



STUDENT EQUITY PLAN

2022-2025

Version 2.0 (June 2023)

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**Student
Equity Plan
2022-25 v2.0**

BACKGROUND

Ed Code Section 78222 requires, as a condition for receipt of Student Equity and Achievement Program funding, that colleges maintain a Student Equity Plan (SEP) to ensure equal educational opportunities and promote student success for all students regardless of race, gender, age, disability, or economic circumstances. The California Community College Chancellor's Office (CCCCO) required institutions to develop SEPs with the following goals:

- **SEP Goal 1: Successful Enrollment in the first year**
Increase the percentage of applicants who enroll in Southwestern College.
- **SEP Goal 2: Completed Transfer-Level Math & English in the first year**
Increase percentage of students who complete transfer-level math and English in their first academic year.
- **SEP Goal 3: Persistence from First Primary Term to Subsequent Primary Term**
Increase the percentage of students retained from first primary term to subsequent primary term.
- **SEP Goal 4: Transfer to a Four-Year Institution within three years**
Increase the percentage of students that transfer to a four-year institution within three years of starting at the college.
- **SEP Goal 5: Attain the Vision for Success Definition of Completion within three years**
Increase the percentage of students who earn a Chancellor's Office approved certificate or associate degree within three years of starting at the college.

This plan was community-driven, thoughtful, meaningful, and reflective of a team that is student-centered with a focus on transforming SWC by braiding funding and informing institutional vision and plans across the institution. As our campus rises from COVID and racial reckoning, we aim higher in our goals to create a welcoming and inclusive community that is reflective of our collective equity commitment to serve and support our most vulnerable populations.

In June 2023, the Chancellor's Office released updated data for all Student Equity metrics. The updated data included changes to the transfer metric, first-time student cohort, and an updated denominator for Successful Enrollment. The only goal that was impacted by these changes was the Successful Enrollment Goal. The updated goal is presented in this report version 2.0. For detailed information on changes click [here](#).

OVERALL SUMMARY OF SOUTHWESTERN COLLEGE SEP GOALS FOR 2022-25¹

Priority	Metric	Target Student Group(s)	Baseline 2020-21	Goal 2024-25
Successful Enrollment	Increase the percentage of applicants who enroll in Southwestern College.	Black or African American	11%	21%
	Reduce the equity metric gap for the target student group	Black or African American	3%	1.5%
Transfer-Level Math and English	Increase percentage of students who complete transfer-level math and English in their first academic year.	Black or African American	10%	20%
	Reduce the equity metric gap for the target student group	Black or African American	5%	2.5%
Persistence	Increase the percentage of students retained from first primary term to subsequent primary term.	Black or African American, Male ¹	61% (Baseline: 2019-20)	71%
	Reduce the equity metric gap for the target student group	Black or African American	13%	6.5%
Transfer	Increase the percentage of students that transfer to a four-year institution within three years of starting at the college.	Latina/o/x, Male ²	20% (Baseline: 2016-17)	30%
	Reduce the equity metric gap for the target student group	Latina/o/x	7%	3.5%
Completion	Increase the percentage of students who earn a Chancellor’s Office approved certificate or associate degree within three years of starting at the college.	Male, Native Hawaiian or other Pacific Islander (NHPI)	Male: 9% NHPI: 7% (Baseline: 2017-18)	Male: 19% NHPI: 10%
	Reduce the equity metric gap for the target student group	Male, NHPI	Gap in the last 3 out of 5 years	Ensure equity gap remains closed

¹ Goal for Successful Enrollment changed from the original Student Equity Plan due to methodology changes implemented by the Chancellor’s Office.

² No specific goals were created for Male students for the Persistence and Transfer metrics.

DETAILED SUMMARY OF SOUTHWESTERN COLLEGE SEP GOALS FOR 2022-25

SEP Goal 1: Successful Enrollment in the first year, Target group: Black or African American.

1-year outcome (2022-23):

Conduct research focused on Black/African American students, establish a Customer Relationship Management (CRM) system, and plan the expansion of dual enrollment courses for Black/African-American students in high schools and adult schools with higher Black/African-American student enrollment.

2-year outcome (2023-24):

Implement an outreach & marketing plan focused on Black/African American students, act on research findings, implement the CRM, and offer new dual enrollment courses.

3-year outcome (2024-25):

Increase the percent of Black/African American students who applied and then enrolled from a baseline of 11% in 2020-21 to 21% in 2024-25. Reduce their equity gap from 3% to 1.5% in the same timeframe.

SEP Goal 2: Completed Transfer-Level Math & English in the first year, Target group: Black or African American.

1-year outcome (2022-23):

Expand the embedded tutoring program to increase math and writing services support, increase the community of practice faculty participation, and hire faculty with an equity-focused lens, who have an intimate familiarity with the social identities of the students being served and demonstrated experience with closing equity gaps, and providing resources for faculty to mentor students.

2-year outcome (2023-24):

Implement year 1 action steps and report status.

3-year outcome (2024-25):

Increase the percentage of Black/African American students who completed transfer-level math and English in their first year from a baseline of 10% in 2020-21 to 20% in 2024-25 and reduce their equity gap from 5% to 2.5% in the same timeframe.

**SEP Goal 3: Persistence from First Primary Term to Subsequent Primary Term,
Target groups: Black or African American, Male.**

1-year outcome (2022-23):

Design a student success team model with a metrics-tracking technology infrastructure to align with the fields of study, align embedded tutoring services with the fields of study, establish an equity coach per field of study, and increase the capacity to enroll more students in learning communities and special support services. Implement a second UMOJA learning community cohort.

2-year outcome (2023-24):

Implement year 1 action steps and report status.

3-year outcome (2024-25):

Increase the percent of Black/African American students who persisted from a baseline of 61% in 2019-20 to 71% in 2024- 25 and reduce their equity gap from 13% to 6.5% in the same timeframe.

**SEP Goal 4: Transfer to a Four-Year Institution within three years, Target
Groups: Latina/o/x, Males.**

1-year outcome (2022-23):

Strengthen the PUENTE program through a cohort-based approach with a focus on providing detailed transfer options to public and private institutions, provide alumni & former SWC student-led transfer workshops, analyze data from Learning Community cohorts to determine what support services can be scaled up to support a larger number of students, submit a proposal to implement a second PUENTE cohort focused on STEM fields for transfer.

2-year outcome (2023-24):

Implement year 1 action steps and report status.

3-year outcome (2024-25):

Increase the percent of Latina/o/x students who transfer to a four-year the institution from a baseline of 20% in 2016-17 to 30% in 2024-25 and reduce their equity gap from 7% to 3.5% in the same timeframe.

SEP Goal 5: Attain the Vision for Success Definition of Completion within three years, Target groups: Males, Pacific Islander/Hawaiian Native.

1-year outcome (2022-23):

Streamline the online system to better inform students of major/degree options; and create a transfer, career, and mentoring support services intervention for men of color and all APIA students.

2-year outcome (2023-24):

Implement year 1 action steps and report status.

3-year outcome (2024-25):

Increase the percentage of male students who completed the vision goal from a baseline of 9% in 2017-18 to 19% in 2024-25. Increase the percentage of Pacific Islander/Hi Native students who completed the vision goal from a baseline of 7% in 2017-18 to 10% in 2024-25. Ensure the equity gap historically present for these students (gap in the last 3 out of five years) remains closed as achieved in 2017-18.



2019-22 EQUITY PLAN REFLECTION

Activities Summary

1. Strengthen Partnerships with Feeder School Districts
2. Provide Focused Professional Development
3. Enhance Supporting Technology for Interventions
4. Support the Implementation of AB 705
5. Provide Focused Counseling Support
6. Scale First Year Experience Program to an Extended Year Experience Program
7. Provide Intentional Support for Specifically Impacted Student Communities
8. Support Faculty in the Full Implementation of Program Mapping
9. Provide Focused Embedded Tutoring (Supporting AB 705)
10. Create Student Success Teams by Fields of Study
11. Enhance Student University Transfer Support
12. Implement Work Based Learning Opportunities in Career Education

Key Initiatives/Projects/Activities

The 2019-2022 Student Equity Plan embodied a campus-wide effort to close achievement gaps. The Office of Equity & Engagement and the Office of Student Equity Programs and Services serve to support campus-wide interventions. About 80% of the Student Equity and Achievement budget is dedicated to educators who lead and support interventions to close the achievement gaps. These areas range from Student Equity, Research, Financial Aid, Evaluation, 508 Compliance, student employment, and the SWC Dreamer Center.

Secondly, we provided support for the embedded tutoring program, which aimed to close some achievement gaps for disproportionately impacted groups. Services are provided within our learning community classes which focus on Black/African-American, Latina/o/x, and Asian-Pacific Islander communities. During COVID, we kick-started our first LGBTQIA learning community (LC). The LC is thriving and provides a large group of students a safe space where their intersectionality is valued and supported.

