Santa Rosa Junior College
Student Equity Plan 2.0

Outcome:	**Success Enrollment in the First Year**
Population:	First Generation Students
Target Outcome:	**Long-term Measure:** The college has identified a 10% enrollment growth metric for First Generation students to achieve a 35% proportional enrollment rate after a three-year period. **Intermediate Measure:** Increasing the rate (per year) of students who found the application process manageable and SRJC support useful, will provide an addition measure of short-term change. The college will survey students that have applied, asking if the process was manageable and if SRJC provided support when needed.
Institutional Impediment(s):	**The college utilizes a complicated application instrument (e.g., CCC Apply), with which students struggle. Furthermore, in order to assist students around application, the college has created a complicated infrastructure of support, which includes multiple methods of assistance for different student groups who apply.** The Santa Rosa Junior College district serves a large non-native speaking community as well as a large older adult population. These groups, among others, have consistently reported that the online CCC Apply process is very complicated, discouraging, and an impediment to enrolling in the college. This has resulted in the creation of many systems to ameliorate this experience, which can be confusing to access or are provided inconsistently.
Institutional Shift Required: **(Pick one larger shift)**	**The college application process is simplified, and applicants are directly supported through the process. The college is mindful of noncredit students in establishing this new process.** Although modifying the current application is beyond SRJC's scope of influence, providing bilingual application navigators and materials and culturally comprehensive materials across campuses to assist in person and/or online, and to provide real time direction may improve the rate of completed applications. Furthermore, advocating for simplifications in the CCC Apply system is vital.

Action Steps to get us there:	1. Develop a survey to students who are completing the application, asking if the application process was manageable and if they received the assistance they needed from SRJC. *This step will help create a baseline for monitoring the progress of this goal area for the student equity plan.*
	2. Create a video tutorial which walks an applicant through the complete process (in English and Spanish), which is clearly presented on the enrollment web page and that provides instruction for every step of the application. *Providing a tool that can be accessed 24/7 and utilized at a pace the applicant is comfortable with may reduce any stressors associated with the process and allow for individual support, respecting the students' work/life schedule.*
	3. Provide registration workshops and on-demand application process and registration labs with multilingual staff available to help, and locate them at key campus entry points, such as our Welcome & Connect Centers, at all sites. *For those in the community that "walk on" to apply, providing clear signage to available staff that will assist in the process will provide a sense of welcoming to the new student and facilitate an increase in successful enrollments.*
	4. Create an "apply now button" with less clicks to access the direct application. It is currently four clicks to the actual application. *Assessing the web navigation required for SRJC's current applicant resources with students themselves will allow review and make less of a barrier.*
	5. Work with Chancellors' office and other community colleges to recommend processes to simplify CCC Apply and to reduce impediments, such as extra credentialing required and the need to reapply constantly. *SRJC staff from A&R will be involved to promote needed adjustments.*
	6. Make Zoom hours available for registration help through A&R. *Scheduling one-on-one online video appointments for application assistance will permit a greater time flexibly for new students to apply.*
	7. Provide multilingual "Live chat" and/or quick answers for questions that come up during the application process.

	Having live chat staff accessible from the enrollment web page will provide another avenue for students to receive assistance while completing the application.
	
	8. Address the barriers created by the identity verification process for students who are flagged as potential "bot" applicants.
	   It has been noted that if you are flagged during the application process as needing additional identity verification, the resolution process is difficult for our most vulnerable students (such as providing two forms of identification, requiring computer uploads, etc.).
	
	9. Investigate the opportunity to eliminate the requirement of having to reapply to the college after the absence of one primary semester
	   As the application process itself has been noted as a substantial barrier for students, requiring its completion multiple times for a fairly significant number of students who start and stop their attendance adds to numbers of students who simply decide attending SRJC is not worth the effort of a difficult enrollment process.

