

# Equity Department

## Annual Unit Plan for Academic Year 2017-2018

October 2016

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### Describe Department/Unit

#### Mission/Connection to College Mission

The goal of the Student Equity department at Cerro Coso Community College is to identify and close gaps in student success between the various diverse populations served. The Director of Student Equity is not only tasked with providing resources to these gap populations, but to also provide resources and support to faculty and staff, to assist with their efforts to close inequity gaps.

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### Report on Improvements Made and Gaps Identified in the Prior Year

#### Student Equity

##### Course completion and Basic skills

###### Population:

Ethnicity: African American

###### Analysis and Plan:

African American students are less likely to successfully complete courses and basic skills. This group has the largest equity gap in these indicators compared to other student populations. The use of our Writing/ Math labs with extended hours will provide these students the opportunity to seek out assistance and tutoring for their coursework. The expansion of the Peer Mentoring Program will also assist these students with additional support outside of the classroom.

##### Basic skills

###### Population:

Ethnicity: American Indian

###### Analysis and Plan:

American Indian/ Alaskan Natives are our second largest equity gap population with basic skills being the largest gap indicator for this group. The implementation of the Writing/ Math lab at the ESCC campus will provide these students the support they need to successfully complete their basic skills courses. Our partnership with the Owens Valley Career Development Center (OVCDC) also assists with additional resources such as advisors/ mentors that are aware of the resources available in the community and at Cerro Coso.

### Outcomes Assessment: Overall Report

The Student Equity Department has made several key improvements over the past academic school year. In April 2016, the Director of Student Equity was hired to oversee and coordinate efforts to eliminate equity gaps across all of the equity indicators. This position was able to provide oversight and direction to the intervention strategies identified, coordinate the Peer Mentor program and work with the units of the college to meet the achievement needs of all students. The Director has worked closely with the Counseling Department and assisted with revisions to the student orientation as well as participate and present at several counseling meetings throughout the semester. Professional Development was offered to the counseling staff in regards to the newly

created Historically Black Colleges and Universities (HBCU) Transfer Agreements with CA Community Colleges and the various activities designed to increase student success for gap populations. There was also an equity presence in hiring committees as the position was utilized to develop the diversity questions used for the Educational Advisor interviews.

Additionally, the Director of Student Equity has provided opportunities for faculty and staff to attend various conferences that are specific to student equity such as the National Conference on Higher Education in Prison (NCHEP) and the Hispanic Association of Colleges and Universities (HACU). The Director has also been involved with the Professional Development Committee and developed an Implicit Bias Training that was presented to faculty and staff at the Fall 2016 Flex Day. The Director of Student Equity is also collaborating with other administrators from Region IX on implementing an annual Region IX Equity Summit which would be used to share best practices with staff and faculty throughout the region to move the needle on advancing equity at our respective campuses.

There has also been an effort to increase the amount of visible on and off campus opportunities to students from equity gaps to create a more inclusive atmosphere at Cerro Coso. In June, four students were selected to attend the Voto Latino (VL) Power Summit in Las Vegas. The VL Power Summit was an event that taught students the importance of voting, community leadership, and directly led to our Student Government creating a "Pizza and Politics" event on campus to get students registered and educated about the upcoming elections. This October, two events are being held for gap students, The HACU 30th Annual Conference in San Antonio and the Historically Black College and Universities Homecoming Tour. Early survey results show the impact these events have had on student self-perception of leadership potential, cultural awareness, financial savviness and transfer awareness to name a few.

Efforts have also been made to bring equity related speakers on to campus. In October, Kathy Buckley, comedian, humanitarian, and advocate for people with disabilities was brought on to give a motivational speech and bring awareness to the challenges the physically disabled community faces. In March 2017, the Student Equity Department has tentatively scheduled Dr. Cornell West, renowned social justice activist, to bring cultural awareness about the African American struggle in the United States.

## **Outcomes Assessment: Gaps Identified in Prior Year's Assessments**

### **Student Experience Survey**

**Type:**

AUO

**Target Missed/Gap Detected:**

No student data on perception of campus climate

**Type of Gap:**

Need for revision to assessment method.

