Equity Department
ASP for Academic Year 2024-2025
November 2023

Description Of Section

Connection to College Mission

The Equity & Inclusion department supports the college's mission by considering the diversity that exists within our student population and providing resources that are catered to the unique students we enroll.

Review And Planning

Performance and Equity Gaps Still to be Addressed

Given the newness of this position (Director, Equity & Inclusion, start date July 1, 2023), there exists gaps in the readily available data. There exists the need to conduct a need assessment across the four student populations this position has been tasked to support (Native American, Black/African American, LGBTQ+, undocumented). The initiatives listed in this section plan point out of some of these gaps and how this department plans on addressing them.

Last Year's Initiatives

No prior year initiatives to report on.

Initiatives for Next Academic Year

Increase in Black student enrollment into support programs (Umoja, Access programs, etc.)

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

A request has been submitted to OIR (11/28/23) for a listserv of all self-identified Black/African American students registered for Spring 2024 . The goal is to send emails and do cold-calls to this student population on the services available to them through Access programs, counseling, and the Umoja program.

Early Observational Data, or "Lead" Measure(s):

Lead measures include:

- • Percentage of eligible Black/African American students in Access programs by each semester deadline
- • Number of Black/African American students receiving benefits from Umoja including book vouchers and other services

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

Lag measures:

- • Final count of Black/African American students serviced through Access programs, counseling, and Umoja at the end of each semester will be collected to measure this initiative

Person Responsible:

Director, Equity & Inclusion

Unit gap or institutional goals addressed:

It addresses a gap in student equity, It addresses a Guided Pathways practice

Increase in Native American student enrollment into support programs (NASSSP, Access programs etc.)

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

A request for a listerv of all self-identified AI/AN students will be submitted upon receiving disaggregate data of students who are categorized at "Two or More Races" and/or Hispanic, but who checked off the AI/AN ethnicity box. Once we obtain this listserv, a targeted message will be sent to AI/AN students with information about the NASSSP and other college-wide services.

Early Observational Data, or "Lead" Measure(s):

Lead measures include:

- • Percentage of eligible AI/AN students in Access programs by each semester deadline
- • Number of AI/AN students receiving benefits from the NASSSP, including book vouchers and other services

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

Lag measures:

- • Final count of AI/AN students serviced through Access programs, counseling, and NASSSP at the end of each semester will be collected to measure this initiative

Person Responsible:

Director, Equity & Inclusion

Unit gap or institutional goals addressed:

It addresses a gap in student equity

Assessment of Student Needs - Special Populations

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

The Director of Equity & Inclusion will work with the Office of Institutional Research to assess the needs of the following populations: American Indian/Alaska Native, Black/African American, LGBTQ+, and undocumented students. Work will be done to embed some of the questions we have regarding the experiences of these populations into the college-wide student experience survey, currently scheduled for Spring 2024. The data collected will be analyzed to better support these student populations through improvements to existing resources and/or providing new resources.

For our undocumented student population, the goal is to work with Admissions & Records and/or Financial Aid to collect information on students who have filed for the California Dream Act or indicated AB540 status. A needs assessment will be sent to this population to ensure we collect data on the unique needs required for this population. The college currently receives AB1645/Dreamer funds and can utilize monies towards payment for participation in focus groups, interviews, and surveys.

Early Observational Data, or "Lead" Measure(s):

N/a

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

N/a

Person Responsible:

Director, Equity & Inclusion

Unit gap or institutional goals addressed:

It addresses a gap in student equity

Increase the professional development opportunities available to employees for supporting undocumented students

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

While the college has few employees supporting our undocumented student population, the consensus amongst individuals, through anecdotal data, is that there is limited knowledge on how to best support this student population. Professional development to better support our undocumented student population should be available to a broad number of college employees, including faculty, administrators, and classified employees. In consultation with other colleges with robust Undocumented student support programs, key trainings, conferences, or webinars will be identified to bring to our college.

Early Observational Data, or "Lead" Measure(s):

Ask employees who attend workshops, webinars, trainings, or conferences to share knowledge gained with the campus community at various meetings.

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

Present information on the number of employees who attended workshops, webinars, trainings, or conferences related to Undocumented Student Support.

Person Responsible:

Director, Equity & Inclusion

Unit gap or institutional goals addressed:

It addresses a gap in student equity

Formalize data-collection strategies for our LGBTQ+ student population

Is this part of a multiyear initiative?

Yes

Specific Action Steps to be Taken:

Gathering information on LGBTQ+ student enrollment and experiences is a nationwide concern for colleges given the sensitivity of this population. The California Community Colleges' Chancellor's Office has tasked all 116 colleges to improve the support offered for LGBTQ+ students and has provided grant funding for this purpose. In collaboration with our Office of Institutional Research, the college will find best practices to collect data on this population, including working with our KCCD IR team who has begun the implementation of questions regarding LGBTQ+ students as well as work with our CCC Apply supplement questions. The college will attempt to incorporate questions about the LGBTQ+ student experience into already existing student surveys.

Early Observational Data, or "Lead" Measure(s):

N/a

Does the department request help developing these instruments?

Yes

Institutional Performance Data, or "Lag" Measure(s):

Collected and analyzed data will be presented to the college regarding the LGBTQ+ student enrollment numbers and experiences gathered through the processes listed above.