As face-to-face tutoring became challenging, the tutoring program redesigned its work and shifted to online to provide access to students. Additionally, professional development enhanced SWC's ability to better serve students with equity intentionality.

The Office of Equity & Engagement launched the Advancing Equity and Teaching Academy (AETA), which supports professional development for faculty to learn about equitable practices and how to improve student persistence and retention.

Thirdly, the pandemic had a major negative impact on our most vulnerable populations. SWC reinvented the way it engaged with students. This led to online programming and using zoom and social media to communicate with students. Given that students experienced dire financial situations, it was critical to provide emergency aid grants, food, gift, food & transportation cards, as well as school supplies to ensure students stayed and persisted.

Overall, the 2019-2022 plan provided an opportunity to analyze the data and learn where the college can continue to improve student support and persistence with a focus on completion and transfer. SWC’s innovations have provided some unique opportunities to focus and be significantly more intentional with groups that have a disproportionate impact. SWC aims to close all achievement gaps by providing culturally relevant interventions that meet the students where they are.



Evidence of Decreased Disproportionate Impact

To determine the effect these initiatives had on the disproportionate impact we compared the equity gaps from the baseline year of 2017-18 to the latest outcome year of data available, 2020-21.

Access

We were able to reduce equity gaps for Alaska Native/American Indian, Asian, and Pacific Islander/Hawaiian Native students. Equity gaps for Black or African American and female students were closed. However, there was a new equity gap for male students and an increase in the equity gap for white students.

Fall to Spring Retention

We were able to close equity gaps for Asian and Female students and the equity gap for Black or African American students was reduced. However, the equity gap for White students increased and new equity gaps for male and LGBTQ students emerged.

Completion of Transfer-Level Math and English

The equity gap for Latina/o/x students was eliminated. However, the gap for female students increased and new gaps for Black or African American, White, LGBT, and Students with a disability emerged.

Completion of Degrees/Certificates

The gaps for students who were two or more races and students who were foster youth were closed. However, the gap for Black or African American students increased by one percentage point and a new gap emerged for LGBTQ students.

Transfer to a Four-Year Institution

The gap for foster youth students decreased by one percentage point but a new gap for students with a disability emerged.

The outcomes above suggest that our initiatives worked to an extent in closing or reducing equity gaps for some of our students. However, some gaps remained, some grew, and new ones emerged. Given these findings, our college plans to continue to pursue the reduction or elimination of these gaps by proposing targeted interventions for groups that experienced disproportionate impact under the new equity plan.

2022-25 PLANNING EFFORTS

The current budget has carried over 80% of funding in personnel salaries and the effective practice of embedded tutoring. It is a large portion of the budget that leaves little room for new initiatives. The SEAP committee and workgroup started with the vision & goals and strategically decided to leave the budget discussion at the end of the planning process in order to advocate for broader institutional resources to complete the action steps outlined as key factors to support closing the achievement gaps. Given that the SEAP implementation methodology has changed, it is difficult to assess benchmarks. SWC needs to start with the new data as a foundation. As a campus-wide committee, we are committed to engage in data-informed interventions to move the needle in student success and equity. Lastly, we worked to align the equity plan with the guided pathways framework. If implemented well, guided pathways is an effective vehicle to thread equity intentionality because the framework forces the college to rethink and redesign antiquated and ineffective practices.

Pandemic Acknowledgement

The pandemic impacted equity work by limiting the student's ability to engage in person. Services and interventions had to be re-assessed. The institution reinvented the way it operates by leveraging distance education platforms and electronic/social media to reach and engage students. The lack of in-person course sessions impacted student persistence and retention. In addition, the lack of work and employment impacted students and their families. These two challenging situations combined spiraled enrollment into a downward trend. As a student-centered college, SWC had to rethink how to support students and revitalize and redesign its efforts to ensure student-centered practices. As a collective community, SWC identified areas of need that included technology access (computers, Chromebooks, Wi-Fi access), emergency aid, and mental health services. These 7 three areas served as a catalyst to re-engage with students to help them on their path to persist, transfer, and complete their goals.

Student Populations Experiencing Disproportionate Impact and Metrics

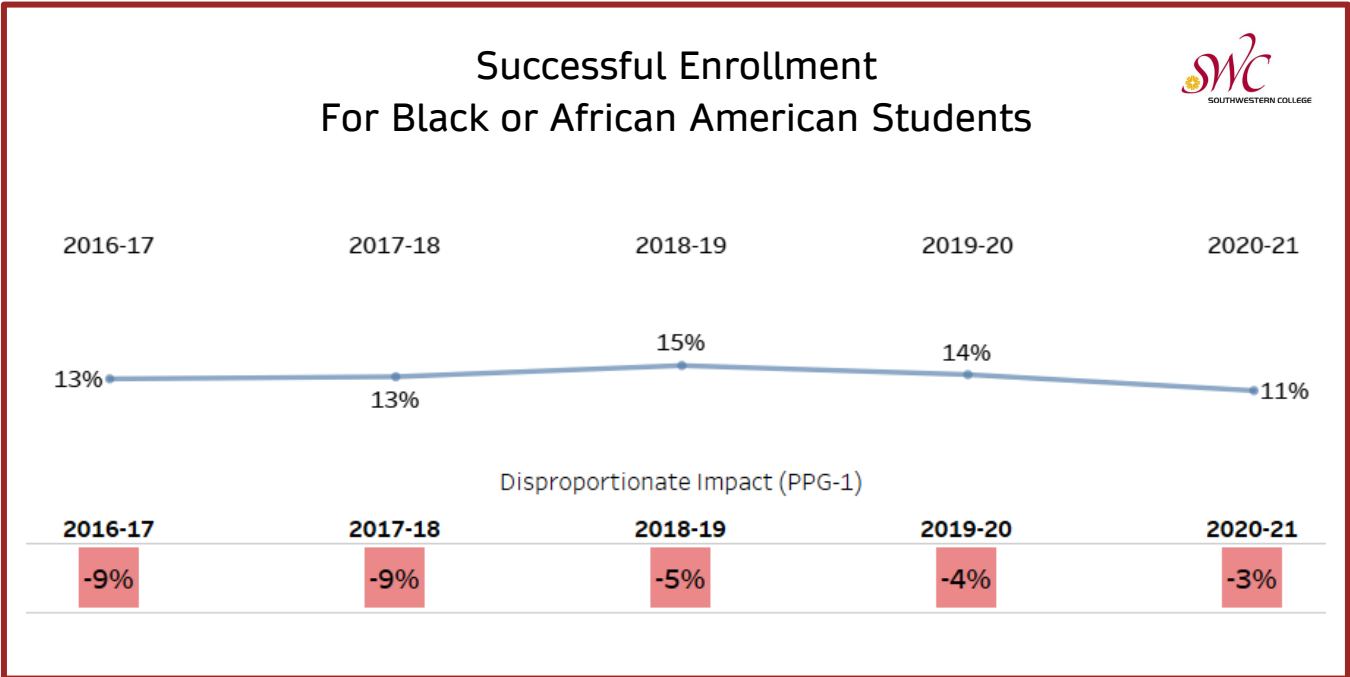
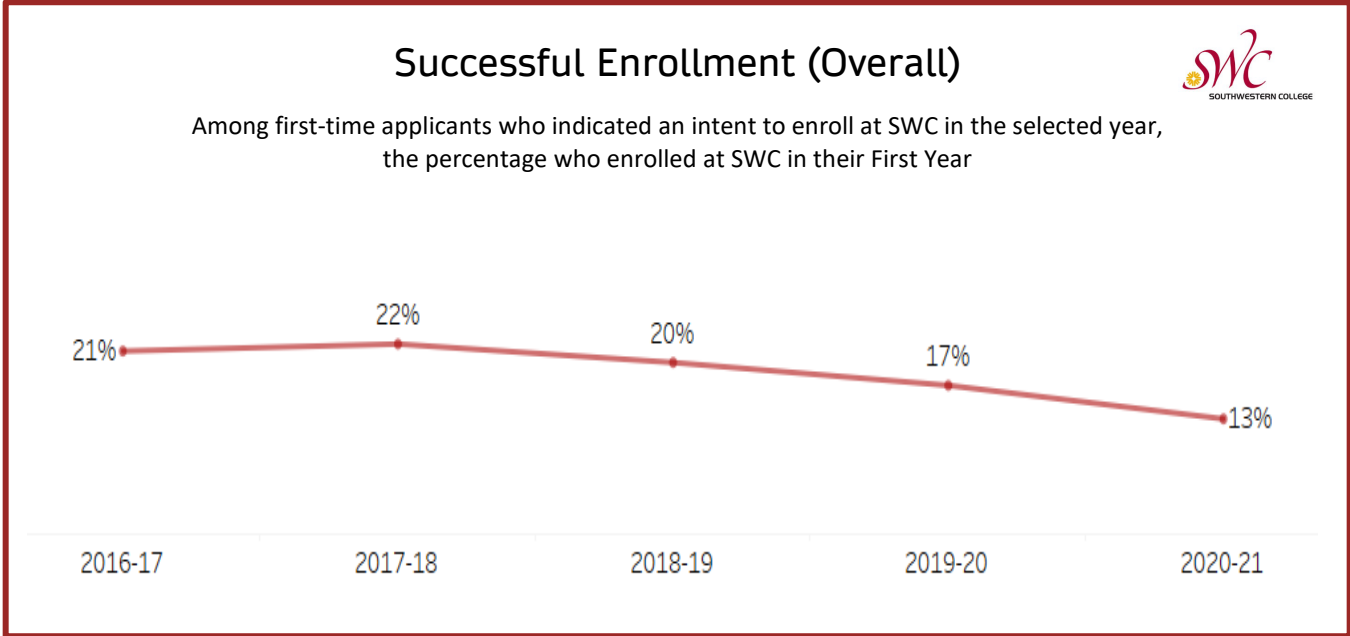
The process for determining which groups to target included the examination of the last five years of available data for each metric. The CCCC0 prescribed the methodology for determining Disproportionate Impact. The CCCC0 Disproportionate Impact Methodology can be accessed [here](#).