**Analysis and Plan:**

The Student Experience Survey fails to get an idea of how students feel about the campus culture, diversity, and how their groups are represented at Cerro Coso. We need to add campus climate questions on next year's survey to get a better idea of student's perception of Cerro Coso's cultural inclusivity. It would also be beneficial to establish a baseline with the COUN 101 course to get survey results from traditionally newer students who may not persist to the next semester due to issues we are unaware of.

## **Progress Made on Program Review**

### **Student Equity**

**Year of Last Program Review:**

No previous program review

**Progress in the last year on two-year strategies:**

Goal/Strategy: Implement Peer Mentor Program

Progress: The Peer Mentor Program was officially implemented and took place within the Access Program. The program started with five student peer mentors and seven student mentees. The mentors made 36 contacts with their mentees over the semester and were available as an additional support.

Goal/Strategy: Hire Director of Student Equity

Progress: The Director of Student Equity was hired in April 2016 to oversee and coordinate efforts to eliminate equity gaps across all of the equity indicators.

Goal/Strategy: Conduct a series of inquiry groups for students in gap groups

Progress: Two inquiry groups were conducted this past academic school year. These inquiry groups were catered to minority students, and students over 40. Individual focus groups were organized for these populations and surveys were available to students over 40 online, and were handed out to minority students in specific courses. The results from these inquiry groups were presented at the Fall 2016 Flex Day in order to give faculty a better idea of the obstacles and challenges these students face.

Goal/Strategy: Develop a process for college faculty, staff and administration to apply for student equity funds to develop, scale, research or implement an activity, strategy or program for addressing an equity gap

Progress: The Director of Student Equity and the Director of Outreach and Student Life have developed an application called the "Student Development and Student Equity Funds Request" which are available to help faculty, administration, and staff create educational, cultural or engagement opportunities for students.

Goal/Strategy: Work with the Office of Institutional Research to address gaps in and consistency of data for evaluating student equity and responding to the indicators of the Student Equity Plan

Progress: An Institutional Research Analyst position has been created and is currently open for applications. A research position specific to Cerro Coso will allow us to better utilize data to address gaps and evaluate strategies.

**Progress in the last year on five-year strategies:**

N/A

## Progress Made on Prior Year Initiatives

No prior year initiatives to report on.

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## Plan Initiatives for Next Year

### Initiatives for Next Academic Year

#### Increase professional development offerings specific to Student Equity

**Action Plan:**

There is a need for more professional development opportunities specific to student equity for staff and faculty. Additional professional development opportunities will be provided throughout the school year. These will be focused on student equity and will include on campus opportunities such as M2C3's Teaching Men of Color in the Community College, and presentations that focus on cultural awareness and sensitivity. These professional development opportunities will be available through future Flex Days,

Adjunct Professional Development Days, Department meetings, etc. Off-site conferences that directly pertain to increasing success for gap populations will also be offered such as the National Conference for Race and Ethnicity in American Higher Education (NCORE), the Hispanic Association of Colleges and Universities (HACU), African American Male Education Network and Development (A2MEND), Etc. The Director of Student Equity will also utilize our own faculty and use their expertise in various capacities as a way to offer more in-house professional development opportunities.

Faculty and staff will also have the ability to apply to attend conferences and speakers to host on campus through the Student Development/ Student Equity Fund Request form. This form allows faculty and staff the ability to be proactive and request resources or materials that they think will benefit themselves or students in regards to student equity. The Director of Student Equity is also collaborating with other administrators from Region IX on implementing an annual Region IX Equity Summit which would be used to share best practices with staff and faculty throughout the region to move the needle on advancing equity at our respective campuses.

#### **Measure of Success:**

Increase the amount of professional development that faculty and staff members receive on a yearly basis. Provide these same opportunities to the KRV and ESCC sites via video conference/ live streaming. Increase the amount of applications received for student equity fund requests.

