College of the Desert - Student Equity Plan (2022-25): Submitted

Details

Assurances

Legislation

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

📄 EDC_78220.pdf

Additional 78220 Acknowledgement

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

Campus-Wide Equity Approach

View Memo

Race Consciousness in Equity Plan Development *

College of the Desert has invested in professional development and support to become more race conscious in several areas, including the development of this Equity Plan. The college has supported six cohorts of 25 faculty and staff (150) completing the USC Equity Institute. Topics covered in the institute include:

- Foundations of Racial Equity in Higher Education
- Talking About Race, Racism, and Racial Inequities
- Creating Culturally Responsive and Sustaining Classrooms
- Reducing Stereotype Threat and Microagressions in the Classroom
- Retention and Advancement of Professionals of Color
- Relationships of Power and Reducing Abuse of Power in the Workplace
- "But I'm not a racist!": Navigating the Defensive Emotions of Campus Racial Conflict
- Identifying, Understanding, and Confronting Implicit Bias.

By providing so many college employees with this educational opportunity, the college plans to have more productive discussions and planning for racial equity.

Specifically related to the development of the Equity Plan, College of the Desert is participating in the Student Equity Planning Institute (SEPI) organized by the Community College HigherEd Access Leadership Equity Scholarship (CCHALES). Facilitated by Dr. Eric R. Felix with collaboration from Region 9 Guided Pathways Regional Coordinators, this two year program is supporting the college with resources and guidance to create a race conscious plan. SEPI will also support the college as it implements and evaluates the plan.

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American
2-year outcome: The percentage of Black or African American students who successfully enroll in their first year will increase by 10%.

Completed Transfer-Level Math & English

Disabled
3-year outcome: The number of students in the category of Disabled who complete transfer-level math and English in their first year will increase by 10%.

Persistence: First Primary Term to Secondary Term

LGBT
3-year outcome: LGBT students will persist at a rate 10% higher than baseline.
2-year outcome: The college will complete a detailed inquiry into the reasons that LGBT students persist from first primary to secondary term at lower rates than non-LGBT students.

Male
3-year outcome: Male students will persist at a rate 10% above baseline.

Transfer

Male
3-year outcome: Male students will transfer at rates 10% above the baseline.

Completion

Hispanic or Latino
3-year outcome: Completion of certificates and degrees among Hispanic students will increase by 10%.

Black or African American
3-year outcome: Completion of certificates and degrees by Black or African American students will increase by 10%.

District Contact Information Form

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Equity Plan Reflection

2019-22 Activities Summary

- LGBTQIA+ Task force and Safe Zone Training
- A2MEND
- Foster Youth Outreach, tutoring & Counseling
- DSPS Counseling & Tutoring
- Veterans Counseling & Tutoring
- Transfer Center & Counseling
- EDGE

Key Initiatives/Projects/Activities *

To support student equity from 2019-2022, College of the Desert focused on the creation of the Gender & Sexual Diversity Pride Center and The Black Student Success Center.

To support our LGBTQIA+ students and create an inclusive environment, the college created the LGBTQIA+ Task Force. The Task Force has worked to support LGBTQIA+ students by implementing a Safe Zone training program for faculty and staff, creating programs and resources that integrate LGBTQIA+ students into the campus community, developing partnerships with community organizations that support our LGBTQIA+ initiatives and enhance the Districts community engagement, working with Institutional Research and other stakeholders to collect, analyze, and share data pertaining to LGBTQIA+ student success, and developing a plan for sustainable institutionalization of LGBTQIA+ student success initiatives. This taskforce created the Gender and Sexual Diversity Pride Center (GSD Pride Center). The GSD Pride Center provides support and resources to facilitate the success, learning, and achievement of College of the Desert's LGBTQIA+ students. The GSD Pride Center also serves as a space for educational programming, activities, events, and collaboration that unite our LGBTQIA+ campus community, allies, and local community. Through inclusive programming, faculty & staff engagement, and community partnerships, the GSD Pride Center positions College of the Desert as a beacon for the region's LGBTQIA+ students.