Support from CO: Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?	X Field Guidance & Implementation ☐ Technical Assistance/Professional Development X Data & Research ☐ Policy & Regulatory Actions X Technology Investments & Tools ☐ Pilots & Building Communities of Practice Assistance with simplifying CCC Apply and the need to reapply would be extremely helpful. This may include doing research with students who have struggled to complete the application and understanding their struggles, which would inform the revisions to make within the application tool.

Outcome:	Completion in Three Years
Population:	First Generation Students
Target Outcomes:	**Long-term Measure:** The college has identified the goal of a 5% increase in First Generation completion of Vision Goal indicators (Degree & Certificate) to 15% within 3 years. The intended goal is to eliminate the equity gap of First-Generation students and surpass the current overall district average rate of completion in three years which stands at 13%. **Intermediate Measure:** The number of "hits" for closed courses is reduced by 10%. *"Hits after close" is a common metric used at the college to gauge demand for a course. It is logical to believe that if the college offered more courses that are in high demand but unavailable to students, their journey to completion would be hastened. "Hits after close" should be reduced if the college can direct itself to offer the courses students need for completion.*
Institutional Impediment(s):	**Limited course offerings and time options or instructional modes limit degree/certificate achievement in a realistic timeframe.** Students often report that they cannot get the courses they need to make progress on their degree/certificate completion, either because the course is full before they get to their registration window, it is offered at a time or mode they cannot attend, or because it is not offered at all. Addressing this problem would be a great step toward equitizing outcomes for our students.
Institutional Shift Required: **(Pick one larger shift)**	**Course offerings and scheduling are centered on student needs and utilize data provided by students themselves.** If students tell us what courses they need and when/what mode in which they need them, we could utilize this data to provide course offerings that meet the needs of our student population. In fact, there are many sources of data already available in this area. By applying this information, and by meeting the capacity

	demand for course(s) for which students are attempting to register, students will be able to achieve their educational goal as we become a college which provides sufficient offerings and adequate course capacity to meet the demand.
Action Steps to get us there:	1. Develop a baseline for "hits after close" on courses and track the metric each semester on Tableau to gauge progress. *This step will create and maintain a dashboard of "hits after close" that can be used to monitor progress.* 2. Improve the accuracy and collection of student Educational Plan data, EMS predictive analytics and College Scheduler data so that it can be utilized to determine course offerings and the mode of instruction and/or the time/day of course offerings. *The college has rich data on student demand for courses through educational planning, predictive analytics in EMS (enrollment management software) and another tool, the College Scheduler. However, all of these tools would need to be fine-tuned to provide the data needed to utilize the information for scheduling the next semester of courses at the college. A workgroup could be utilized to do this work and formalize the output needed to operationalize the data in the Academic Affairs course scheduling process.* 3. Complete the program mapping project in Guided Pathways, especially for part-time student schedules. *Guided Pathways program mapping is intended to sequence availability of courses for students, which would contribute directly to addressing this outcome area's barrier.* 4. Develop an indicator visible to students while they are in the registration screen that allows them to log their intent and desired mode/time to register for a course that is full. Utilize this information to open a new section of the course. *Developing this indicator meets students where they are at in place and time in the registration cycle. It avoids turning away students who want to enroll and lets them know the institution is working to meet their needs.* 5. Guarantee that required classes in a pathway or certificate programs will not be cancelled due to low enrollment or not meeting the class size minimum. *Students need to be able to plan for when they will complete their academic goal. Ensuring that required classes will be available in time to finish their academic goal means that they will not have to put off starting a transfer or career, getting a*

promotion, starting a family, moving, or otherwise negatively impact the ability to make life decisions.

6. Offer more classes in evenings, weekends, hybrid (different models), online, and/or short-term or condensed formats, based on student data. Schedule classes at nights and weekends for daytime-obligated individuals who desire to meet in-person.

   Scheduling classes on days and times when students can attend is crucial for many working and caregiving students to enroll and complete college. Many students do not have the luxury of taking classes they need only in the daytime during a traditional workweek.

   Offering multiple modalities permits students who don't have transportation, time, or other resources to access courses and be engaged in high quality instruction needed to complete their goal and be prepared for their transfer or career.