Person Responsible:

Director, Equity & Inclusion

Unit gap or institutional goals addressed:

It addresses a gap in student equity

Resource Needs

Facilities

Many of the grants that are under Equity and Inclusion call for the creation of dedicated space for specific student groups. The Native American Student Success and Support Program Grant, the Umoja Grant, and the upcoming LGBTQ+ Grant - all from the California Community Colleges Chancellors Office – ask for a dedicated space for each of these groups. Given the size of our college, it would be prudent to create a space for all these groups to be housed under and continue conversations about the development of singular spaces for each.

Information Technology

The IT needs required for Equity & Inclusion include technology equipment for future employees included computer/laptop for the Program Coordinator NASSSP and any new staff hired. Potential new hires would include part-time counseling faculty and classified employees.

Marketing

There is an observed need for greater college-wide communication and community marketing for the following services and programs:

- Services for student parents

o Need to market priority registration for student parents

o Services such as CalWORKS, CARE, and Tribal TANF

- Counseling services for special populations

- Promotion of CA Dream Act (Financial Aid)

Professional Development

Given the growing programs under Equity & Inclusion, campus employees will need support for the attendance of online and in-person professional development opportunities.

Native American Student Success & Support Program:

- • To ensure that as many of our campus employees have the knowledge and best practices for supporting Native American students, financial support is requested to sponsored campus employees to attend conferences such as, American Indian Studies Association Conferences, Owens Valley Career Development Center learning events and conferences, CCCCO Conferences, to name a few.
- • Total cost would be approximately $500-1,000 per employee

Umoja/Black Student Success

- • The Umoja Foundation hosts an annual conference in the Fall open to all Umoja-affiliated colleges and their employees. Annually the Umoja faculty coordinator and other Cerro Coso employees attend, and it would be beneficial for faculty and classified staff interested in being a part of the Umoja team to attend and learn how to incorporate the values of Umoja into their practice.
- • Total cost would be approximately $1,000-1,500 per employee

LGBTQ+ Student Support

- • The CCCCO has requested all 116 colleges to grow their support for LGBTQ+ students. Webinars,

conferences, and trainings are hosted by the CCCCO office and other affiliated associations. To provide holistic service for LGBTQ+ Cerro Coso students, it would be beneficial to provide professional development opportunities for faculty, staff, and administrators to increase their knowledge on LGBTQ+ communities and increase their practices to better support this population

- • Total cost would be approximately $500-1,000 per employee

Undocumented Student Support

- • Our campus is required by the CCCCO to have an Undocumented Student Liaison. Cerro Coso currently has an Undocumented Student Support Committee which includes administrators, faculty, and classified staff. In these committee meetings, topics have included the need to provide professional development and training for our campus employees to better serve our undocumented students. The CCCCO and partner associations host a variety of webinars and in-person conferences and trainings for employees.
- • Total cost would be approximately $500-1,000 per employee

Professional Development for Students

- • Professional development opportunities exists for students and would support the curriculum of many of our instructional departments and student support programs. Additionally, by sponsoring conference opportunities for students, we provide them career development outside of the classroom.
- • To support the Science and Engineering Department, several equity-based conferences exist for STEM students including but not limited to oSTEM (for LGBTQ+ STEM students), UndocuSTEM, and the Society for Hispanic Professional Engineers, to name a few.
- • Total cost would be approximately $500-700 per student and $600-1,000 for employee chaperones.

Other Needs

Staffing Requests Not Already Listed In Unit Plans

1000 Category - Certificated Positions

2000 Category - Classified Staff

Program Coordinator - Student Equity

Location:

Ridgecrest/IWV

Salary Grade:

42.5

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

$90,995.81 (including benefits)

Justification:

1. The Equity & Inclusion department currently only employs a director. While the director can perform these duties, much of their time will be spent on other matters. It also is unsustainable to have a

manager routinely conduct the duties of a classified employee. While support is before offered by other departments, it is unreasonable to continuously request support from already overburdened employees and departments.

2. Currently, there are four programs under Equity & Inclusion, three in the process of being formalized (NASSSP, LGBTQ+, and Undocumented Support) and one pre-existing program, Umoja. None of these programs have full-time dedicated support. The hiring of a program coordinator to provide continual support for these programs will support the longevity of offering support for these special student populations.

3. No

4. I have gathered support from various departments (Outreach, Counseling, etc.) and their employees to support with planning, coordination, and marketing of campus events that have fallen under Equity & Inclusion. While some of the work I being accomplished, it is an unsustainable solution to the needs of Equity & Inclusion, especially with the expected growth of each of the four programs housed under this department.

Department Assistant III

Location:

No Location Specified

Salary Grade:

38.0

Number of Months:

12

Number of Hours per Week:

40

Salary Amount:

$81,077.16 (including benefits)

Justification:

1. While the work of this position is being satisfied by two classified employees, both employees support multiple special projects and are not currently receiving compensation to support the efforts of Equity & Inclusion.

2. Given that the work of this position is currently being fulfilled by two Administrative Assistants with an already full workload, the college runs the risk of overburdening classified employees by adding assigned that go above a 40-hour work week. The two Administrative Assistant positions that are currently completing the work of a DAIII have the discretion to deny completion of tasks due to the need to prioritize their contractual assignments.

3. Y - The work of the DAIII for Equity & Inclusion is currently being completed by two Administrative Assistant positions on this campus based on availability of the employee. The two Administrative Assistants who currently support Equity & Inclusion have several special projects in addition to supporting this department. It is unsustainable to indefinitely request the support from other departments to complete this work.

4. As listed above, the work of a DAIII is currently be administered to two Administrative Assistants. It is an unsustainable

practice as there exist time conflicts and both Administrative Assistants' need to prioritize their contractual duties to their departments.