Criteria for target group consideration included: 1) groups experiencing at least three gaps or more, or two gaps in the recent two years, 2) average size of gaps, and 3) groups that had multiple gaps across several metrics. Using the above criteria, the following target groups were selected for each metric below.

Student Populations	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Subsequent Primary Term	Transfer	Completion
Black or African American	✓	✓	✓	×	×
Male	×	×	✓	✓	✓
Latina/o/x	×	×	×	✓	×
Native Hawaiian or other Pacific Islander	×	×	×	×	✓

SEP GOAL 1: SUCCESSFUL ENROLLMENT

Increase the percent of Black/African-American students who applied and then enrolled from a baseline of 11% in 2020-21 to 21% in 2024-25 and reduce their equity gap from 3% to 1.5% in the same timeframe.



Structure Evaluation for SEP Goal 1: Successful Enrollment

Friction Points and Current Structure

Enrollment processes are often disjointed and the institution has been under capacity in terms of personnel. More needs to be done to expand outreach and hands-on workshops (e.g., financial aid application, registration, career exploration) to improve early enrollment efforts. Additional staffing will allow the institution to increase outreach efforts and conduct intentional outreach to Black/African-American populations. In addition, dual enrollment has mostly benefited “high-performing” high school students. Focused and robust intentionality, especially with Black/African-American students, has been missing in this early part of the student journey. The dual enrollment process requires that high schools identify students for dual enrollment opportunities. High school counselors may not be aware of the disproportionate impact that results from their dual enrollment identification process/policy/practice/culture. Outreach to students with lower GPAs would encourage them to participate in dual enrollment opportunities, including SWC’s College Readiness and Success courses.

SWC’s outreach department currently consists of only three team members which has restricted the ability to conduct extensive and intentional outreach to specific student populations. Expanding the outreach department and training existing team members to include additional full-time staff members with an intimate familiarity with African-American/Black identity, as well as increasing the number of student peer ambassadors will enable the institution to increase outreach efforts and onboarding support for Black/African-American students. Development and implementation of a program plan that focuses on outreach to Black/African-American families and communities will build a pipeline to SWC, including dual enrollment opportunities. Efforts will include intentional outreach to middle schools, high schools, adult schools, and community organizations, local government agencies, and military bases that engage Black/African-American students and their families.

Necessary Transformation to Reach Ideal

Building partnerships with local universities to provide additional lower-division course options to their students would also be an effective practice in supporting equitable outcomes for this population. The high cost of textbooks is also a barrier to many students. The rising cost of textbooks has prompted national and state efforts to create textbooks that are free to students. Increasing the number of courses at SWC with zero textbook cost and promoting this program and SWC’s basic needs support during the outreach and onboarding processes will reduce financial concerns for incoming students.

Action Steps for SEP Goal 1: Successful Enrollment

SWC’s action steps are articulated per year. While all students will benefit from more equitable changes, the institution will be more intentional to support Black/African-American students with the credit and noncredit enrollment process.

Year 1 (2022- 2023):

- Research will be focused on collecting data that will increase engagement and enrollment for Black/African-American students, including understanding the challenges and barriers encountered and where outreach should be conducted within the community, understanding where our current black students are coming from, and how to reach black students who are not enrolling in SWC.
- A secret shopper analysis will be conducted. The final report will identify specific onboarding improvements based on Black/African-American student recommendations.
- A Customer Relationship Management (CRM) software tool is needed to track outreach efforts and events, and further engage potential students.
- Seek opportunities to offer Black/African-American Studies dual enrollment courses in pilot high schools serving larger populations of Black/African- American students to increase the pipeline. Courses will include embedded tutoring and collaboration with the UMOJA Learning Community. SWC will begin the planning to expand other dual enrollment course offerings to these high schools, with the intention of outreaching to students who have not historically participated in dual enrollment opportunities, regardless of GPA.



Year 2 (2023-2024):

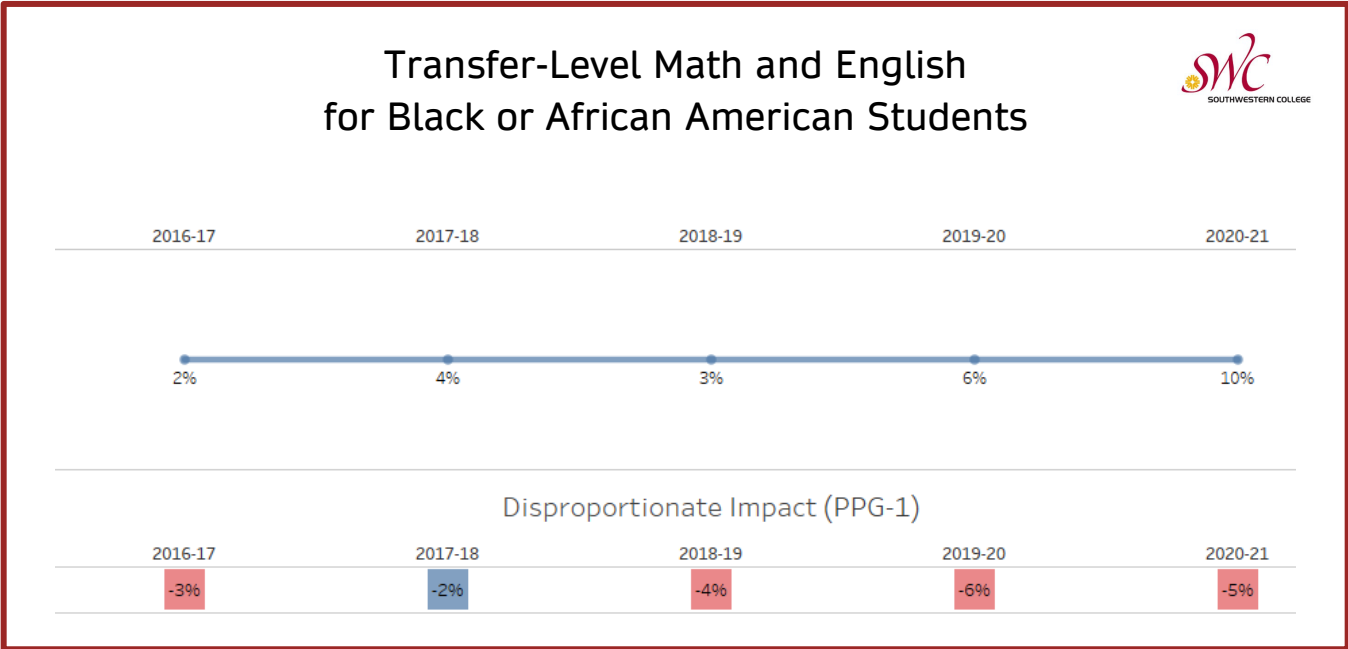
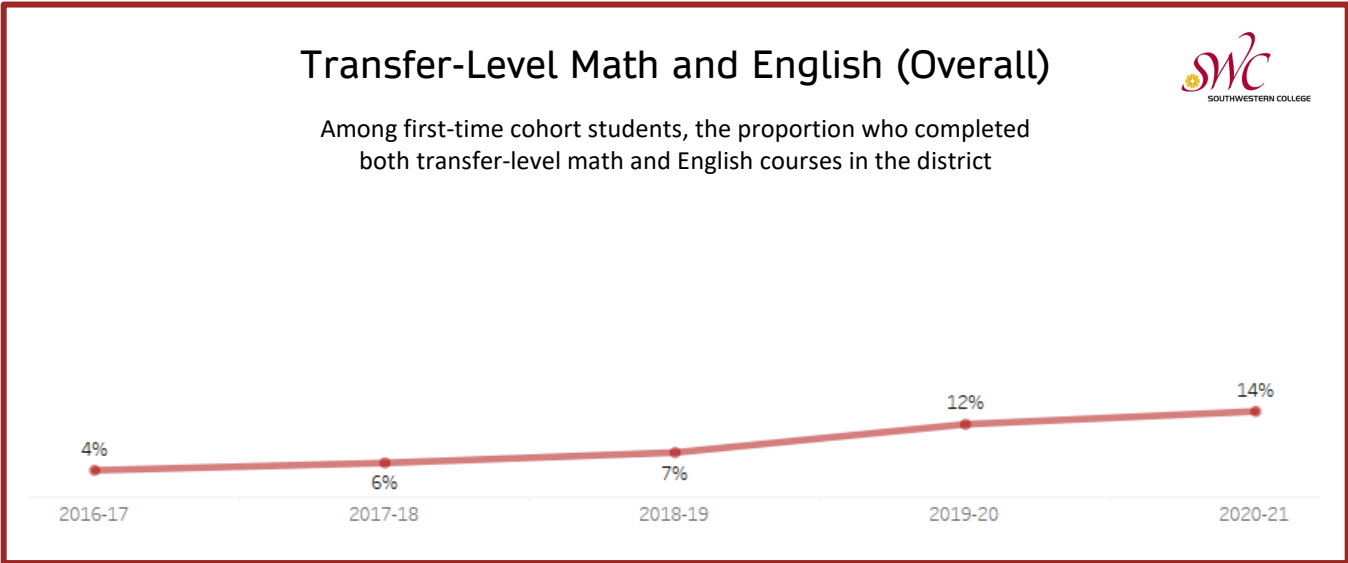
- Develop and begin implementation of an outreach program plan that focuses on outreaching to Black/African American families to develop a pipeline to SWC for both credit and noncredit students. This will include intentional outreach to middle schools, high schools, adult schools, community organizations, and other events. Outreach efforts should include information on financial aid, basic needs support, and zero-textbook-cost courses to reduce the financial concerns of incoming students.
- Implement dual enrollment courses listed in Year 1.
- Execute a social media campaign and website improvements that focus on Black/African-American students; ensure Black/African-American students are represented visually in outreach collateral.
- Conduct a Year 2 secret shopper analysis that continues to measure improvements, and successes and identifies additional onboarding process improvements based on Black/African-American student recommendations.
- Leverage the Y.E.S. Academy's youth efforts in continuing education to include engagement of Black/African-American students and market dual enrollment opportunities early to these students and parents.
- Implement the Customer Relationship Management (CRM) software platform.

