

# Equity Department

## Annual Unit Plan for Academic Year 2018-2019

October 2017

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### Describe Department/Unit

#### 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: Actions Taken

##### Access

- An Educational Advisor was hired that works with students who are veterans and their families.
- Inmate education has been expanded significantly and courses are now offered at the California City Correctional Facility and Tehachapi State Prison, which are both all-male correctional facilities.
- A new Cyber Security degree and certificate were created to attract males in our service areas.
- The college has put on several events, activities, and programs of interest to the African American student and community population. These included events such as the “Hidden Figures Movie Night” and the hosting of “Core Ensemble: Ain’t I a Woman.”
- The Umoja program was developed to improve access, student success rates, and degree and certificate completion for African American students.
- Collaboration with the Owens Valley Career Development Center (OVCDC) has resulted in various outreach events for the American Indian community and includes the Inyo County 5th and 8th Grade College and Career Day at the Eastern Sierra College Center’s (ESCC) Bishop campus, Financial Aid workshops at Mammoth High School, Native American Education Summit, the College & Career Motivational Day at the Bishop Indian Education Center, and the College Knowledge Bootcamp for Inyo County Native American 6th – 9th graders.

##### Course Completion

- Faculty and staff members took part in inquiry groups on supporting students over 40 and supporting minority students and presented at Faculty Flex Day.
- Several professional development opportunities were held for educating faculty and staff about the RP Group Student Support (Re)Defined research.
- Textbook reserves were offered and the amounts offered were significantly increased each year since 2015.

##### Basic Skills Completion

- EOPS participation increased by 47% from in FY 15/16 to FY 16/17.
- A Lunch and Learn titled, “Native American Community College Students”, was presented by the Director of the ESCC to help faculty understand the American Indian students in their classroom and provided strategies to better assist them in their learning.
- English and math faculty have attended multiple professional development workshops and seminars aimed at the remodel of developmental education sequence and instructional strategies.
- The English Department has submitted course outlines for the development of co-requisite courses for both ENGL C070 (Introductory Composition) and ENGL C101 (Freshman Composition).
- The Math Department has begun the process of meeting to develop co-requisite courses for both MATH C050 (Elementary Algebra) and MATH C055 (Intermediate Algebra).

- The college has aligned the assessment and placement process to the recommendations from the Multiple Measures Assessment Project (MMAP).
- Counselors present in basic skills classes every semester and provide information on basic skills completion, education planning, transfer preparation, and career advancement.
- The English and Library department was awarded the Open Educational Resources (OER) AB 798 Grant and began implementation in the fall 2016 semester.

### **Degree and Certificate Completion**

- Faculty and staff members engaged in an inquiry group process on supporting students over 40 and minority students and presented their results at Faculty Flex Day.
- EAB Navigate was launched to assist students in the onboarding process and provide tools for students to persist and complete.
- The Peer Mentoring program was implemented and has increased the amount of mentees and contacts every semester.
- Direct effort to increase college tours and conferences available for students. These trips included the Hispanic Association of Colleges and Universities (HACU) Conference in San Antonio, a Historically Black College and University (HBCU) Tour throughout Georgia, Alabama, and Florida, as well as several college tours local to Southern California, which included UC Riverside, CSU San Bernardino, CSU Northridge, UC Los Angeles, Loyola Marymount University, and UC Santa Barbara.
- The college has also implemented a pathways approach to all majors and programs.
- ESCC has partnered with the OVCD to have their counselors available for students on campus via office hours.
- The Native American Education Collaborative was created which includes the OVCD, Bishop Paiute Tribe, Toiyabe Indian Health Project, Bishop Indian Education Center, and Cerro Coso Community College. This partnership offers students an abundance of resources to provide assistance with overcoming any obstacle that may hinder their progress on graduating and increased American Indian degree and certificate completion rates from 6.7% in the 2012-2013 3-year cohort to 18.2% in the 2013-2014 3-year cohort.

### **Transfer**

- Students, faculty, and staff were invited to conferences that pushed the importance of transfer for gap populations (Hispanic Association of Colleges and Universities (HACU), African American Education Network and Development (A2MEND), etc.).
- Transfer workshops on campus were expanded and some were specifically developed to target gap populations (e.g. HBCU Transfer Webinar).
- Direct efforts were made to increase college tours and conferences available for students. These trips included the Hispanic Association of Colleges and Universities (HACU) Conference in San Antonio, a Historically Black College and University (HBCU) Tour throughout Georgia, Alabama, and Florida, as well as several college tours local to Southern California, which included UC Riverside, CSU San Bernardino, CSU Northridge, UC Los Angeles, Loyola Marymount University, and UC Santa Barbara. A college tour of the University of Nevada Reno was made specifically for the students from out ESCC sites as well.
- Additional efforts were made to increase resources to our students with disabilities in order to close their gap in transferring and includes services such as the High Tech Center, which facilitates access to computer programs, software, and adaptive equipment providing equal educational opportunities to students with disabilities. In addition, alternative media is also available for students which provide alternative formats through Learning Ally, Bookshare, audible.com, and Project Gutenberg.