7. Expand academic and student support services at a variety of times (nights, weekends) and modalities (hybrid, online, in-person).

   Support to meet students' universal needs with flexible times and location is necessary for academic success. Students shouldn't be excluded from comprehensive services, including academic support.

8. Offer defined-schedule programs for working, part-time students that are designed for 3-year completion (e.g., Canada College, College Working Adults Program, Albertus Magnus College).

   There are several degree completion programs offered in California and by other colleges that better meet the scheduling needs of students who are working and have family commitments. The programs typically have fewer options for degrees, but they guarantee course availability and have consistent formatting (e.g., one course every eight weeks, always on Thursday nights, hybrid format, dedicated counselor, etc.) and shorter courses (e.g., six and eight weeks).

9. Add greater flexibility of mode, such as different models of hybridity, to allow more flexibility to students.

   In today's world, students are looking for flexibility. Many students would like to attend in person, but when life commitments interfere, they have the option of attending remotely.

10. Assess the number of required courses and pre-requisites as part of certificate/degree program review, such that programs are offered with as few prerequisites and in as efficient number of courses possible, and in similar unit levels as other regional partners.

	There are instances where SRJC offers certificates and/or degree programs that have substantially more prerequisites or required courses than other colleges, thus extending the time to completion for students. Examining this factor more acutely in our program review process could be helpful for students to complete their goal within three years.
Support from CO: Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?	X Field Guidance & Implementation X Technical Assistance/Professional Development ☐ Data & Research ☐ Policy & Regulatory Actions ☐ Technology Investments & Tools X Pilots & Building Communities of Practice Several of these steps will require professional development, the creation of pilot programs, and implementation. Any assistance the Chancellor's Office can provide will be appreciated.

Outcome:	**Completed Transfer Level Math & English in First Year**
Population:	First Generation Students
Target Outcomes:	**Long-term Measure:** With a current completion rate of 10%, over a three-year period, the college has identified a goal of an increase of 8% in the completion of transfer-level Math and English in the first year. In addition to eliminating the equity gap, the intended goal is set to surpass the current district average of 12% and have 18% of First-Generation students complete both Math and English within their first year at college. *Intermediate Measure:* *Enrollments of Math and English in the first semester (e.g., the rate of first semester attempts) are increased by 10%.* Studies suggest that students who complete Math and English in their first year have a greater potential for persistence to their desired goal. An increase in enrollment represents a greater number of students and thus a greater likelihood of completion.

Institutional Impediment(s):	**The institution lacks the systems and proactive approach to connect students and faculty to available resources they need when they need them.**
	The college offers a broad array of support services for students. However, these services are not utilized to the fullest extent possible. In addition, the students who are in the greatest need of support, such as first-generation college students, may be the least knowledgeable about how to access them.
	Anecdotally, there is evidence that indicates a lack of widespread knowledge of these services among faculty, especially associate faculty who are less likely to encounter college services. Acknowledging that students gain knowledge of the institution through their instructors also requires acknowledging that instructor understanding of college services is vital.
	While support services are available, there could be a more comprehensive and efficacious system to connect students to support services. Although individual faculty may share resources with students, there is a lack of systematic orientation and access of services that could be embedded into classes.
Institutional Shift Required: **(Pick one larger shift)**	**The institution enhances support resources, proactively communicates and connects students and faculty to those resources that support the completion of Math, English, and ESL 10 in the first year** Student completion would be enhanced by providing a comprehensive orientation for faculty (most particularly associate faculty) and students to the vast array of support services for Math and English. In addition, the increased alliance between academic affairs and student services will provide a greater network of care and support that allows students to complete Math and English in their first year. These smaller networks work together to form a comprehensive support system for students.
Action Steps to get us there:	1. Orient faculty to the vast array of support services in English and Math and ESL 10, especially Associate faculty. *Faculty are one of the most important touchpoints for students at the college. The increased awareness and understanding of these resources, and the ability to connect them to students in their*