Year 3 (2024-2025):

- Assess and evaluate outreach expansion with a focus on early enrollment.
- Assess the number of applicants versus the number of students enrolled to better understand how investments are working (or not).
- Assess and evaluate dual enrollment course persistence and retention rates to better understand how investments are working (or not).
- Propose a sustainability plan to institutionalize SEAP investments that worked to increase awareness and enrollment for Black/African American students.
- Update and continue to implement the outreach program plan that focuses on developing the pipeline to SWC for Black/African-American students/families.
- Report progress for year 3 to college constituency groups.

SEP GOAL 2: COMPLETED TRANSFER-LEVEL MATH & ENGLISH IN THE FIRST YEAR

Increase the percentage of Black/African-American students who completed transfer-level math and English in their first year from a baseline of 10% in 2020-21 to 20% in 2024-25 and reduce their equity gap from -5% to -2.5% in the same timeframe.



Structure Evaluation for SEP Goal 2: Completed Transfer-Level Math & English in the first year

Friction Points and Current Structure

Two of the college's current practices that impede equitable outcomes for Black/African-American students are related to communities of practice and tutoring. Faculty created a community of practice for English faculty and conducted professional development workshops for math faculty to learn from each other and to provide faculty-to-faculty support. Yet, these key practices for addressing equitable outcomes have not been expanded and institutionalized. Tutoring is currently operating in a decentralized manner. Learning Assistance, MESA Program tutoring, Power Study Program, and Writing Center are managed under the Academic Success Center, as the Business and Tech tutoring is managed by another department. There is no institutional plan for tutoring and assessing its effectiveness in the various academic areas (e.g., outcome data for students participating in tutoring). Surveys are essential to understand how to meet the academic needs of students and what resources are required when they seek tutoring. Tutoring funding across disciplines is inconsistent or unreliable from year-to-year. As a result, the number of tutors and the number of operational hours have decreased. For example, this lack of funding has caused the Power Study Program (embedded tutoring) to prioritize co-requisite courses, but students placed at transfer-level courses need this support as well.

Necessary Transformation to Reach Ideal

More direct support for students, such as expanding the availability of tutoring and a peer mentor program, would assist students who need additional support in math and English transfer-level courses. In addition, research is needed to better assess the efficacy of tutoring services. Institutionalizing faculty professional development, creating a faculty internship program, and enhancing the English and math faculty communities of practice and equity in teaching academies will better equip faculty to implement culturally relevant teaching strategies and help the institution build a pipeline of new, diverse faculty members.

Action Steps for SEP Goal 2: Completed Transfer-Level Math & English in the first year

SWC's action steps are articulated per year. While all students will benefit from more equitable changes, all employees will be more intentional to support Black/African-American students.

Year 1 (2022-2023):

- Data on tutoring access and outcomes needs to be gathered to determine whether tutoring is accessible to disproportionately impacted student populations and whether tutoring services should be expanded. Tutoring hours of operation should also be considered as part of this analysis to determine whether students need in-person evening and weekend hours.
- Institutionalize the community of practice programs. Increase English faculty participation from 46% of faculty to 100% by the end of year three. Establish regular math course-level discussions, establish faculty participation to 50% by year 1, increase to 75% by year 2, and reach 100% by year 3.
- Continue to provide professional development focused on English and math faculty and staff in racial equity, addressing anti-Blackness, and how to implement just-in-time remediation instruction.
- Develop the English Intern Program to diversify the teaching force. This program will support the recruitment of Black/African-American, Latina/o/x, Native American/Indigenous, Asian/Pacific Islander, and multi-racial scholars who are within one year of completing their master's degree in English to serve as paid interns at SWC to begin their community college teaching career.
- Institutionalize the faculty/peer mentoring program that supports co-curricular learning for English and math departments. Funding will provide meal cards for faculty to provide coffee/meals to engage students in out-of-the-classroom connections to increase persistence and retention. The program will provide up to 5 hours of lab rate per faculty for engaging up to 5 students per semester.
- Develop a process to understand the mathematical needs of students and the impact of AB705 and AB1705 on student performance. Conduct a survey and student interviews to assess and evaluate student needs. Develop a process to regularly assess the progress of STEM students. The process will include:
 - Relevant curriculum analysis and changes for pre-transfer, non-credit, and gateway math courses (Math 101/104/119/244)
 - Developing tools to support students through these courses
 - Regular data analysis.

- Identify academic support strategies to address the mathematical needs of students through innovative tutoring strategies in the Math Center:
 - Identify students who succeed at transfer-level math classes in more than one year, and decide how to better support students to improve completion timelines.
 - Create an ongoing outreach process aimed at students who drop or fail math classes to offer guidance, support, and encouragement to re-enroll and succeed.

- Revamp and expand non-credit course options for pre-transfer math topics, including noncredit assignments as a portion of the full-time faculty load.



Year 2 (2023-2024):

