2022 - 2025

STUDENT EQUITY PLAN

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2022-2025 STUDENT EQUITY PLAN

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Executive Summary

Overview: Moreno Valley College Mission, Vision, and Values

Moreno Valley College is a Hispanic-Serving Institution in the Inland Empire and serves a diverse student body, including high school students, veterans, and first-generation college students.

Mission
Moreno Valley College is committed to educating and empowering our students, providing equitable access to education, and serving our communities. Moreno Valley College's core mission can be expressed in four words: Education, Empowerment, Equity, Service.

Vision
Moreno Valley College will be recognized as a leading institution in transforming and enriching our students' lives through timely completion, transfer, and workforce development.

Values
Known as the Mountain Lions, our values are represented by the following:

- **Learner-Centeredness:** We provide a student-centered environment in order to foster academic and student success. We strive to create a passion for lifelong learning and to remain flexible in designing a learning experience to meet the needs of each student.
- **Inclusivity:** We value diversity, inclusivity, transparency, and equitable treatment for all. We foster an inclusive environment that promotes progress toward achieving our college goals while helping students succeed.
- **Openness and Equity:** We support access and opportunity to high-quality educational pathways and equitable resources. We encourage personal and professional development of our students through the timely attainment of degrees, certificates, transfer, and employment opportunities.
- **Neighborliness and Community Focus:** We embrace our diverse communities and our responsibility as an integral part of the social and economic development of the region. Through collaborative partnerships, we are dedicated to the preparation of our students and providing service-learning activities to enhance our communities while being mindful of the communities' physical and emotional well-being.
- **Sustainability:** We commit to a sustainable and measurable integrated strategic planning process, through local and regional collaboration, that addresses the current economic, environmental, social and educational needs of our communities while considering the impact on future generations.

Moreno Valley College Student Equity and Achievement Committee (SEAC)

Committee Purpose

The purpose of the MVCSEA is to help implement the Student Equity Plan, including
- Coordinating the implementation of activities in the Student Equity Plan (SEP)
- Funding activities identified in the Student Equity Plan
- Collecting, analyzing, and sharing data related to the Student Equity Plan goals and activities
- Assessing the effectiveness of activities in the Student Equity Plan and promoting activities that improve student equity and achievement
- Researching, sharing, and promoting reports and best practices related to student equity and achievement
- Reporting on the college's progress implementing the Student Equity Plan, as mandated by the California Community College Chancellor's Office

Committee Composition

Moreno Valley College's Student Equity and Achievement Committee consists of tri-chairs: SEA Faculty Co-Chair, Kathryn Stevenson; SEA Classified Professional Co-Chair, Arlene Serrato; and Administrator Facilitator, Michael-Paul Wong. Committee members include a diverse group of faculty, administrators, classified professionals, and students, including voting members who are representatives from ASMVC, CSEA, faculty from each of the college's schools, and representatives from Guided Pathways, Student Services, and the Office of Institutional Effectiveness. Committee members also represent student programs such as Umoja and Puente.

MVC's Student Equity Plan

Since the college first drafted a Student Equity Plan in 2014, the drafting of Moreno Valley College's SEP has been dynamic. The 2019-2022 SEP, for instance, included the collaboration of over 50 MVC employees representing each of the campus constituents, who attended a two-day SEP retreat. The 20222-2025 SEP follows the spirit of that collaborative effort. Written over the course of two years, the plan incorporates feedback from SEA Committee members participating in at least 4 SEP Workgroups; the Equity Audit; the NACCC; and the Center for Urban Education Brief on MVC's 2019–2022 SEP. In addition, the plan is informed by the college's Institutional Strategic Plan and Guided Pathways.

Integration with Guided Pathways and the Integrated Strategic Plan

The MVC SEP is aligned with both the college's Integrated Strategic Plan and the Guided Pathways Plan. In addition, SEA leadership is working closely with the leadership teams from Guided Pathways and the Office of Institutional Effectiveness to ensure the alignment of equity-centered college plans. For example, SEA partnered with the Office of Institutional Effectiveness to choose primary groups and to write target outcomes for the SEP. To ensure alignment, SEA

leads also read and reviewed the ISP and related documents, such as the Equity Audit in drafting the SEP. The SEA Faculty Co-Chair has also participated in the California Guided Pathways 2.0 Conference series and college-level meetings and debriefs regarding Guided Pathways efforts.