The college started the African American Male Educational Network and Development (A2MEND) chapter with dedicated counseling. A2MEND works to enhance the enrollment and success of African American students by providing empowerment, leadership, and networking opportunities and personal and academic support. Further, the College of the Desert's Black Student Success Center (BSSC) was created. The BSSC is committed to academic success, leadership development, community service, and mentoring. The BSSC strives to establish support, networking, and mentoring systems for Black students and youth in our community. The BSSC is dedicated to developing competent life skills, demanding social responsibility, building strong character and moral standards, promoting professionalism, and supporting each other academically. The BSSC provides educational, cultural, social, and intellectual programs.

Evidence of Decreased Disproportionate Impact *

LGBTQIA+ Task force and Safe Zone Training/GSD Pride Center

In 2020 only 1% of LGBT students completed both transfer-level math and English within the first year, showing a disproportionate impact for this population. In 2021 5% of LGBT students completed both transfer level math and English within the first year, eliminating the disproportionate impact for this population in this category.

A2MEND/Black Student Success Center

In 2019 51% of Black or African American students persisted from the first primary term to the next subsequent primary term showing a disproportionate impact for this population. In 2020 this rate increased to 61% of Black or African American students persisting from the first primary term to the next primary term, eliminating the disproportionate impact for this population in this category.

Foster Youth Outreach, Tutoring & Counseling

In 2020 0% of Foster Youth students completed both transfer-level math and English within the first year, showing a disproportionate impact for this population. In 2021 3% of Foster Youth students completed both transfer level math and English within the first year, eliminating the disproportionate impact for this population in this category. Additionally, Foster Youth students also showed an increase in persistence from first primary term to subsequent in 2019 at 61% to 64% in 2020.

DSPS Counseling & Tutoring

In 2019 0% of students who received disability services completed both transfer-level math and English within the first year, showing a disproportionate impact for this population. In 2021 3% of students who received disability services completed both transfer level math and English within the first year, eliminating the disproportionate impact for this population in this category.

Veterans Counseling & Tutoring

In 2019 2% of student Veterans completed both transfer-level math and English within the first year. In 2021 5% of student Veterans completed both transfer level math and English within the first year, increasing the attainment rate for this population in this category.

2022-25 Planning Efforts *

The college's Equity Committee acts as an advisory body on the equity plan and on equity and diversity issues at College of the Desert. In this committee, College constituency groups collaborate and respond to address equity issues on our campus with a focus on utilizing data to make informed decisions on the impact of our efforts. The 2019-22 equity plan cycle allowed us to expand upon what we were already doing well as well as look further into the data to determine additional areas of need. From this work, the equity committee decided to focus upcoming efforts on supporting Hispanic male students by implementing a new pilot program, The Gents Alliance. In collaboration with community partners, One Future Coachella Valley, The Gents Alliance supports college preparation and success among young men, address equity gaps in higher education for young men and assure male students have the chance to secure a quality post-secondary credential or degree. The program will support 150 College of the Desert Hispanic, male, under-represented students in the One Future Coachella Valley Gents Alliance pilot program with the goals of increasing course completion rates of a C or better, increasing completion of transfer level math within student's first

year, increasing academic year persistence and re-enrollment and increasing confidence and direction on future goals with an academic and career plan.

Pandemic Acknowledgement

✕ Interrupted Work Fully
✕ Catalyzed Work
✓ Delayed Work

Provide an explanation (optional)

The pandemic delayed the opening of the Black Students Success Center and the Gender and Sexual Diversity Pride Center. It also interrupted some services provided by the Foster Youth Center and the Veterans Resource Center.

Executive Summary URL *

https://www.collegeofthedesert.edu/_web-items/documents/pdf-files/institutional-effectiveness/student-equity-plan-2019-2022.pdf

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Hispanic or Latino	✕	✕	✕	✕	✓
Black or African American	✓	✕	✕	✕	✓
Disabled	✕	✓	✕	✕	✕
LGBT	✕	✕	✓	✕	✕
Male	✕	✕	✓	✓	✕

Successful Enrollment

Black or African American

Structure Evaluation: Friction Points

Friction Points

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

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

Friction Points: Current Structure *

Outreach and support through the orientation and registration process is not being offered at locations that are convenient to individuals living and working throughout the service area. The areas of North Palm Springs and Desert Hot Springs, which have higher concentrations of Black or African American residents than most of the service area, are more than 20 miles from the Palm Desert Campus. It is more difficult for residents from historically Black neighborhoods to access support through the enrollment process than residents of the historically White neighborhoods.