	classes who are in need will increase support for students experiencing challenges. It is recognized that Associate Faculty may not be as connected as compared to contract faculty. 2. Encourage faculty to embed links to support services into syllabi and assignments. *The syllabus is the dedicated location for student resources in each class and a vital place to have this information.* 3. Embed orientation to support services into Canvas Shells. *Pre-made Canvas shells for support resources have received great acclaim for this purpose. As there are a great deal of options in this marketplace, it would be helpful for the college to develop and test a shell version with students and designate it as the 'official' version.* 4. Embed orientation to support services in COUN 270 and COUN 10. *Ensure this item is in the COR, and it would be helpful to develop and test the presentation of this material, so it is optimized for student comprehension and use.* 5. Create better wayfinding to make finding support services easier. *While the college has a plan for enhancing wayfinding, it will be important to accomplish this as soon as possible, and to test the wayfinding with diverse students to ensure it produces the outcome desired: clear and useful directional information.* 6. Establish consistent communication methods in diverse languages that reach students and in ways they can read and comprehend. Specifically, the content of messages would include "making the case" for new student educational planning and the important of enrolling in Math and English in their first year, and importance of creating supports while undertaking these courses. This may involve the establishment of a person whose responsibility it is to communicate to the student body. *Effective, culturally respectful, and multilingual communication with students is an art unto itself. "Communication audits" are available through such entities as Achieving the Dream. Also, as one example Sierra College has found that it is best to have one person in student services who is a student communication specialist and is trained in how to craft information to students. The email "open" and "read" rate of this person's messages are way above the normal rate. Messages to students are funneled through this person and office.*

7. Provide funding for expansion of Math, English, and ESL tutoring to allow these support services to offer more flexibility in scheduled hours and modalities and embed tutoring in courses with lower pass rates.

   The effectiveness of tutoring and direct course-related academic support for students is undisputed- as is the need for more resources in this area.

8. Hone the use of PALS in gateway Math/English/ESL courses to the most effective practices, as proven by student course outcomes; formalize and utilize these practices with all PALS, perhaps through centralized training and coordination.

   While the uses and outcomes of PALS vary widely, the potential for this embedded support is incredible- perhaps for supplemental instruction, embedded tutoring, or for coaching-style support. The investigation of the best practices of PALS would be helpful in achieving this objective. Also, other peer and paraprofessional support programs have illustrated the excellent outcomes achieved with centralized coordination and on-going training and personal development.

9. Offer increased flexibility in transfer level/co-requisite sections/time.

   Creating the ultimate flexibility for students who need these courses is paramount in maximizing their utilization.

10. Inform students and high schools of increased success if they complete Math and English in the first year.

    Delivering information on the impact of these classes and the support is vital. This objective would be to determine who is best to deliver this message, and at what point would be most impactful.

11. Work with students who are not successful with Math/English/ESL 10 courses in their first semester before their second semester attempt.

    Addressing the needs of students who do not complete and are often overlooked. The college cannot afford to lose even one student due to not completing this gatekeeping course.

12. Offer support services/resources in the spaces where students dwell.

    The principle of "go where students are" is one that has been noted as successful in providing support to those who might otherwise not participate nor encounter support services offered by the college.

	13. Increase use of interventions, such as Spring Back into Action, for students who fail in their attempt at Math/English/ESL 10 class. *Students who have attempted but not completed gateway courses have not received enough attention. Creating a comprehensive strategy to address these students and accept only 100% successful completion no matter the number of attempts is the philosophy behind this action step.*
Support from CO: Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?	☐ Field Guidance & Implementation ☐ Technical Assistance/Professional Development X Data & Research ☐ Policy & Regulatory Actions X Technology Investments & Tools X Pilots & Building Communities of Practice - Provide data and research on past and current success rates. - Provide more computers and technology to handle increased utilization of tutorial centers by students who become orientated to the support services. - Increase funding for COPs to increase faculty knowledge of the vast array of support services.