## **Student Equity: Gaps to be Addressed**

### **Ethnicity: African American**

#### **Gap Identified:**

Course completion and basic skills completion

### **Ethnicity: American Indian**

#### **Gap Identified:**

Basic skills completion

## Outcomes Assessment: Actions Taken

### Actions taken in the prior academic year

Last years gap detected was the lack of data on student perception of campus climate. This past spring 17 semester Cerro Coso administered the Community College Survey of Student Engagement (CCSSE) and included additional questions that touched on students perception of the campus climate.

## Outcomes Assessment: Gaps to be Addressed

### Type:

AUO

### Target Missed/Gap Detected:

African American completion rates have dropped to 31% compared to 47% in the 2014/2015 year. Additionally, degree and certificate completion rates have dropped from 10.5% in the 2012-2013 cohort to 4.1% in the 2013-2014 cohort for African American students.

### Type of Gap:

Need to alter/refine course content.

### Analysis and Plan for Improvement:

Increase the amount of students participating in the Umoja program

Increase the amount of Umoja supported classrooms

Increase professional development opportunities focused on improving African American success

### Anticipated Semester for Implementing Planned Improvements:

Spring 2018

### Anticipated Semester of Next Assessment:

Fall 2018

## Program Review: Actions Taken

### Peer Mentor Program

#### Year of Last Program Review:

No previous program review

#### Actions Taken in the Prior Year to Address Strategies:

The peer mentor program was expanded to the KRV site. The amount of mentors stayed consistent between the year and work was done to expand the mentoring aspect of the program. Mandatory trainings and meetings were provided to all mentors to assist with their mentoring sessions with mentees.

#### Strategies Still to be Addressed:

We will be expanding the peer mentor program to be open to the general population of students this upcoming year. Work also needs to be done to increase the amount of peer mentors available and the diversity of given mentors.

## **Inquiry Groups**

### **Year of Last Program Review:**

No previous program review

### **Actions Taken in the Prior Year to Address Strategies:**

This past year, several inquiry groups were launched to address the in-class and out of classroom experience of how students can be more connected and directed/focused. There were two faculty-led groups and two classified/administration led groups who each had various methods of creating strategies to increase the connection and direction of our students.

### **Strategies Still to be Addressed:**

Next year, more inquiry groups will be formed to come up with methods of addressing the remaining success factors: nurtured, engaged, and valued.

## **Annual Planning: Actions Taken**

No prior year initiatives to report on.

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## **Review of Current Year Initiatives**

### **Reminder of Initiatives for the Current Year**

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

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

A committee/ inquiry group will need to be formed to assist with the development of a food pantry, food budget program, financial literacy workshops, and the professional attire closet

#### **Increase In-reach and Outreach activities for students in equity gap groups**

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

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## **Plan Initiatives for Next Year**

### **Initiatives for Next Academic Year**

#### **Continued development of the Umoja program**

##### **Is this part of a multiyear initiative?**

Yes

##### **Specific Action Steps to be Taken:**

- Develop a summer bridge program for entering Umoja students and other basic skills students

- Increase offerings of “Umoja supported” courses
- Increase department offerings of “Umoja supported” courses
- Develop partnerships with local feeder schools to catch and engage middle and high school African American students
- Offer “Umoja supported” courses concurrently with Mojave Jr/Sr High School and California City High School as they have the largest African American student populations out of all our feeder schools

**Lead Measure of Success:**

Increased placements into college-ready math and English

Increased retention rates for African American students

**Are any of the lead measures identified above lacking assessment instruments?**

No

**Does the department request help to develop these instruments?**

No

**Lag Measure of Success:**

Increased African American and other gap populations basic skills completion rates

Increased African American and other gap populations course completion in college ready math and English courses

Increased persistence rates for African American students

**Person Responsible:**

Director of Student Equity

**It addresses a gap in student equity**

**Which strategic goal does this initiative address?**

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access, Goal 4: Enhance Community Connections

**Improve financial wellness for students**

**Is this part of a multiyear initiative?**

Yes

**Specific Action Steps to be Taken:**

- Develop financial literacy workshops using free resources such as Cash Course
- Develop food pantry for students with food anxiety
- Develop a process for students to apply for emergency student loans
- Develop a professional attire closet for students who cannot afford proper interview attire
- Administer variant of the Study on Collegiate Financial Wellness (SCFW) survey to track increased levels of financial wellness