Structure Evaluation

Current Structure
✕ Instruction
✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Counseling, Outreach, and Enrollment Services are impacted related to this section.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Ideal Structure
✕ Instruction
✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Counseling, Outreach, and Enrollment Services need to become more nimble and able to provide services off of district sites. At a minimum, these services should cultivate a relationship with the James O. Jessie Desert Highland Community Center to provide support with application, orientation, registration, and financial aid at their site throughout the year.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

We need to accept our obligation to go to our students to facilitate the enrollment process. Our previous mindset was that students who were "ready for college" would either figure out the process on their own or would come to

the college in Palm Desert for assistance. We need to acknowledge the inequity that mindset perpetuates and meet our prospective students where they are, physically, to guide them through the enrollment process.

Action

Action Steps *

The College needs to reach out to the high schools, continuation schools, and community centers to establish relationships. Through those relationships the college should seek to support their goals with students and to offer regular college enrollment support.

The Counseling, Outreach, and Enrollment Services departments need laptops with VPN capabilities so they can effectively provide the same services off-site as they do on district sites.

Chancellor's Office Supports

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

Explanation of Supports Needed

This goal would be helped by continued guidance and professional development on Guided Pathways. Making the enrollment process student ready and eliminating equity gaps is in line with Guided Pathways cultivating a campus-wide understanding of those concepts could help with implementation.

Completed Transfer-Level Math & English

Disabled

Structure Evaluation: Friction Points

Friction Points

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

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

Friction Points: Current Structure *

Disabled students are passing transfer-level math and English in their first year at significantly lower rates than non-disabled students. An inquiry will be conducted to determine potential causes for the disproportionate impact. Additionally, the Math and English Departments will create courses to support students' achievement in transfer-level math and English.

Structure Evaluation

Current Structure
✓ Instruction

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

The Math and English Departments will create curriculum that can be taken concurrently with transfer-level math and English to support student success.

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

Ideal Structure
✓ Instruction

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

Concurrent support classes would give disabled students additional and timely support in understanding transfer-level math and English. Prior to this innovation, math and English development has been presented as a linear progression through the curriculum. The concurrent support model has been shown to support acceleration.

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

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Students with disabilities would have the option to enroll in support classes concurrently with transfer-level math and English.

Action

Action Steps *

First the college will investigate the enrollment patterns of students with disabilities. Are they enrolling in transfer-level math and English at the same rates as non-disabled students? If not, why and what can be done in the advising and registration process to eliminate that discrepancy.

Second, once support classes are available, the college will encourage enrollment in those courses.

Chancellor's Office Supports

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

Explanation of Supports Needed

Not Entered

Persistence: First Primary Term to Secondary Term

LGBT

Structure Evaluation: Friction Points

Friction Points

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Friction Points: Current Structure *

The college recently formed a taskforce to examine the state of the college for LGBTQIA+ students. Several recommendations from the task force have been implemented, including a revitalized Safe Zone training program and the new Gender and Sexual Diversity Pride Center. Further inquiry is needed to identify the friction points leading to this inequity.

Structure Evaluation

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

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

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

First, the college will need to invest in research in order to try to understand why LGBT students are leaving after their first semester. Once the reasons are better understood, the college can attempt to change in order to achieve better equity.

Action

Action Steps *

The college should look to hire an outside research agency to conduct a mixed methods analysis the issue. They will need to contact former students and provide a detailed analysis of their findings.

Chancellor's Office Supports

Supports Needed
✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research

✕ Policy & Regulatory Actions
✕ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Male

Structure Evaluation: Friction Points

Friction Points

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Friction Points: Current Structure *

Male students are persisting at significantly lower rates than other students. The college just started an on-campus mentoring program for young men, but more inquiry is needed to understand this friction point.

Structure Evaluation

Current Structure
✕ Instruction
✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Prior to Fall 2022, the college had no programs specifically designed to support male students.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Ideal Structure
✕ Instruction
✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

In Fall 2022 the Gents Alliance started at College of the Desert. Gents Alliance is a male mentoring program offered by a community organization, One Future Coachella Valley. They have programs in the majority of local high schools. Now young men can receive support from the program from the summer before they enter high school through their community college completion or transfer.

