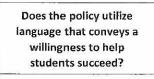
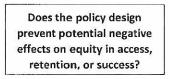
Is the policy designed with Students in mind?

- □ Is the policy written in clear, understandable language with a student audience in mind?
- Does the policy encourage the participation & success of historically minoritized students as an institutional responsibility?
- Has student-centered input been received prior to moving the policy forward? (e.g. from students & staff in empowerment programs (Ujima, Puente), CalWORKs, Veterans, EOPS, Foster Youth, DSPS, International Students, Associated Students & centers/programs serving our minoritized student populations



- □ What assumptions are made about students within the policy? Do any of the assumptions reinforce bias or stereotypes?
- Does the language used include or exclude students from communities that have been historically excluded/minoritized by higher education? (e.g., African American/Black, Latina/o/x, Native American, Alaskan Native, Asian American/Pacific Islander, LGBTQ+, Veteran, and Disabled Students, Former Foster Youth, and other minoritized groups)
- □ Who may benefit from the policy? Who may be excluded from any potential benefits from the policy? Who may not be eligible for any potential benefits from the policy?



- Does this policy call for resources a student may not have access to? (e.g. a mailing address)
- □ Could the policy cause disproportionate impact to specific groups based on other factors related to educational inequities? (e.g. housing security, socio-economic status, proximity to campus and transportation options, etc.)
- □ Is all necessary information included in the policy to help students make an informed decision?

Additional Recommendations:

- Institutionalize student engagement in the policy revision process.
- Add links to the steps and/or resources referred to in the policy.
- If legal language is absolutely necessary to use in the policy, include a separate document that explains the policy in language designed for a student audience.
- Gather disaggregated student data related to the policy to inform the revision process.

*Policy refers to both board policies (BP) and administrative procedures (AP).

Adapted from PROTOCOL FOR ASSESSING EQUITY-MINDEDNESS IN STATE POLICY (CUE, 2017), and A VISION FOR CHANGE: COMMITMENTS (CCCCO, 2017).