

Sense of belonging

An ideal structure would demonstrate that Skyline College is an antiracist institution and benefit males of color by auto-enrollment into support programs, CRM mass messaging system for reminders/announcements, centralizing information and more support programs geared towards. The ideal system would also create more programs designed to engage males of color in intramural sports and/or create clubs geared towards their interests, passions or skillsets and on-campus employment. This increased campus engagement would strengthen their sense of belonging and facilitate more active participation as a member of the campus community.

Planning & Action

Campus Technology Plan and Allocation Plan

IT/CRM joint assessment of coding needed to implement integrated programming. Develop timelines to implement technology supporting integration of success intervention and dedicated resources. Solidify campus plans to create and prioritize implementation of antiracist and equity driven student services and instruction. Analyze all programs and commit funding and/or personnel to those programs that demonstrate promise.

Data Assessment, Unit Accumulation and Course Success
The Planning, Research and Institutional Effectiveness (PRIE) office would conduct an annual analysis of course enrollment patterns by males of color including remote and in-person courses, majors and unit accumulation. Based on course enrollment patterns, our college would offer course modalities required for degree completion and transfer. PRIE would analyze the number of males of color who do not complete 30 units in their first year to determine funding required for summer enrollment. PRIE would also educate the college of student completion data, disaggregated by race and gender to address equity gaps.

Implementation of equity anchored pedagogy and student service
The Center for Teaching and Learning and Student Equity and Support Programs (SESP) division would provide faculty with course design pedagogical training. Examine campus intercultural fluency and integration of academic and student service support systems. In addition, review college hiring practices, job requirements and pedagogical underpinnings to identify barriers that create systemic racism in tenure track hiring. Initiate systemic change of administrative policies to assign first-time males of color into identified support programs with the option to "opt-out" after their first year.

Sense of belonging
Sense of belonging for males of color can be enhanced through collaboration with ITS and admissions to develop an automated enrollment system into support programs and provide funding as required; create intramural sports programs and increase student club engagement; increase engagement in Brothers Achieving Milestones (BAM); create focus groups to uncover institutional racism, microaggressions on campus, and other issues delaying completion; develop a metric for sense of belonging and assess outcomes for males of color; and form communities to identify instructional resources focused on disproportionately impacted populations.

Support Needed

Budget Support
Summer funding for males of color who did not complete between 20-24 units in the fall and spring semester to take up to 6 units in the summer.

Professional Development and Communities of Practice
Providing an ongoing professional development series and communities of practice enables faculty and staff to learn from each other and implement this work system-wide. Additional funding from the Chancellors office to expand and integrate partnerships with Center for Transformative Teaching and Learning (CTTL), Learning, Equity & Growth Series (LEGS), Equity

Institute and Student Equity and Support Programs to increase faculty and staff intercultural fluency.

Technology Investments and Tools
Continued technology investment that helps the California Community College system move into the 21st century with our technology in support of students. As successful implementation and continued IT improvement are often beyond the staffing infrastructure and capacity of current IT teams, investment in supporting infrastructure to effectively implement these technology tools.

Policy Action
Need for a review of policies that create systemic racism and contribute to the equity gaps. For example, there is a need to review Title V as it pertains to registration policies for students on academic probation or dismissal. The policy is such that these students are the last group to register yet this is primarily comprised of students of color, low-income and first-generation college students, who also need the most support. Furthermore, it would benefit to review course repeat policies and the impact on students of color. This has specific implications for undergraduate admissions into competitive disciplines such as Nursing and postbaccalaureate programs.

Data, Research, and Best Practices
Continued improvement in dissemination of best practices in the system and in the field. This includes dissemination of key research in the field informing program development and teaching across the system. Support our Planning, Research and Institutional Effectiveness (PRIE) office with collection, analysis and distribution of data required to inform instruction, and student services and student engagement, in collaboration with a third-party reviewer.

Transfer Metric

African American/Black students

Target Outcomes for 2022-25
> **Year 1:** 2022-23: Increase African American/Black students transfer by 7%
> **Year 2:** 2023-24: Increase African American/Black students transfer by 14%
> **Year 3:** 2024-25: Increase African American/Black students transfer by 21%

Current Structural Evaluation

California does not have one standard transfer pathway, and students must individually prepare for each UC campus, CSU campus, and independent institution. Although SB1440 established Associate Degree for Transfer (ADT) degrees guaranteeing admission to a CSU, campus specific policies may require coursework in addition to ADT requirements. The ADT pathway is not a pathway to the UC, as students must navigate Assist.org, articulation, and campus specific requirements. Transfer planning complexities and nuances create structural barriers for first-generation African American/Black students who plan to transfer.