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

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

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

More inquiry is needed to understand what factors are leading male students to leave college after their first term. Once the reasons are better understood, the college can attempt to change in order to achieve better equity.

Action

Action Steps *

The college should look to hire an outside research agency to conduct a mixed methods analysis the issue. They will need to contact former students and provide a detailed analysis of their findings.

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation

✕ Technical Assistance/Professional Development

✕ Data & Research

✕ Policy & Regulatory Actions

✕ Technology Investments & Tools

✕ Proof of Concept Pilots

✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Transfer

Male

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

Male students are transferring at significantly lower rates than other students. There are several potential friction points that may influence this inequity. One clear issue is that male students have a lower rate of persistence that would contribute to the lower rate of transfer. The college should conduct additional inquiry into factors impacting transfer for male students.

Structure Evaluation

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

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

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The college should conduct research to identify which inequitable processes, policies and/or practices are causing males to transfer at lower rates than other students. Transfer is a complex process, so there could be several

issues combining to cause this problem. They may be located in several areas throughout the college. Once the inquiry is complete, the transformation will likely involve stakeholders throughout the college.

Action

Action Steps *

First, the college has already started the Gents Alliance mentoring program for young men. That program includes mentoring to encourage your men to persist in their academic and career goals, and academic support to improve successful course completion. Gents Alliance will be collecting data and evaluating the program's effectiveness in helping students meet the goals in the Vision for Success.

The college will continue to support the African American Male Education Network and Development student chapter. This student group supports and promotes excellence for Black and African American students.

The college should implement changes based on the results of the research on males persisting at lower rates than other students.

The college should continue to research other factors that impact transfer and may perpetuate this inequity.

Chancellor's Office Supports

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

Explanation of Supports Needed

Not Entered

Completion

Hispanic or Latino

Areas of Completion

Areas of Completion *

✕ Adult Ed/Noncredit Completion

✓ Certificate Completion

✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

Completion is a complex outcome with several potential friction points impacting the metric. In the most recent data, completion is the only metric for which Hispanic students experience a disproportionate impact. It could be that there are several friction points that make small differences throughout the college. When we examine our course retention and success data, Hispanic students, particularly Hispanic Male students are disproportionately impacted. Course success is necessary to completion, so some interventions should address course retention and success.

Completion is the sum of several processes working correctly for the student. The college will need to research all of them to see which ones are combining to create this inequity.

Structure Evaluation

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

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

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The college should address the inequities leading to disproportionate impact in course retention and success. Several interventions are being implemented to that end and are included in the action steps. The college must also conduct inquiry to see what other factors are contributing to the disproportionate impact in completion for Hispanic students. Once other structural factors are identified, interventions can be developed and implemented.

Action

Action Steps *

The college will continue to offer the Association of College and University Educators certificate training to all new faculty and continuing faculty members who request it. There is statistical evidence that completion of that certificate reduced disproportionate impact in course success for Hispanic students.

The college will continue to support the Culturally Responsive Curriculum Review. A Cultural Responsive Curriculum Review guides faculty through a deep dive into their teaching materials and student engagement as a way to eliminate bias in teaching materials, improve equity, and ensure student success.

The college will continue to support the Equity in Assessments book club. This group is reading the book, Reframing Assessment to Center Equity by Henning, Baker, Jankowski, Lundquist and Montenegro. They hope to promote equity in assessments at the course, program, and institutional level.

The college will invest in research to better understand the friction points resulting in a disproportionate number of Hispanic students completing certificates and degrees. Once those are better understood, interventions can be developed and implemented.

Chancellor's Office Supports

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

Explanation of Supports Needed

Not Entered

Black or African American

Areas of Completion

Areas of Completion *

✕ Adult Ed/Noncredit Completion

✓ Certificate Completion

✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

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

Friction Points: Current Structure *

Completion is a complex outcome with several potential friction points impacting the metric. In the most recent data, Black or African American students were also disproportionately impacted in enrollment and completion of transfer-level math and English in one year. It could be that there are several friction points that impact these metrics and contribute to the disproportionate impact in completion. When we examine our course retention and success data, Black or African American students are disproportionately impacted. Course success is necessary to completion, so some interventions should address course retention and success.