Shared Governance

MVC's SEP is submitted through the shared governance process, a process that includes seeking approval from the college's Academic Senate Committee, Strategic Planning Council,, and the President's Cabinet. The approval process incorporates a "first read," which involves sharing a draft of the SEP with the committees and presenting highlights, context, and key data points informing the plan. In addition to the committees approving the plan, the SEA also presented the 2022-2025 plan to the Student Equity and Achievement Committee and the Associated Students of Moreno Valley College. SEA leads and Academic Senate also solicited feedback on the plan via an email to MV-All that included a draft of the SEP and a feedback form. Upon receiving feedback from various campus constituents, SEA leads incorporate suggested revisions and take a revised version of the plan through shared governance committees for a vote to approve the plan. Following approval through the college's shared governance process, the plan is then taken to the district for a joint presentation of district SEPs, including the District Strategic Planning Council, the Chancellor's Cabinet, and the Board of Trustees. Following a vote of approval from the Board, MVC's SEP will be in Nova on November 30th, 2022.

Answering the Call to Action: Becoming Race-Conscious

Moreno Valley College's Student Equity and Achievement Committee has been riveted by the call on colleges to be more race-conscious and to engage in structural analysis as we develop action plans to improve equity and eliminate equity gaps; following state and district Calls to Action in 2020, MVC's SEA Committee has been reviewing and revising its SEP to ensure the plan's commitment to eliminating institutional racism. Much of this work has taken place within the SEA Committee as members have participated in at least 4 workshops (both in and outside of the SEA Committee's regularly scheduled meetings). Our efforts to be more race-conscious are evident in the following:

1. ***Educating SEA leadership and committee members in state-wide efforts to adopt race-conscious equity practices:*** Revisions to the 2022-2025 Student Equity Plan are informed by a rich array of resources, from institutes to cultural movement, including the nation's racial reckoning following the killing of George Floyd and the overwhelming show of support for the Black Lives Matter movement. In response to California Community College Chancellor Oakley's call on the state's community colleges to re-evaluate their Student Equity Plans and seek to eliminate institutional racism, MVC's SEA got to work. This work began with multiple focused reviews of the 2019-2022 SEP. The framework for this review included resources provided by the CCCCO and partners.

For example, SEA leaders read, reviewed, and shared the Center for Urban Education's review of California Community College's equity plans, its brief on MVC's plan, and several recommended documents, including examples of race-conscious SEPs and documents on equitable hiring practices. SEA leads also participated in district- and campus-wide Call to Action task forces and the Equity Leadership Alliance and regularly met with other campus equity leaders to coordinate anti-racist and equity-centered professional learning opportunities, such as hosting readings of Heather McGhee's *The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together*.

2. ***Participating in the Student Equity Plan Institute:*** MVC SEA leaders–including classified professionals, faculty, and administrators—participated in SEPI, a 3-year institute designed to help colleges design and implement their Student Equity Plans

3. ***Focusing priority groups on racial groups:*** The 2022-2025 Student Equity Plan focuses on four race-specific DI student groups: Black/African American; Hispanic/Latinx/a/o; Native American/Alaskan; and Native Hawaiian/ Pacific Islander. These groups experience disproportionate impact at Moreno Valley College and state and nationwide.

4. ***Writing race-specific target outcomes:*** Besides focusing on race-specific primary groups, each of the target outcomes in the 2022-2025 Student Equity Plan is race-specific. For example, "Increase Black/African American enrollment by 9% in Y1, 8% in Y2, and 8% in Y3."

5. ***Adopting Equity Audit Recommendations:*** By far, the biggest influence on MVC's 2022-2025 Student Equity Plan is the Equity Audit assessment and recommendations. In Fall 2020-Spring 2021, MVC college participated in the Hotep-sponsored Equity Audit that included a review of more than 500 documents, including course syllabi; surveys of employees and students, follow-up focus groups; and an assessment based on the Student-Ready, Equity-Centered, and Transformative (S.E.T) framework, offering an 80-page assessment and 14 Recommendations based on the audit's findings. Moreno Valley College's 2022-2025 SEP integrates 12 out of 14 of the recommendations from the college's Equity Audit, with the exception of items not clearly related to a specific metric[1]; the plan is also informed by feedback from the National Assessment of Collegiate Campus Climate, particularly where feedback echoes or aligns with the Equity Audit recommendations. The following are the Equity Audit Recommendations:
   1. Conduct an equity map to catalog all of the equity related efforts on campus.
   2. Center equity within all Flex Day activities and campus professional learning experiences.
   3. Ensure that all campus constituents, especially classified professionals and part-time faculty, are able to participate in professional learning experiences

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[1] Equity Audit Recommendations not included in the plan include the following: "Develop a communication guide to explain the college prioritization process and include: vocabulary, the roles of key groups, guiding questions or key elements that should be focused on to help create transparency and clarity around how decisions are made" and "Planning for the design of the physical campus space should be inclusive and responsive to the needs of different groups of students."