#### **Person Responsible:**

Director of Student Equity, Professional Development Committee

#### **It directly addresses a college Strategic Goal or Objective**

Strategic Goal #5: Organization Effectiveness Provide Effective Professional Development Provide targeted professional development for faculty to support goals, objectives, strategies, and actions in this Strategic Plan

## **Improving Financial Wellness of College Students**

#### **Action Plan:**

Study on Collegiate Financial Wellness:

There is growing research that shows food anxiety is one of the most common obstacles for low income students to overcome. With this in mind, the Director of Student Equity applied for the opportunity for Cerro Coso to partake in Ohio State University's Study on Collegiate Financial Wellness (SCFW). The purpose of the SCFW is to gain a more thorough and accurate picture of the financial wellness of students at Cerro Coso. This study will allow our institution to better understand the needs of our current student bodies and how they compare to others. This data will inform how we can improve our services to help students succeed based on: spending habits and attitudes, financial management, student loan debt, debt perception, credit card debt and usage patterns, stress level related to finance, employment and academic progress.

The following are some activities and strategies that will be developed and implemented with the data collected from the SCFW:

- Food Pantry- a food pantry will be developed with non-perishable food collected via donations from faculty, staff, and students as well as donations from local businesses in the area. This will be for students who have shown a need for assistance with food.
- Food Budget Program- Using equity funds to pay for gift cards from local grocery stores, we will develop a program that teaches students how to properly budget and get the most out of their money to last for the given week/ month. There will be mandatory workshops and check-ins to ensure that students are spending their gift cards wisely.
- Professional Attire Closet- a professional attire closet will be created with professional attire collected from faculty, staff, and students. This will be for students who have shown a need for assistance with interview attire. With the help of our Job Developer, students can borrow attire to use for various interviews for employment which will ultimately lead them to becoming financially well and stable.

**Measure of Success:**

Develop survey to be given to students who have self-identified as having food anxiety and to students who take part in the Food Budget Program. Adapt questions from the SCFW to be specific to the activity or resource they utilize and administer a post-survey to evaluate effectiveness of the resource and activity. Track usage of resource or activity and compare retention and success rates of students utilizing resources with general population rates.

**Person Responsible:**

Director of Student Equity with assistance from the Financial Aid Office, IT Department, and IR Department

**It addresses a gap in student equity**

Economically Disadvantaged

**Increase In-reach and Outreach activities for students in equity gap groups****Action Plan:**

Action Plan:

There is a need for the Student Equity Department to develop and further enhance community partnerships as well as increase engagement activities for students identified in our Student Equity Plan.

The following are some activities and strategies that will be developed and implemented:

- Outreach
  - Continue to build and refine relationship with the Victory Baptist Church to develop more efficient ways to increasing African American enrollment, understand the obstacles and challenges for African American students in Ridgecrest, and to increase African American participation in Cerro Coso extracurricular activities
  - Continue to build and refine partnership with the OVDC in the Bishop area to build on the great work that has already been done to increasing American Indian success rates at the ESCC campuses
  - Build partnerships with the Department of Human Services to further increase Access and support to foster youth students in our communities.
- In-reach
  - Implement special interest groups/clubs for equity gap populations
    - Develop a Black Male Initiative (BMI)
    - Scale BMI to other gap populations
    - Build and expand "Latinos Unidos" club at IWV and begin expanding to other sites with a high concentration of Latino/a students
    - Expand Gender-Sexuality Alliance (GSA) club
  - Create transfer awareness events that target equity gap students
    - HBCU Transfer Admission Guarantee
    - HBCU Tours
    - Northern and Southern California CSU/UC/Private College Tours
    - Black College Expo
    - Latino College Expo
    - Bring representatives from CSU/UC campuses and HBCU's that have initiatives specifically for equity gap students (Native American programs, Foster Youth support programs, DSPS programs, Pan African Studies, Chicano Studies Etc.) to present at Cerro Coso.

**Measure of Success:**

Increased number of community partnerships, outreach events, student engagement activities. Assess success through student

surveys and participation. Increase in identification and participation of foster youth.

**Person Responsible:**

Director of Student Equity with assistance from Director of Outreach and Student Life, Director of Counseling and SSSP

**It addresses a gap in student equity**

African American, Latino/Hispanic, Native American/Alaskan Native, Foster Youth, Economically Disadvantaged

**Develop pipelines to diversifying Peer Mentor Program by use of special interest programs and clubs**

**Action Plan:**

Action Plan:

There is a need to increase the amount of peer mentors in the Peer Mentor Program. There has been no increase from mentors in the 15-16 school year to mentors in the 16-17 school year and this needs to be increased due to the growing amount of mentees. Additionally, there needs to be a more diverse body of student mentors and mentees, and it is often difficult to recruit these students.