Completion is the sum of several processes working correctly for the student. The college will need to research all of them to see which ones are combining to create this inequity.

Structure Evaluation

Current Structure

✕ Instruction

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

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

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

✕ Other

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

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The college should address the inequities leading to disproportionate impact in course retention and success. Several interventions are being implemented to that end and are included in the action steps. The college must also conduct inquiry to see what other factors are contributing to the disproportionate impact in completion for Black or African American students. Once other structural factors are identified, interventions can be developed and implemented.

Action

Action Steps *

The college will continue to offer the Association of College and University Educators certificate training to all new faculty and continue faculty members who request it. There is statistical evidence that completion of that certificate reduced disproportionate impact in course success for Black or African American students.

The college will continue to support the Cultural Curriculum Audit. A Cultural Curriculum Audit guides faculty through a deep dive into their teaching materials and student engagement as a way to eliminate bias in teaching materials, improve equity, and ensure student success.

The college will continue to support the Equity in Assessments book club. This group is reading the book, Reframing Assessment to Center Equity by Henning, Baker, Jankowski, Lundquist and Montenegro. They hope to promote equity in assessments at the course, program, and institutional level.

The college will invest in research to better understand the friction points resulting in a disproportionate number of Black or African American students completing certificates and degrees. Once those are better understood, interventions can be developed and implemented.

Chancellor's Office Supports

Supports Needed
✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research

    ✕ Policy & Regulatory Actions
    ✕ Technology Investments & Tools
    ✕ Proof of Concept Pilots
    ✕ Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Student Support Integration Survey

1. Previous Equity Efforts

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

The college will continue to support the Gender and Sexual Diversity Pride Center and Black Student Success Center as was detailed in the reflection on the 2019 Student Equity Plan.

The college will also continue offering the Association of College and University Educators (ACUE) certification course to new and continuing faculty. ACUE practices are research-based and our own research has demonstrated greater success rates post-course completion for those faculty who take the course.

The Foster Youth office at College of the Desert provides outreach to the foster youth population and dedicated counseling services. These services provide our foster youth population with support needed to be successful in college and a safe supporting environment. Foster Youth students are also offered one on one tutoring to support completion of transfer level math and English and completion of educational goal. DSPS students are provided with dedicated DSPS counseling, one on one tutoring, and a tutoring lab. These efforts support matriculation, completion of transfer level math, and English and support to students' academic goal. Veteran students are provided with dedicated counseling and one on one tutoring to support completion of transfer level math and English and students' academic goal. The Transfer Center has a dedicated counselor and holds application workshops, informational workshops, and a transfer fair for our students. The center also facilitates campus visits to four-year institutions. The EDGE program is a student success/college completion program open to all incoming students and continuing students. The program provides preparation for college and college-level coursework and wrap around support services to support persistence and timely completion of academic goals. It also provides extensive bilingual outreach to our local high schools and community, college application workshops, FAFSA/Dream Act workshops and in person matriculation events.

2. Guided Pathways

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

College of the Desert's Guided Pathways efforts have included a focus on student equity. Open education resources and zero cost textbook initiatives came from the Guided Pathways committee. Additionally, the culturally responsive curriculum audit and ACUE certifications received financial support from Guided Pathways. The Guided Pathways Committee views the disproportionate impact data related to course success and retention, in addition to data on the Vision for Success goals when setting priorities and making decisions.

3. General Accessibility

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

The College is implementing a Local Quality Review Badge for our online courses. Each team member who will be reviewing courses has taken extra training in accessibility in online course design. To earn a Quality Review Badge, faculty must undergo a rigorous review and revision of their course to ensure all areas meet or exceed accessibility standards.

4. Financial Aid

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

The Financial Aid Office recently implemented the Ocelot Texting Platform and will be utilizing texting services to encourage students to complete a financial aid application, that do not already have one on file for the award year. Secondly, the Financial Aid Office will offer workshops in-person and in a virtual setting, multiple times a month, to ensure students have access to financial aid staff. Lastly, we are planning to host an in-person financial aid awareness event for students on campus. The event will be geared at ensuring students understand the importance of completing and finishing an application with the Financial Aid Office.