African American/Black students bring significant cultural and aspirational capital to reach transfer goals. In fact, 67% of students at Skyline College indicate transfer as their primary education goal. Yet, Skyline College lacks a significant transfer culture (college-wide institutional advocates, practices and policies promoting transfer), needs more faculty, staff and administrators who are transfer advocates and intentional transfer support for students engaging with transfer services and strategies. Our transfer culture and support programs, EOPS, Promise Scholars Program (PSP) and TRiO appear differently to students of different ethnic and racial backgrounds; as such, it must be culturally relevant, and include advocates who practice cultural humility and meet students' needs and understand their transfer journeys.

Successful transfer requires successful passing of major courses, general education courses, and transferable units. Both public university systems require successful passing of transfer-level math and English courses. Course success rates highlight significant statistical completion metrics between student populations at Skyline College. Among first-time fall enrollment, the overall course success rate for African American/Black students in 2019-2020 was 57%, as compared to Asian students (88%), and White students (82%). The inequitable disproportionate impact on African American/Black students goes beyond completing transfer-level and math and English and directly impacts with fall to spring retention for first-time African American/Black college students. The retention outcome for African American/Black students is 48% from one semester to the next, representing retention disparities for students.

Ideal Structure

Our college would implement several strategies to facilitate a transfer culture. On Flex Days, the Transfer Center would provide training on transfer data, trends, and resources for the campus community to support students. Trained faculty and classified professionals would be Transfer Advocates, participating in transfer activities and supporting students with personal

statements during application season. Transfer advocates would be embedded in support programs serving most of our full-time students. Other strategies include alumni panels, meet-and-greet and Transfer Center events, university tours, campus-wide marketing, Associate Degree for Transfer campaigns and the Transfer Hall of Fame. Constituent committees would promote Transfer Day and Alma Mater Day to students. Faculty syllabi would include important college deadlines and critical transfer application dates. Our transfer culture would promote Historically Black Colleges and Universities (HBCUs) since they are retention and achievement models for African American/Black students. Though fewer than 17% of students attend these campuses, HBCUs represents 82% of all African American/Black students graduates.

All African American/Black students would have a comprehensive educational plan by the start of the third semester. Students with a transfer goal would register for COUN 100, College Success, or COUN 104, Understanding Transfer. Educational plans would allow students to engage with their transfer pathway. Additionally, they would participate in TRiO and student services transfer academies.

African American/Black students would be guided to comprehensive support programs (EOPS, TRiO, and PSP), a learning community, or student club to ensure students identify peers, mentors and advocates who support transfer as their motivation. Comprehensive support programs would prioritize increasing participation of African American/Black students. Students who do not meet eligibility for a comprehensive support program, would require Skyline College to connect them to retention programs, and Student Success Teams and learning communities.

To improve course success rates, embedded tutors, peer mentors and Academic Coaches would be connected to students. Faculty would participate in trainings on cultural humility, antiracism, and equitable grading practices. Early Alert would provide coordinated communication between instructional and student services to increase just-in-time classroom and student support.

Planning & Action
Campus Community Engagement
Establish collaborative engagement opportunities between the Transfer Center and campus support programs (EOPS, CARE, CalWORKs, Promise Scholars, TRiO, Guardian Scholars, Veterans Resource Center, Educational Access Center, WMLA, BAM, Student Life and Leadership, etc.) to develop a more visible and coordinated transfer mentorship/advocate program. In addition, a Transfer Advisory would regularly provide internal/external stakeholders updates and a relatable and scalable activities connected to the Transfer Center Program goals. Implementing program maps for students to have a defined pathway while exploring Skyline College programs and majors, and transfer programs.

Training
Implement opportunities for faculty and classified professionals to participate in a Flex Day workshop focusing on transfer or Grading for Equity book circle. The Office of Instruction would

employ leadership philosophies prioritizing culturally relevant pedagogy and equitable instruction and grading. Deans will encourage new faculty, including full time and adjuncts, to connect with CTTL for support at the time of hiring, after the first year, and ongoing.

Faculty will engage with disaggregated data to understand and reflect on their outcomes, and to focus on quality instruction. Additionally, faculty would work with instructional designers to regularly review and update their courses, teaching strategies, assessment strategies, and pedagogy. Faculty would participate in the Learning, Equity & Growth Series (LEGS) to gain perspective to reflect on equity and work to make effective online or blended learning experiences that address African American/Black students.

Student Engagement
Host "Family Nights" in which the Transfer Center would collaborate with UMOJA/ASTEP and Connect to College to inform students and their families about transfer.

Establish a transfer mentorship program inclusive of alumni who represent the Latinx/Hispanic student population. Provide panelist/speaking engagement opportunities for mentors as well as one-on-one mentorship model. Create multimedia Transfer Success stories written by mentors and share with campus community and support programs.