Outcome:	**Retention from First Semester to Next**
Population:	First Generation Students
Target Outcomes:	**Long-term Measure:** The college has set a primary term retention rate increase for First-Generation students of 10%, which would achieve a 75% retention rate. In addition to closing this equity gap, this rate is 5% greater than the pre-pandemic district average. ***Intermediate Measure:*** *By increasing basic needs support, the college will reduce course drops for reasons related to basic needs by 10% in the college's Course Drop Survey (Basic needs related reasons on the SRJC Drop Survey include financial difficulties, affording textbooks, conflicting work schedules, lack of transportation, and health issues.).*

	Keeping students in courses will lead to a higher number of students, especially first-generation students, who continue from their first primary term to subsequent terms and go on to complete certificate programs, obtain degrees, and transfer to university.
Institutional Impediment(s):	**Students lack access to and/or awareness of basic needs resources including food, housing, transportation, mental and physical health and other financial resources.** The SRJC Drop Survey is a good indication of why students do not persist. Basic needs have been one of the commonly cited reasons. By improving awareness and in-reach to students regarding available resources, we hope to reduce or remove this barrier.
Institutional Shift Required: **(Pick one larger shift)**	**The institution creates systems to connect support resources to students in a proactive manner and that is customized and timed for each students' needs. These systems shall address both credit and noncredit student populations.** The college will review basic needs' access points so that students are aware of available resources early on in their journey. The college will also foster a culture on importance of student retention through continued professional and student development.
Action Steps to get us there:	1. Partner with Guided Pathways work groups to directly address first generation student support needs from the beginning of one's college journey. *This action step reflects the goal of the college working in integrated ways to achieve vital goals set forth in our various institutional guiding plans and documents, such as the college's Mission/Vision/Values, the Strategic Plan, and other institutional effectiveness initiatives.* 2. Review access points and communication channels between student services/academic support departments and classroom/instructional faculty regarding services. For example: A) SRJC has compiled a Student Support Guide, a comprehensive list, which is currently alphabetically arranged by categories found on the SRJC website. The college will consider rearranging the categories to start with the most frequently used by students and make it easier for students to search. B) Student services and academic support departments will create an "importable" Resources Module in Canvas with a short quiz; faculty can use the Resource Module to

inform students. C) Faculty can make their students aware of resources through classroom visits and presentations available through a website that lists options, such as that which the Petaluma campus offers

> *This action step is intended to equip faculty with knowledge of the tools they can use to support the individual needs of their students.*

3. Create a college culture that cherishes and promotes retention and practices enacting the behaviors of welcoming, guiding & engaging students as illustrated in examples of: just-in-time interventions during a semester; faculty/counselor collaboration; creating a caring atmosphere in classes; encouraging/developing student self-confidence; and referring students to resources when students are seeking instructor feedback on progress, and practicing warm hand-offs by taking students to visit campus resources in-person.

   > *The effect of college culture is well known and difficult to influence. This item calls on the college to intentionally create techniques which influence group behavior in service of vital college goals.*

4. Ensure that services are available at all sites for all students, whether students are morning, evening, weekend or online students.

   > *While this is also a requirement for accreditation, there is a need to find a method of assessing whether this objective is being met.*

5. Create an FYE home room: a community-building setting amongst one's peers which provides a safe place for students to discuss their experiences and needs. The format would also be customized for ESL and Older Students.

   > *The need for a safe place to process one's experience and which utilizes the cohort/peer effect is a known intervention that yields positive outcomes.*

6. Implement the *SRJC Connect* project which matches students with the resources they need and for which they are qualified, directly addressing first generation student support needs as they enroll at the college.

   > *This project is viewed as a vital step toward addressing the individualized needs of every student and the problem of connecting students with resources offered by the college.*

7. Create a program for all Associate Faculty at the college which will focus on providing said faculty with the tools they need to support students in their classes.