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

The Financial Aid Office will continue to utilize the platform CampusLogic which offers financial aid forms with smart-logic thinking as well as e-signature capabilities for students that need to complete financial aid documents. The Financial Aid Office will continue to utilize the reminders within the system which will auto-generate emails and text messages to students missing their documents. To improve the communication in CampusLogic, the Financial Aid Office will be revamping the email communications within the platform to ensure we get a higher email open rate, ultimately leading to more financial aid forms being completed. In addition, with the verification waiver for the 2022-2023 award year, the Financial Aid Office team will continue to go through each financial aid file and waive documents not required, in hopes to match more students to Pell for this award year. Lastly, the Financial Aid Office recently purchased Ipads which students can now utilize at the front counter with the Financial Aid Office. This will allow students to complete documents in real time with a member from the Financial Aid Office ultimately, leading to higher Pell grant rates for the campus.

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

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

Yes

4.3.1 (Yes) Please Describe Additional Student Aid Provided *

College of the Desert will continue to offer state financial aid, in addition to Federal Financial Aid and the Federal Pell Grant program. Some state programs include but are not limited to Cal Grant, Student Success Completion,

Finish Line Scholarship, Chafee, along with the Supplemental Emergency Funds.

5. Basic Needs

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

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

Yes

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

The Interim Manager has successfully launched in partnership with our regional food distribution organization, an on-campus food pantry at our main campus and is in the process of launching a second food pantry at an educational center. The central pantry serves on average 120 students daily. Students are able to access fresh fruits, vegetables, canned food items, non-perishable and other basic home needs.

In addition to the on-campus pantries, College of the Desert has expanded and continues to support through the Basic Needs Center more than 20 snack pantry locations across the college. The snack pantries provide students with access to a quick grab and go snack, including granola bars, and snack peanuts.

The Basic Needs Centers not only provide services to address food insecurity among college students, the centers also support student needs around housing and other basic services. In partnership with FIND Food Bank, College the Desert host a Community Health Worker or Promotor to support students with applying to basic social services. A Community Health Worker hold appointments and walk ins at the on campus Basic Needs Center and can assist students with applying to program such as Cal Fresh, SNAP, TANF, rental assistance, and utility discount programs.

College of the Desert supports students who are currently facing housing insecurity by connecting them to emergency housing and other community resources. COD also provides access to on campus facilities including gym showers, personal hygiene and clean shower towels.

College of the Desert is in the process of establishing a partnership with Temple University's HOPE Center for College, Community and Justice to participate in their nationwide survey to better understand the basic needs of community college students. Along with participation in the HOPE Center study, we have created a Basic Needs Intake form to better understand the services and supports that students needs to succeed. Data collected from the Basic Needs Intake form, and other tools will help inform basic needs services provided from COD's Basic Needs Centers.

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

College of the Desert leverages already established outlets to communicate with COD students including social media, roadrunner roundup or on campus newsletter, webpage, and various email distributions. We have launched a Basic Needs Center Instagram page to promote services available to all COD students.

The location of the Central Pantry encourages students who access services through affinity centers to utilize the Basic Needs Center services. With the support of COD staff including counselors, advisors, and faculty, students are encouraged to visit the Central pantry.

In an effort to destigmatize access to basic need services, we consider ways in which we can message and promote services that any student can benefit from. We will be working to develop a comprehensive messaging campaign to further inform campus staff and students about the various services available to students at the Basic Needs Centers.

Basic Needs Center staff will be providing presentations to various on campus stakeholder groups to provide information on the resources available for students.

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

For several years, the college has supported several snack pantries across its campuses. They allow students to take 2 snacks per day to prevent them from being hungry in class.

College of the Desert has successfully launched their first comprehensive on campus pantry in the Fall of 2022. COD opened the Central Pantry at our main campus near other student services at to facilitate and encourage partnerships with other services including the Foster Youth Center, Dreamer Resource Center and the LGBTQIA+ Center.

The Interim Manager for Basic Needs Center is in the process of launching a second on campus pantry at their educational center. The Central Pantry at Indio will provide students with nonperishable items as well as access to pre prepared meals that can be heated at the pantry. We anticipate our second on campus pantry to launch and provide students with services starting November 2022.