Scale the implementation of the Transfer and Leadership Institute hosted by TRiO in the summer.

Implement use of data and reports from the Planning, Research and Institutional Effectiveness (PRIE) office to in-reach transfer interested students.

Support Needed
Budget
Funding to provide application fee waivers to two universities for students that may not qualify through the UC/CSU application. Increased budget for Title V Transfer Centers, extension of Guided Pathways continuance funding, and long-term investment in SEAP funding.

Increasing funding to support campus initiatives such as Comprehensive Redesign, Antiracism efforts, technology plans and technology implementation, and equity anchored pedagogy. Investment in DegreeWorks updates, Banner updates, to allow counseling faculty to create education plans based on courses actually offered in a given semester.

Increased budget for hiring of Admissions and Records Degree Auditor to support entry and transfer efforts.

Data
Improved data sharing and reporting amongst CCCs, UC, and CSU to share actionable data to confer ADTs for verification and to support free transcript campaigns.

Support our Planning, Research and Institutional Effectiveness (PRIE) office develop centralized report generation to allow student services as well as instructional units, to access live and current student-level data. Currently, all existing dashboards are not actionable data sets.

Investment in DegreeWorks updates, Banner updates, to allow counseling faculty to create education plans based on courses actually offered in a given semester.

Policy and Action
The state of California needs to continue to legislate policy focused on creating seamless transfer experiences for students similar to SB1440, AB705 and AB928.

Diversity, Equity and Inclusion needs to be implemented in faculty hiring to ensure faculty are representative of our African American/Black student population.

Educational Policy Committee and District Committees on Policy need to interrogate registration policies in relation to "priority registration" and "probation/dismissal" holds. In addition, there needs to be closer attention to financial holds preventing students from sending transcripts to universities.

The Office of Instruction would prioritize the implementation of 1-year or 2-year planned course schedules.

Latinx/Hispanic students

Target Outcomes for 2022-25

> **Year 1:** 2022-23: Increase Latinx/Hispanic students transfer by 5%
> **Year 2:** 2023-24: Increase Latinx/Hispanic students transfer by 10%
> **Year 3:** 2024-25: Increase Latinx/Hispanic students transfer by 15%

Current Structural Evaluation

California does not have one standard transfer pathway, and students must individually prepare for each UC campus, CSU campus, and independent institution. Although SB1440 established Associate Degree for Transfer (ADT) degrees guaranteeing admission to a CSU, campus specific policies may require coursework in addition to ADT requirements. The ADT pathway is not a pathway to the UC, as students must navigate Assist.org, articulation, and campus specific requirements. Transfer planning complexities and nuances create structural barriers for first-generation Latinx/Hispanic students who plan to transfer.

Latinx/Hispanic students bring significant cultural and aspirational capital to reach transfer goals. In fact, 67% of students at Skyline College indicate transfer as their primary education goal. Yet, Skyline College lacks a significant transfer culture (college-wide institutional advocates, practices and policies promoting transfer), needs more faculty, staff and administrators who are transfer advocates and intentional transfer support for students engaging with transfer services and strategies. Our transfer culture and support programs, EOPS, Promise Scholars Program (PSP) and TRiO appear differently to students of different ethnic and racial backgrounds; as such, it must be culturally relevant, and include advocates who practice cultural humility and meet students' needs and understand their transfer journeys.

Successful transfer requires successful passing of major courses, general education courses, and transferable units. Both public university systems require successful passing of transfer-level math and English courses. Course success rates at Skyline College disproportionately affect Latinx/Hispanic students. For example, among first-time fall enrollment, the overall course success rate for Latinx/Hispanic students in 2019-2020 was 69%, as compared to Asian students (88%), and White students at (82%). Although after AB705 more Latinx/Hispanic students access and enroll in transfer-level Math and English, pass metrics prove inequitable outcomes. Latinx/Hispanic students represent an 35% enrollment share but have a completion rate below 20% in first-year English and Math courses.

Ideal Structure

Our college would implement several strategies to facilitate a transfer culture. On Flex Days, the Transfer Center would provide training on transfer data, trends, and resources for the campus community to support students. Trained faculty and classified professionals would be Transfer Advocates, participating in transfer activities and supporting students with personal statements during application season. Transfer advocates would be embedded in support programs serving most of our full-time students. Other strategies include alumni panels, meet-

and-greet and Transfer Center events, university tours, campus-wide marketing, Associate Degree for Transfer campaigns and the Transfer Hall of Fame. Constituent committees would promote Transfer Day and Alma Mater Day to students. Faculty syllabi would include important college deadlines and critical transfer application dates. To meet the demand of Latinx/Hispanic students, distracted from education by significant work and family obligations, services and events would be facilitated certain evenings and weekends.