   > *Faculty connections with students are key to connecting them with the institution. Associate faculty, as both part-time and with fewer opportunities for college service and professional development, are less connected to the institution and its*

	resources. An intentional program addressing associate faculty is vital in addressing this gap in knowledge.
Support from CO: Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?	☐ Field Guidance & Implementation X Technical Assistance/Professional Development X Data & Research X Policy & Regulatory Actions X Technology Investments & Tools X Pilots & Building Communities of Practice • To provide continued basic needs resources to students, the college will need policy and financial commitment from the State. • To create or revamp a structure where students access basic needs resources, it is likely that the college will need technical tools to track usage and evaluate effectiveness. • To foster a culture on importance of student retention, the college needs funding for continued professional and student development. • Data and research on past and current retention and success rates is a continuous need.

Outcome:	**Successful Transfer**
Population:	First Generation Students
Target Outcomes:	**Long-term Measure:** The college has identified the goal of a 5% increase in First Generation student transfers to 4-year institutions to 25% within 3-years.
Institutional Impediment(s):	**Students are unaware of transfer requirements and accumulate extra units prior to enrollment in the college's Transfer 101 Workshop.** After taking the incredibly popular Transfer 101 workshop, students regularly report that if they had known the information earlier, they would have chosen different courses or taken courses more directly related to their intended educational goal or intended transfer institution. Because of this "vital information given too late" scenario, students may carry extra units, or expend more of their financial resources than necessary

	on courses they otherwise would not have taken. In identifying this impediment, the institution contends that any lengthening of the students' path to transfer or additional expenditure of financial aid or personal fiscal resources jeopardizes the successful transfer of students.
Institutional Shift Required: **(Pick one larger shift)**	**College processes direct students to gain transfer content early in their college education.** In order to address the problem of "vital information given too late," there needs to be a structural shift of providing the guidance on transfer coursework early in the students' college-going experience. While it was acknowledged that the college has offerings available to students (e.g., Counseling 80, transfer workshops) at any time in their journey, the District has not structured its processes in such a way that students are guaranteed to encounter this content at an early stage when it is most needed. It is also recognized that the college offers this material as one of many passive options rather than making it a default of one's college experience (i.e., embedded in a process or experience required of all students).
Action Steps to get us there:	1. Require a course that covers the requisite transfer information. *If a required First Year class or experience is created for example, an embedded module or other curriculum would be able to cover this information.* 2. When a student indicates they plan to transfer on their application, assign appropriate resources. *Several offices are now using information from the CCC Application to communicate with said students. In this instance, it could include website information, assigning a counselor, directing students to a course, etc.* 3. Incentivize, motivate, or "reward" students (beyond current priority registration incentives) to meet with a transfer counselor regularly, such as once per year. One example could be to offer participation in 4-year college visits, which would serve as both an incentive and as important information useful to the goal of transfer. *Incentives have shown great promise in motivating positive behaviors.* 4. Host an "exploring majors" fair to encourage exploration and transfer requirements to popular four-year institutions.

	Opportunities for exploration and interaction with majors is vital to determining major choice.
	5. Create Guided Pathways interventions to help students along their paths by exploring career options and the corresponding majors and transfer institutions and requirements. *Opportunities for exploration and interaction with major and career options is vital to determining major and transfer institution choice.* 6. Enhance the continued collaboration between the Transfer center activities and special population support programs, such as EOPS. *Recent efforts at collaboration have been viewed as extremely helpful in creating positive outcomes for students. Finding additional opportunities is viewed as furthering this overall objective.*
Support from CO: Which supports among the options listed can the Chancellor's Office provide to assist in reaching your ideal structure for this population and metric?	☐ Field Guidance & Implementation ☐ Technical Assistance/Professional Development X Data & Research ☐ Policy & Regulatory Actions ☐ Technology Investments & Tools X Pilots & Building Communities of Practice The college could use assistance in researching effective methods and means for reaching students with information on transfer early in their college career. It would be helpful to know other colleges who have successfully structured such an approach within their college, or assistance with any pilots or COPs that have explored this area as a structural barrier and the solutions they have created.