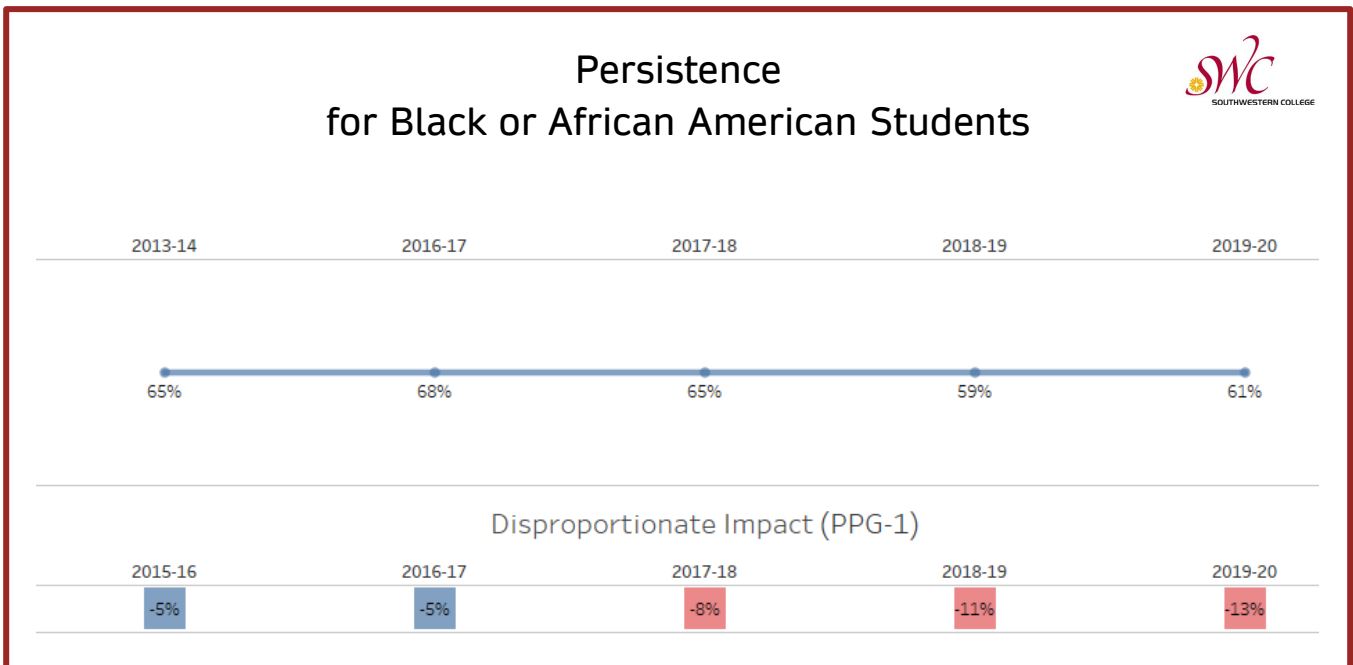
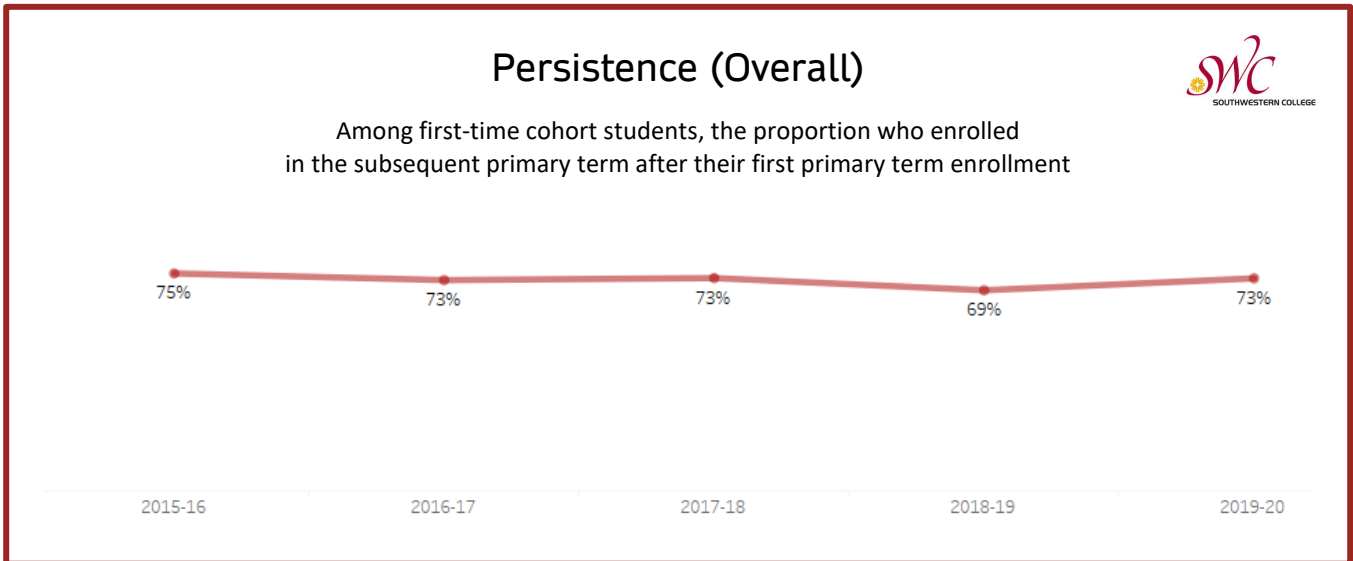
- Implement the Year 1 plan and ensure clear roles and responsibilities have been established through constituency-wide deliberation.
- Based on data gathered and assessed in Year 1: Expand Learning Assistance Services (LAS) hours for the open math lab and writing center (WC) to 7 am-8 pm Monday through Thursday, 8 am-2 pm Friday, and 10 am-2 pm Saturday. This is an increase of 62 operational hours per week.
 - Increased funding to staff additional operational hours. The LAS and WC will need ongoing funding to add 34 operational tutoring hours per semester on top of the current 28 hours/per week. New staff should be intimately familiar with the social and emotional experiences of these students.
 - Increase funding to provide adequate online tutoring based on analysis of data collected from student need surveys, access, and outcomes.
- Based on data gathered and assessed in Year 1: Provide funding to extend and expand the Power Study Program support for corequisite math and English course sections added after Fall 2022.
- Based on data gathered and assessed in Year 1: Provide funding to extend and expand the Power Study Program support for Non-Corequisite/Learning Community math and English courses.
- Assess and make necessary data-informed changes to all Year 1 action items.
- Inform the campus community concerning ongoing efforts and seek feedback from constituent groups.
- Report Year 2 progress to college constituency groups.

Year 3 (2024-2025):

- Assess and make necessary data-informed changes to all Year 1 & 2 action items.
- Report progress for year 3 to college constituency groups.

SEP GOAL 3: PERSISTENCE FROM FIRST PRIMARY TERM TO SUBSEQUENT PRIMARY TERM

Increase the percent of Black/African-American students who persisted from a baseline of 61% in 2019-20 to 71% in 2024-25 and reduce their equity gap from 13% to 6.5% in the same timeframe.



Structure Evaluation for SEP Goal 3: Persistence from First Primary Term to Subsequent Primary Term

Friction Points and Current Structure

Many obstacles have impeded progress in the retention of students and in particularly Black/African-American students. The college has undergone significant leadership changes causing a lack of consistent workplace vision. Efforts have lacked institutional coordination and full integration of existing tools and infrastructure. Individual efforts and planning have yet to be fully supported and adopted campus-wide. For instance, tutoring is not adequately supported year by year. In addition, COVID has disrupted the institution's ability to prioritize the implementation of Guided Pathways (locally referred to as "Jaguar Pathways"). Funding for Jaguar Pathways (JP) implementation, specifically the Fields of Study (FOS) was inconsistently allocated, which among other things, led to less progress than anticipated. SWC also needs the technology to achieve complete integration of the FOS with a corresponding student success team as well as to adequately track progress towards goals. Finally, the institution lacks the ability to create, interpret, and communicate at-risk population data at the classroom level to fully support students across the Fields of Study.

Necessary Transformation to Reach Ideal

Design and implement a homegrown Student Success Team Model per Field of Study (FOS) and align college resources within this framework. Research and purchase technology that ensures that the FOS teams have adequate support and mechanisms for major/program counseling and student progress tracking to keep students on the path to success. Inform and empower Black/African-American students to use available tutoring. In addition, funding for tutoring services will be better aligned to ensure equitable access for Black/African-American males, and males in general, across the FOS. Tutoring will be expanded to support both traditional and embedded tutoring across the FOS. Professional Development needs to be expanded through opportunities such as the Advancing Equity in Teaching Academy (AETA), communities of practice, and equity coaches. More institutional support is required to ensure that overall standards are met across the FOS. In addition, create an equity-based teaching and learning support center. Provide students with resources to support their persistence coordinated with the FOS model to focus on student populations with significant needs: Basic Needs, Financial Aid, Restorative Justice, Foster Youth, LGBTQIA+, Dreamer students, Veterans, DSS, EOPS, and CalWorks. Finally, add a Second Year Experience (SYE) to accentuate the benefits of the First Year Experience (FYE). UMOJA and other learning communities with aligned goals will be expanded to reach a larger student population.

Action Steps for SEP Goal 3: Persistence from First Primary Term to Subsequent Primary Term

SWC's action steps are articulated per year. While all students will benefit from more equitable changes, the institution will be more intentional to support Black/African-American students and the overall male population, including credit and noncredit students.

Year 1 (2022-2023):

- Create a Student Success Team project team to finalize and implement a homegrown, cross-functional student success team model using Fields of Study (FOS) as the foundation. Ensure that all stakeholders have a seat at the table, including noncredit representatives.
- Research and purchase technology resources needed to implement the Student Success Team model. Ensure that the FOS teams have adequate support for major counseling and student progress tracking in order to keep students on the path to success. Offer technology resources to help with the full integration of student and faculty services within the FOS. Utilize this technology to ensure robust counseling and support services are offered across the FOS.
- Data on tutoring access and outcomes needs to be gathered to determine whether tutoring is accessible to disproportionately impacted student populations and whether tutoring services should be expanded.
- Expand traditional and embedded tutoring for curriculum across the FOS with the lowest success rates and highest equity gaps, starting with Black/African-American students. Provide professional development training for tutors in the areas of cultural competency.
- Include the following centers: Veterans, Restorative Justice, Dreamer, and Learning Community Hub communities.
 - Implement the Power Study Program (PSP) for non-English and non-math courses.
- Identify potential funding sources (General Fund, Title V) to expand faculty and staff training dedicated to equity-based educational practices.
 - Expand the equity teaching academy faculty participation and the number of equity coaches.
 - Expand and fully implement the Equity Coach pilot program for each FOS.
 - Utilize the Professional Development program to include a variety of equity-based training and community-of-care peer workshops to promote effective teaching practices, including supporting math and biology with specific professional development to advance equity practices.
 - Explore areas of weakness in the student-college relationship to create systematic support structures to help faculty and staff more effectively meet the needs of students.