The following are some strategies that will be developed and implemented:

- Implement special interest programs and clubs
  - Black Male Initiative (BMI): There is an increasing number of African-American students on campus (many of whom are not from theRidgecrest area). Many of these students lack support systems (family, friends from back home, etc.) in place. The goal is to develop and launch a variation ofChabot College’s Striving Black Brothers Coalition (SBBC) program at theWV campus to maximize support to these students. This will accomplish two things: close equity gaps with our African American males and develop a strong pipeline for students into our Peer Mentor Program. Historically, we have had the most difficult time recruiting males of color to the Peer Mentor Program (and student extracurricular activities) and this program would help groom these students into becomingmentees and then ultimately peer mentors in the program. There would be two main outcomes from this: one, being that more diverse peer mentors is shown to attract more students from that specific group and two, being that peer mentors are shown to have increased confidence, social skills, and knowledge of campus resources which leads to higher levels of success.
    - Steps to implement aBMI:
      - Find faculty partners to assist with the recruitment of students that fit the criteria
      - Start small with a support group or club
      - Embed peer mentoring into the group requirement
      - Continue building structure into program
  - Scale the BMI program to other populations: The SBBC program at Chabot has extremely promising results where its African American males consistently outperformed other student populations. The goal is to emulate the success and slightly modify the strategies of this program to other equity gap populations at Cerro Coso. The outcome of these scaled programs would be similar to the BMI program: increase student success rate from the given gap populations and use the embedding of the program into the Peer Mentor Program to develop a pipeline of more diverse mentees and mentors.

**Measure of Success:**

Increased number of peer mentors and mentees, increased number of diverse mentors and mentees, and increased success rates affecting multiple indicators of gap populations.

**Person Responsible:**

Director of Student Equity with assistance from Director of Outreach and Student Life

**It addresses a gap in student equity**

African American, Latino/Hispanic, Native American/Alaskan Native, Foster Youth, Economically Disadvantaged, Males

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## Evaluate Resource Needs

### Facilities

The Student Equity Department will eventually need dedicated office space for the special interest programs that will be developed. Certain programs such as MESA (Mathematics Engineering Science Achievement) and Umoja require these dedicated spaces prior to applying and implementing these programs on campus. While we don't expect these specific programs to be implemented due to our specific populations, the programs that would be developed would benefit greatly with its own space. Specialized adjunct faculty would have office space in these facilities. Currently, there is a lack of open office space in the West Village Modulares where these programs would take place during construction on the West Wing. With a lack of space being a college wide issue, the priority on this is low. However, there is a need for this dedicated space and it is my hope that we may be able to claim this space for our special interest programs in the future.

### Information Technology

The Student Equity Department will need IT support for a variety of the listed initiatives. This will include expanding our professional development opportunities so that sites other than IWV can watch and interact with these trainings via ITV or streaming services. The department will also need assistance with the dispersing of the Collegiate Financial Wellness Survey to on-campus students as well as our online students. Lastly, we would need support with expanding our Peer Mentor Program for our online students. This would include support for web based video chats as well as interactive chat rooms or forums.

### Marketing

The Student Equity Department will work closely with the Graphic Designer from the Marketing Department to develop methods of advertising for the various initiatives. The Director of Student Equity will coordinate with the Graphic Designer and the Web Content Editor to create flyers and posters, ads for the electronic displays, and online marketing for the various student activities/ trips, and professional development opportunities for faculty and staff.

### Professional Development

Additional professional development opportunities will be provided throughout the school year. These will focus on student equity and will include: M2C3's Teaching Men of Color in the Community College, presentations that focus on cultural awareness and sensitivity, and other off site conferences that directly pertain to increasing success for gap populations for students and faculty/ staff such as the National Conference for Race and Ethnicity in American Higher Education (NCORE), the Hispanic Association of Colleges and Universities (HACU), African American Male Education Network and Development (A2MEND), Etc. The Director of Student Equity is also collaborating with other administrators from Region IX on implementing an annual Region IX Equity Summit.

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## Staffing Requests

### 1000 Category - Certificated Positions

### 2000 Category - Classified Staff