All Latinx/Hispanic students would have a comprehensive educational plan by the start of the third semester. Students with a transfer goal would register for COUN 100, College Success, or COUN 104, Understanding Transfer. Educational plans would allow students to engage with their transfer pathway. Additionally, they would participate in TRiO and student services transfer academies.

Latinx/Hispanic students would be guided to comprehensive support programs (EOPS, TRiO, and PSP), a learning community, or student club to ensure students identify peers, mentors and advocates who support transfer as their motivation. Comprehensive support programs would prioritize increasing participation of Latinx/Hispanic students. Students who do not meet eligibility for a comprehensive support program, would require Skyline College to connect them to retention programs, and Student Success Teams and learning communities.

To improve course success rates, embedded tutors, peer mentors and Academic Coaches would be connected to students. Faculty would participate in trainings on cultural humility, antiracism, and equitable grading practices. Early Alert would provide coordinated communication between instructional and student services to increase just-in-time classroom and student support.

Planning & Action
Campus Community Engagement
Establish collaborative engagement opportunities between the Transfer Center and campus support programs (EOPS, CARE, CalWORKs, Promise Scholars, TRiO, Guardian Scholars, Veterans Resource Center, Educational Access Center, WMLA, BAM, Student Life and Leadership, etc.) to develop a more visible and coordinated transfer mentorship/advocate program. In addition, a Transfer Advisory would regularly provide internal/external stakeholders updates and a relatable and scalable activities connected to the Transfer Center Program goals. Implementing program maps for students to have a defined pathway while exploring Skyline College programs and majors, and transfer programs.

Training
Implement opportunities for faculty and classified professionals to participate in a Flex Day workshop focusing on transfer or Grading for Equity book circle. The Office of Instruction would employ leadership philosophies prioritizing culturally relevant pedagogy and equitable instruction and grading. Deans will encourage new faculty, including FT and adjuncts, to connect with CTTL for support at the time of hiring, after the first year, and ongoing.

Faculty will engage with disaggregated data to understand and reflect on their outcomes, and to focus on quality instruction. Additionally, faculty would work with instructional designers to regularly review and update their courses, teaching strategies, assessment strategies, and pedagogy. Faculty would participate in the Learning, Equity & Growth Series (LEGS) to gain perspective to reflect on equity and work to make effective online or blended learning experiences that address Latinx/Hispanic students.

Student Engagement
Host "Familia Nights" in which the Transfer Center would collaborate with Puente and Connect to College to host a Spanish version orientation to inform students and their families about transfer.

Establish a transfer mentorship program inclusive of alumni who represent the Latinx/Hispanic student population. Provide panelist/speaking engagement opportunities for mentors as well as one-on-one mentorship model. Create multimedia Transfer Success stories written by mentors and share with campus community and support programs.

Scale the implementation of the Transfer and Leadership Institute hosted by TRiO in the summer.

Implement the use of data and reports from our Planning, Research and Institutional Effectiveness (PRIE) office to in-reach transfer interested students.

Support Needed
Budget
Funding to provide application fee waivers to two universities for students that may not qualify through the UC/CSU application. Increased budget for Title V Transfer Centers, extension of Guided Pathways continuance funding, and long-term investment in SEAP funding.

Increasing funding to support campus initiatives such as Comprehensive Redesign, Antiracism efforts, technology plans and technology implementation, and equity anchored pedagogy. Investment in DegreeWorks updates, Banner updates, to allow counseling faculty to create education plans based on courses actually offered in a given semester.

Increased budget for hiring of Admissions and Records Degree Auditor to support entry and transfer efforts.

Data
Improved data sharing and reporting amongst CCCs, UC, and CSU to share actionable data to confer ADTs for verification and to support free transcript campaigns.

Support our Planning, Research and Institutional Effectiveness (PRIE) office develop centralized report generation to allow student services as well as instructional units, to access live and current student-level data. Currently, all existing dashboards are not actionable data sets.

Investment in DegreeWorks updates, Banner updates, to allow counseling faculty to create education plans based on courses actually offered in a given semester.

Policy and Action
The state of California needs to continue to legislate policy focused on creating seamless transfer experiences for students similar to SB1440, AB705 and AB928.

Diversity, Equity and Inclusion needs to be implemented in faculty hiring to ensure faculty are representative of our Latinx/Hispanic student population.

Educational Policy Committee and District Committees on Policy need to interrogate registration policies in relation to "priority registration" and "probation/dismissal" holds. In addition, there needs to be closer attention to financial holds preventing students from sending transcripts to universities.

The Office of Instruction would prioritize the implementation of 1-year or 2-year planned course schedules.