- Provide funding to support co-curricular activities and additional engagement opportunities for faculty to connect with students.
- Create an Equity-Based Teaching and Learning Support Center to identify and create content resources to be made available to faculty in order to promote a baseline of equity standards.
- Integrate and expand student services availability both externally and locally by ensuring that the following services are available across the FOS:
 - Basic Needs, Financial Aid, Restorative Justice, Foster Youth, LGBTQIA+, Dreamer students, Veterans, DSS, EOPS, and CalWorks.
- Create a Second Year Experience program to build off of the success of the existing FYE.
- Expand resources across the FOS and refer students for intentional support in communities, including:
 - Culturally-based Learning Communities with an emphasis on Black/African-American students (Bayan, Puente, Umoja)
 - Students with economic insecurities (Restorative Justice, Foster Youth, Veterans, LGBTQIA+, Dreamers)
 - Align and enhance Learning Communities to the Fields of Study
 - The Jaguar Pathways team will work with faculty and administration to explore expanding learning community opportunities and effective practices associated with learning communities including, "Field of Study or Guided Major": RDG (reading), ENGL (English), ESL (English as a Second Language) with contextualized support and accelerated hybrid and learning communities.
 - The Reading, English, and ESL departments will pilot a Field of Study RDG 158/ENGL 115 and/or RDG 158/ESL 115 first semester and fast-track/hybrid learning communities. These linked classes will use their "content flexible" curriculum to not only enhance students' college literacy and learning skills but to also build a discipline-focused schema by designating a specific Field of Study to each linked cohort. Assignments in these classes would include visiting the Career & Transfer centers and meeting with an academic counselor to complete their SEP/SxS plans.
- Report progress for year one to college constituency groups.

Year 2 (2023-2024):

- Implement the Year 1 plan for SWC’s homegrown cross-functional student success team model informed by the annual action plan and clear roles and responsibilities.
- Assess and make necessary data-informed changes to all Year 1 action items.
- Inform the campus community concerning ongoing efforts and seek feedback from constituent groups.
- Report progress for year 2 to college constituency groups.

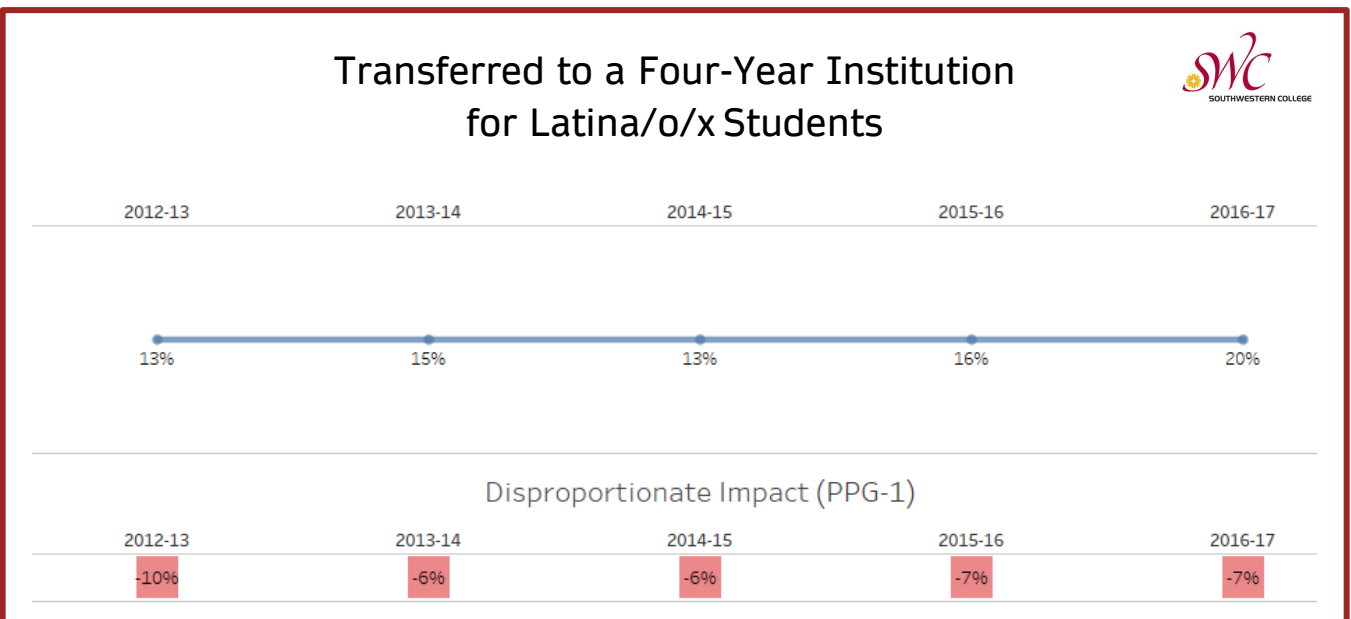
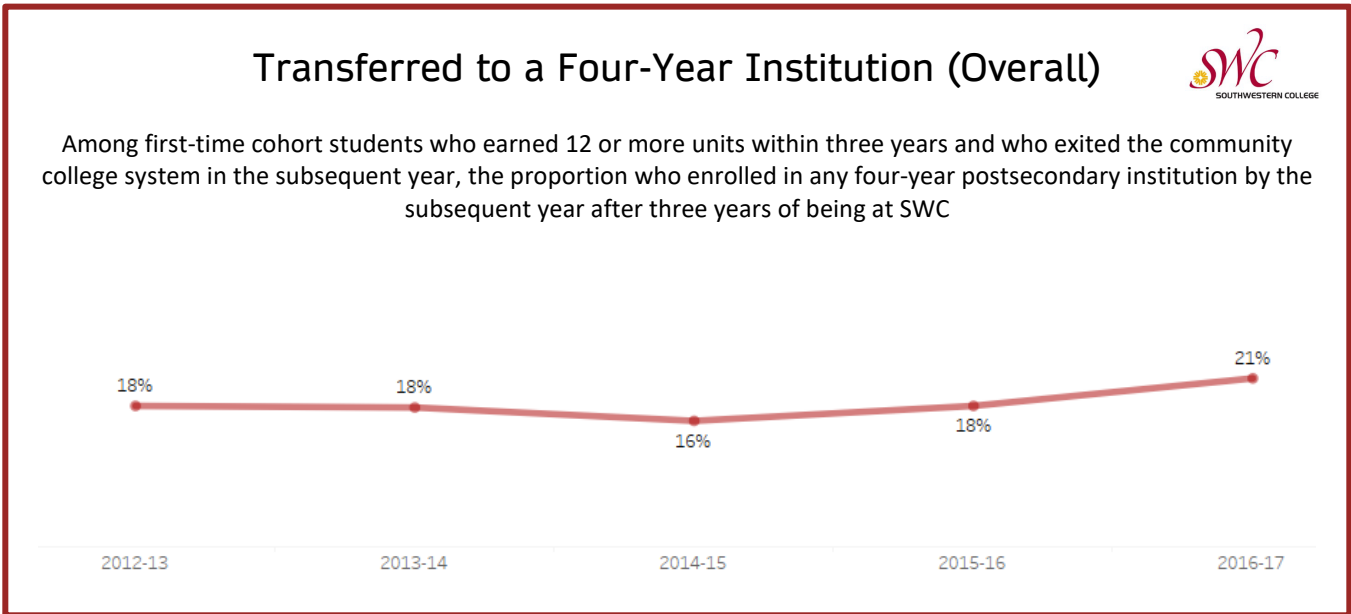
Year 3 (2024-2025):

- Assess and make necessary data-informed changes to all Year 1 & 2 action items.
- Report progress for year 3 to college constituency groups.



SEP GOAL 4: TRANSFER TO A FOUR-YEAR INSTITUTION WITHIN THREE YEARS

Increase the percent of Latina/o/x students who transfer to a four-year institution from a baseline of 20% in 2016-17 to 30% in 2024-25 and reduce their equity gap from 7% to 3.5% in the same timeframe.