6. Zero-Textbook Cost

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

As an institution dedicated to the equitable access of instructional materials for our students, College of the Desert is proud of the nascent steps we have taken in developing a ZTC/OER program at our institution.

In academic year 20-21, COD offered stipend opportunities for faculty to adopt or adapt Open Educational Resources. This first round of funding saved students up to .5 million dollars in textbook costs.

- In Fall 21, COD initiated an OER Work Group. This work group became an Academic Senate Work Group in Spring of 2022 and we are working to make it an official ASCCC subcommittee.
- In Spring 22, the Academic Senate passed a resolution that stated that COD's Academic Senate "supports efforts to facilitate the faculty adoption or creation of open education resources and other zero cost materials."
- In Summer 22, College of the Desert won one of the Michelson grants to be a part of Academic Association of Colleges & Universities Open Education Resources Institute.
- In academic year 22-23, the College is providing two OER/ZTC funding opportunities for faculty, administrators, and classified staff. The first is a $250 stipend to take a four-module OER Basic Training course. The second is an OER textbook adoption stipend of $500 for faculty to try out an OER or ZTC textbook. The program recruited 3 faculty "OER Champions" representing different schools and disciplines to assist the unofficial OER Coordinator in recruiting and supporting faculty as it pertains to OER.
- In Fall 22, the College submitted the Phase 1 Grant assurance to the Chancellor's Office for the $115 million one-time grant program. The description plan we submitted outlines our plans to:
  - Pay for faculty and staff stipends
  - Gather data on existing ZTC adoption rates
  - Analyze the feasibility of ZTC adoption for program degrees or certificates
  - Conduct outreach and provide support for academic stakeholders interested in participating in the ZTC program

As a proud HSI that understands the disproportionate impact that the high cost of instructional materials has on minoritized students and other vulnerable members of our student population, College of the Desert's goal is to build a sustainable ZTC program. Our ideal outcome is an academic structure that supports, funds, and encourages faculty to adopt/adapt/author OER and to create a process for departments to offer Z-degrees to remove equity barriers that prevent students from affordably attaining their educational goals.

7. LGBTQ+ Supports

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

College of the Desert's Gender and Sexual Diversity Pride Center began operations mid-March 2021. Today, it is a vibrant and welcoming home to LGBTQ+ students, faculty and staff. The Pride Center serves as a physical/virtual space supporting students, faculty and staff with a wide range of activities, events and services. It is the point of contact for collaborations on campus and with Coachella valley community organizations supporting LGBTQ+ people.

After a challenging opening mid- pandemic by developing a Canvas group and offering many online activities and events such as LGBT Trivia Games and a LGBT Film series, today, the Pride Center boasts a membership of 74 students and 14 faculty and is growing daily.

During Spring 2022, the first Pride Student Leadership team consisting of 5 students were tasked with identifying, organizing, promoting events and engaging participants across campus and the greater Coachella valley community.

The CV Pride Scholarship awarded $30,000 to more than 40 LGBTQIA+ COD students this month.

COD's Safe Zone Trainings have certified over 100 Safe Zone allies so far. Two more trainings are being planned for the 22/23 academic year.

The Pride Center has developed relationships with the following community organizations and coordinates events and services both on and off campus.

- Safe Schools Desert Cities
- DAP – Desert Aids Project
- Sanctuary Palm Springs
- LGBTQ Center of the Desert
- Trans Community Project

A GSD Pride Center Advisory Committee is being assembled this Fall to include representatives from the district and the following community organizations: High School Counselor, Safe Schools Desert Cities Board of Directors, Borrego Health, Desert AIDS Project, Desert AIDS Project, California Community College LGBTQ Campus Services Coordinator.

Pride Center staffing currently includes a part-time Director, part-time Counselor, part-time LGBTQI+ Campus Liaison. In addition, a number of faculty host office hours in the Pride Center from disciplines such as Music, Biology and Culinary Arts. Connecting Across Campus is an informal group that meets monthly made up of faculty from various disciplines with the purpose of promoting and integrating LGBTQ+ support across the college's campuses.

8. Mental Health Supports

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

Not Entered

9. Institutional Planning

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

Not Entered

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

Not Entered

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

Not Entered

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