**Lead Measure of Success:**

Increased “touches” of financial resources being utilized

Increased levels of financial wellness reported by students

**Are any of the lead measures identified above lacking assessment instruments?**

Yes

**Does the department request help to develop these instruments?**

Yes

**Lag Measure of Success:**

Increased basic skills completion, course completion, and degree and certificate completion by low-income students

**Person Responsible:**

Director of Student Equity, Director of Admissions and Records/ Financial Aid

**It addresses a gap in student equity**

**Which strategic goal does this initiative address?**

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access, Goal 4: Enhance Community Connections

**Increase opportunities and resources for foster youth population**

**Is this part of a multiyear initiative?**

Yes

**Specific Action Steps to be Taken:**

The college does not have a consistent strategy for identifying and reaching out to foster youth. As this is a high-risk group, we need ways to improve access and develop strategies around improved identification and support for foster youth. We will work both internally to identify foster youth and with external community partners to provide outreach materials and engage potential students. The student equity department will work closely with the counseling department, admissions and records and Financial Aid to partner in this initiative.

- Develop partnership with Department of Human Services to better identify former foster youth
- Work with IR to find methods to survey potential population and to better track data
- Add a self-identifier on CCC apply application
- Work with financial aid to develop additional resources for this group
- Work with counseling to develop resources and ensure that this group is being served equitably

**Lead Measure of Success:**

Increased amounts of former foster youth students identified

Increased resources provided to this population

**Are any of the lead measures identified above lacking assessment instruments?**

No

**Does the department request help to develop these instruments?**

No

**Lag Measure of Success:**

Increased course completion rates for former foster youth

**Person Responsible:**

Director of Student Equity, Director of Counseling and SSSP, Director of Admissions and Records/ Financial Aid, and College Institutional Researcher

**It addresses a gap in student equity**

**Which strategic goal does this initiative address?**

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access

**Work with faculty to provide support and identify strategies**

**Is this part of a multiyear initiative?**

Yes

**Specific Action Steps to be Taken:**

- Meet regularly with faculty to provide additional resources and support for closing their program equity gaps
- Develop an application for funding support for professional development opportunities which focus on faculty's identified program gaps
- Work with the IR department to assist with the development of surveys and other assessment tools to help identify potential solutions for given gap populations

**Lead Measure of Success:**

Increased usage of the Director of Student Equity for support by faculty members

Increase the amount of applications for funding by faculty members for professional development and/ or extracurricular activities for their students

**Are any of the lead measures identified above lacking assessment instruments?**

No

**Does the department request help to develop these instruments?**

No

**Lag Measure of Success:**

Improvement of equity gap indicators (access, basic skills completion, course completion, and degree/certificate completion) in the various departments

**Person Responsible:**

Director of Student Equity

It addresses a gap in student equity

Which strategic goal does this initiative address?

Goal 1: Maximize Student Success, Goal 2: Advance Student Equity Measures, Goal 3: Ensure Student Access

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## Evaluate Resource Needs

### Facilities

Now that the Student Equity Department has launched its first learning community (Umoja), it is important that dedicated space is available for these students. Typically programs like this require these spaces, but fortunately, we are able to continue on without one. However, this space will be important as the program continues to grow each semester.

### Information Technology

Now that we have an official institutional research (IR) team at Cerro Coso, the Student Equity Department will be working with IR to develop various surveys for the gap populations on campus. This will require IT support to correctly administer to the various sites.

### 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 collaborated with other administrators from Region IX on implementing an annual Region IX Equity Summit that was held for the first time this past December. We only had three Cerro Coso employees in attendance last year so we will want to increase that number for the second offering of the summit.

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## Staffing Requests

### 1000 Category - Certificated Positions

#### Umoja Counselor

**Location:**

Ridgecrest/IWV

**Justification:**

As the Umoja program grows, a full-time counselor will need to be hired to meet the demands of coordinating and counseling students from the program. The first semester of the program started with roughly 23 students enrolled and will only grow larger as the program expands. Typically the coordinator of the Umoja program at other community colleges is a full-time faculty member with .6 release time to be able to handle the demand of the program and the needs of the students. The Umoja program is a "high touch" program and will ultimately need a position dedicated to the needs of the students as it continues to get community buy-in and grow larger each semester.

**2000 Category - Classified Staff**

**N/A**

**Location:**

**Salary Grade:**

**Number of Months:**

**Number of Hours per Week:**

**Salary Amount:**

**Justification:**