Structure Evaluation for SEP Goal 4: Transfer to a Four-Year Institution within three years

Friction Points and Current Structure

Latina/o/x students who have made it through their first year are not adequately supported through their second year and beyond. This includes a lack of institutional effective transfer support systems, robust career pathways, counseling services, and adequate financial aid support services. Transfer students experience sticker shock at four-year institutions. Moreover, the transfer pipeline to local four-year universities lacks clarity. Stronger relationships are needed with transfer institutions so that the transition is smooth and a warm handoff is supported. SWC also lacks a focus on creating transfer pathways with institutions that successfully serve Latina/o/x students. This process currently lacks structural integration across the college, but also specifically into a Second Year Experience (SYE) program. Additionally, there are particularly low transfer rates in STEM fields and this may be due to the lack of community and collective support in those areas. For instance, SWC currently lacks a PUENTE program that is dedicated to STEM majors. This work also faces structural barriers with a lack of dedicated facilities, staff, and a shared vision for the creation of a University Center Model. Learning Communities provide wrap-around services and support for students, but they are difficult to scale up to serve a larger population of students. SWC needs to collect and analyze data from Learning Community cohorts to determine what support services currently provided to the Learning Community students are most effective and can be scaled up with fewer financial resources to support a larger number of students. The current PUENTE cohort could be expanded to include a STEM course. A second PUENTE cohort model dedicated to STEM would provide a new pipeline of PUENTE STEM majors for transfer in a field where Latina/o/x students are highly underserved.



Necessary Transformation to Reach Ideal

Create a culturally responsive program, including extending support for the PUENTE Learning Community. Analyze data to better understand impacted majors, such as nursing, while expanding pathways to provide alternative opportunities. Ensure students can find pathways that fit within their financial aid package. Pay special attention to the disproportionately impacted student populations in STEM programs. In addition, target private four-year universities that offer financial aid packages that are mindful of the student's financial means; thus providing added value and choices to students about schools that are accessible to them and their families. Provide an internship opportunity for students who graduated from SWC or another community college who successfully navigated transfer from a 2-year to a four-year institution. The interns would provide key benchmarks and touchpoints for students who are getting ready for transfer. Furthermore, scale up financial literacy so that students can successfully navigate transfer opportunities. A work in progress is the university center model for SWC. This model would provide transfer opportunities for all students, including vulnerable student populations that would greatly benefit from creating a signature University Center Model program which would form stronger relationships with local, nationwide, and international and public and private four-year institutions in order to facilitate active pipelines for transfer. An emphasis on institutions that successfully serve Latina/o/x student populations will allow SWC to best serve current areas of need. SWC will also increase access to career exploration courses. Finally, SWC will improve its ability to create and analyze transfer data from multiple sources in order to create comprehensive transfer support.

Action Steps for SEP Goal 4: Transfer to a Four-Year Institution within three years

SWC's action steps are articulated per year. While all students will benefit from more equitable changes, the institution will be more intentional to support Latina/o/x students.

Year 1 (2022-2023):

- Ongoing funding support for the PUENTE learning community (and other learning communities) to increase day-to-day direct support to students enrolled in the program.
- Learning Communities provide wrap-around services and support for students, but they are difficult to scale up to serve a larger population of students. SWC needs to collect and analyze data from Learning Community cohorts to determine what support services currently provided to the Learning Community students are most effective and can be scaled up to support a larger number of students.
- Provide culturally relevant professional development which inspires, informs, and provides effective practices in supporting Latina/o/x students.
- Create an awareness campaign of impacted majors, in particular the nursing program, to provide students with other health-related/degree options to ensure transfer in a timely manner and within their financial aid package means.
- To address low transfer rates in STEM, the current PUENTE cohort can be redesigned to include a STEM course.

- Submit a proposal to the District to request funding for a second PUENTE cohort focused on the STEM field of study to support closing the achievement gap for Latinx students.
- Enhance the current PUENTE program to support private university option exploration.
- Implement an intern graduate student program to support transfer activities that help Latino/a/x students navigate the transfer experience.
- Scale up financial literacy activities, increasing student financial knowledge and independence to better prepare students for transfer life, to be competitive, and understand the changes to a new campus, and the transfer process.
- Enhance undocumented student career exploration with the transfer center.
- Reinforce and expand partnerships with four-year universities to strengthen the pipeline for transfer students through transfer agreements and MOUs.
- Increase transfer partnerships by designing a University Center Model, and assess data from SDSU and PLNU partnerships, as well as UCSD.
- Increase access and enrollment to existing career exploration courses (e.g., PD 115) or design a similar type of non-credit course.
- Track student transfer data (school/major) and garner contact information for follow-up.

Year 2 (2023-2024):

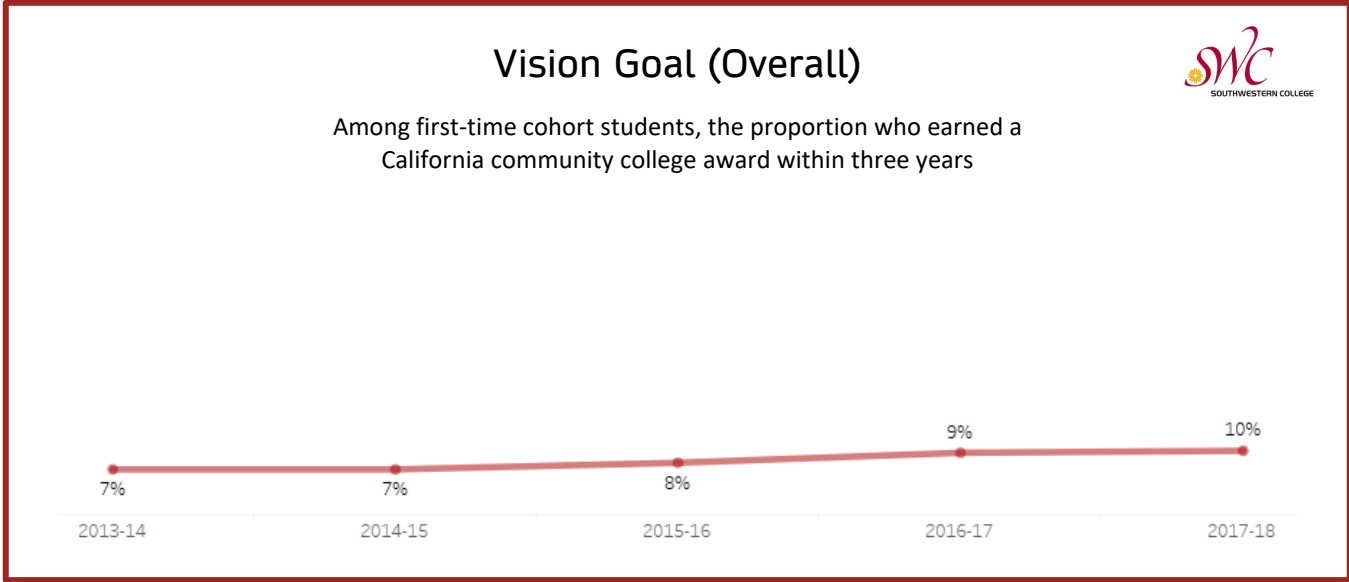
- Implement the Year 1 plan and ensure clear roles and responsibilities have been established through constituency-wide deliberation.
- Assess and make necessary data-informed changes to all Year 1 action items.
- Inform the campus community concerning ongoing efforts and seek feedback from constituent groups.
- Report progress for Year 2 to college constituency groups.

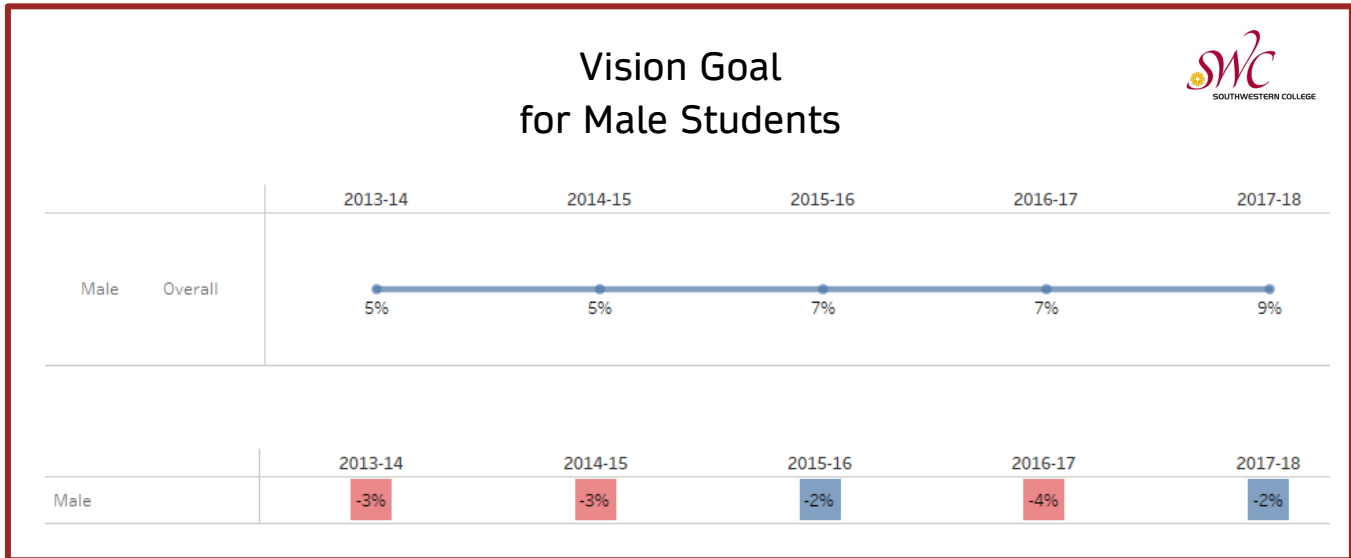
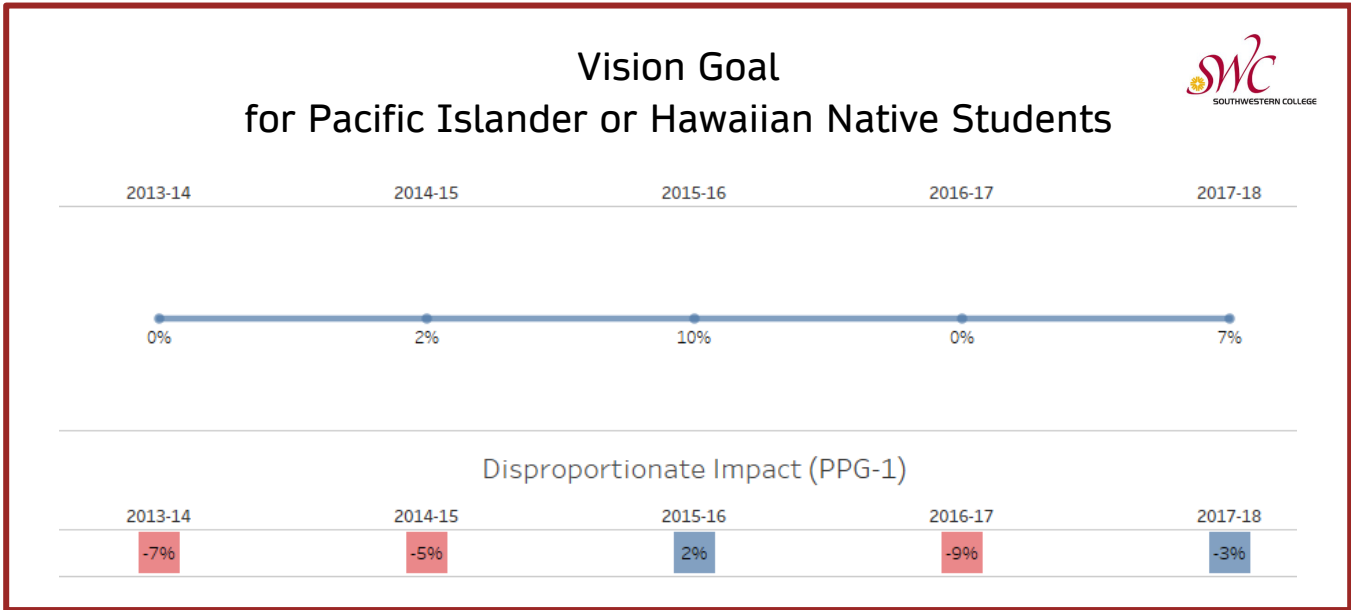
Year 3 (2024-2025):

- Assess and make necessary data-informed changes to all Year 1 & 2 action items.
- Report progress for year 3 to college constituency groups.

SEP GOAL 5: ATTAIN THE VISION FOR SUCCESS DEFINITION OF COMPLETION WITHIN THREE YEARS

Increase the percentage of Pacific Islander/HI Native students who completed the vision goal from a baseline of 7% in 2017-18 to 10% in 2024-25. Increase the percentage of male students who completed the vision goal from a baseline of 9% in 2017-18 to 19% in 2024-25. Ensure the equity gap historically present for these groups remains closed as achieved in 2017-18.





Structure Evaluation for SEP Goal 5: Attain the Vision for Success Definition of Completion within three years

Friction Points and Current Structure

Community colleges provide a pathway to higher education. Yet, current research shows men of color have the lowest attainment rates. This holds true at SWC with the most recent data. The report has noted that men of color experience a disproportionate impact on completion among all males, inclusive of Pacific Islander/HI Native. Southwestern College has not clarified or streamlined the onboarding and application process enough, which makes it difficult for Men of Color and other students to navigate college and select majors and programs that align with their goals, increasing their time to completion. Students are not required to update their major when they decide to change their area of study. Therefore, counselors and faculty cannot easily identify and track student majors/programs. The technology to address this has not yet been implemented or prioritized. Most importantly, SWC does its scheduling semester-by-semester, which does not allow students to plan beyond one semester. SWC has created special student population programs; however, they are siloed and serve a relatively small number of students. For example, First Year Experience (FYE) supports the first-year general student population but needs to be organized by field of study. A siloed culture has meant missed opportunities for deep collaboration and a broader impact on students of color. Finally, learning communities are not easily scalable to support a larger number of students. Additional models of intentional support for the Asian/Pacific Islander/Hawaiian Native student population and male students need to be developed and implemented.

Necessary Transformation to Reach Ideal

The Colleague platform needs to be updated to ensure that students can only select two majors at once. Changes in the current system would support the alignment between Jaguar Pathways within the current structure of the First Year Experience. Specifically, align the FYE program with the Fields of Study (FOS) to create cohort communities. To pilot this concept, SWC will develop a Men of Color cohort through the STEM program aligned with the FOS. The Men of Color initiative will collaborate with employee groups across the campus to provide mentorship for APIA students to support completion, including workforce exploration and internship opportunities. To assess program effectiveness, faculty would engage in a community of practice to review disaggregated data by course and provide professional development opportunities that provide faculty with effective practices to support men of color's success. This alignment would strengthen the student experience by providing a student cohort aligned with their academic interests to build community and increase engagement with common goals. This would also facilitate the counselors' ability to streamline the student education plan to support students' focus on the courses needed for completion. Another feature would extend the ability for the backend online system to plan for a two-year schedule. The current system allows for a semester-by-semester registration only. Registration should be expanded to allow for course enrollment a year in advance.

Action Steps for SEP Goal 5: Attain the Vision for Success Definition of Completion within three years

SWC's action steps are articulated per year. While all students will benefit from more equitable changes, the institution will be more intentional to support the overall male population and Pacific Islander/Hawaiian Native population, including credit and noncredit students.

Year 1 (2022-2023):

- Help to clarify the path so students can choose a major based on the most accurate information available. The backend online system will focus on confirming students' actual and most recent majors through self-service registration. Currently, the online system allows for multiple majors. The focus of year one would be to limit the majors to two and provide an email notification to counseling teams when a student attempts to change their major. The system would be improved by simplifying all major descriptions to terminology students will understand (e.g., Biology for Transfer CSU-AS-T vs. Biology for Transfer IGETC-STEM-AS-T).
- Deliver the First Year Experience program by FOS for all incoming male and all APIA students with a focus on transfer and career success. The cohort would align with a new redesign of course selections focusing on a new two-year schedule aligned with program maps with a cohort model by FOS. Intentional integration of API curriculum in first-year courses would also support this metric.
- The Asian Pacific Islander employee work group will participate in the design and mentor students to support their persistence and retention.
- A key focus of ensuring employment opportunities is to make certain that all certificate and AA/AS programs have an industry advisory board to inform the curriculum and to provide internships, interviews, and job opportunities.
- A community of practice dedicated to supporting Black/African-American and male student success is key to the overall impact of student retention.

Year 2 (2023- 2024):

- Implement the Year 1 plan informed by the annual action plan with clear roles and responsibilities.
- Assess and make necessary data-informed changes to all Year 1 action items. Note that the two-year schedule may not be implemented until Year 3.
- Inform the campus community concerning ongoing efforts and seek feedback from constituent groups.
- Report Year 2 progress to college constituency groups.

Year 3 (2024-2025):

- Assess and make necessary data-informed changes to all Year 1 & 2 action items. The assessment data will include faculty access to review disaggregated outcome data for each class and provide professional development opportunities to analyze, discuss, and use data to support equitable teaching. Intended outputs would include streamlining student change of major options; if a student changed their major/program, they would have been contacted by a counselor; the number of students registered ahead of time versus attrition rate, and assessing students completing the first year experience program.
- Report progress for Year 3 to college constituency groups.



ACKNOWLEDGMENTS

Southwestern Community College District Governing Board

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Kris Galicia Brown | Governing Board Member

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**Student
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2022-25**