(especially those focused on equity), announce campus-wide initiatives, and highlight equity advancing practices.
4. Identify ways in which Flex Day schedules can be more inclusive of stakeholder groups across campus, both in content shared and presenters of key information.
5. Establish common language around key definitions of equity, disproportionate impact, diversity, and inclusion.
6. Conduct critical dialogue facilitation training with department managers and campus leadership to promote and model effective communication and feedback strategies.
7. Embed equity action plans within all employee evaluations to encourage the engagement with equity advancing work on campus (and/or beyond) and highlight areas of opportunity for the campus to meet the professional learning needs of faculty, staff, and administrators.
8. Establish a space for ongoing critical reflection, learning, and adaptation of individual practices. This includes learning about issues of equity, structural racism and anti-racism, intentional critical self-reflection of individual practices, and collaboration and thought partnership with colleagues.
9. Conduct Student Support Services Bi-Annual retreats/planning sessions to share knowledge, onboard/support new employees, address priorities or issues, etc.
10. Establish an Equity Innovation Fund/Grant to promote creative thinking of campus constituents. Participants can submit an idea of a pilot project and/or updates to current programs and services to enrich the student's experience.
11. Develop accessible training and professional learning experiences to be able to better support students in acquiring knowledge and develop critical thinking skills to advocate for equity and justice.
12. Develop a forms committee to review and evaluate the usefulness of student forms and processes. The committee should be charged with identifying changes to be made so forms are more user friendly, clear in instructions, provide expected next steps, and contact information. Additionally, the content should be written in student ready language that promotes student advocacy and clarity in process.

Key Terms

In preparing this Executive Summary and the 2022-2025 Student Equity Plan, the Moreno Valley College Student Equity and Achievement Committee adopts the following definitions from the California Community College Chancellor's Office's DEI Glossary of Terms:

- **Equity:** The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people (CCCO 4).

- **Equity-Minded:** Is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (l) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented (CCCO 5).
- **Institutional Racism:** Particular and general instances of racial discrimination, inequality, exploitation, and domination in organizational or institutional contexts. While institutional racism can be overt (e.g., a firm with a formal policy of excluding applicants of a particular race), it is more often used to explain cases of disparate impact, where organizations or societies distribute more resources to one group than another without overtly racist intent (e.g., a firm with an informal policy of excluding applicants from a low income, minority neighborhood due to its reputation for gangs). The rules, processes, and opportunity structures that enable such disparate impacts are what constitute institutional racism (and variants such as 'structural racism', 'systemic racism', etc.) (CCCO 6).
- **Minoritized:** Describes the process of "minoritization" whereby individuals are afforded less power and representation based on their social identities. These social identities, such as race and ethnicity, are socially constructed concepts that are created and accepted by society. They are used to minoritize individuals in specific environments and institutions that sustain an overrepresentation of Whiteness and subordinate other groups (CCCO 7).
- **Racial Justice:** The systematic fair treatment of people of all races, resulting in equitable opportunities and outcomes for all. Racial justice or racial equity - goes beyond "anti-racism." It's not just about the absence of discrimination and inequalities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures (CCCO 9).
- **Structural Racism:** Is the normalization and legitimization of an array of dynamics historical, cultural, institutional and interpersonal that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system of White domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism–all other forms of racism emerge from structural racism (CCCO 10).

Lessons from the 2019-2022 SEP Cycle

Pandemic

While the equity work continued throughout the pandemic, MVC's equity efforts were delayed as outcomes experienced a hit. Prior to the pandemic, MVC saw an upward trend in enrollment, but since then, MVC has seen a 23 percent decrease in enrollment from 2019-20 to 2021-22 and an increase in enrollment equity gaps. Fall-to-spring persistence for all students also decreased from 2017-18 to 2021-22 from 54.0% to 50%. While initiatives like the CARE's Act and HEERF helped to offset some of the impact, work remains to be done to stabilize and improve enrollment and persistence.

Successes from the 2019-2022 SEP

Despite decreases in enrollment and persistence, Moreno Valley College has seen progress in transfer and completion of degrees and certificates. In fact, for increasing completion of degrees and certificates, Moreno Valley College was honored with the Rice Award. The following four equity efforts from the 2019-2022 SEP stand out as successes:

1. ***Automatic Awarding of Degrees and Certificates:*** Automatic awarding of degrees and certificates saw a major increase in degree and certificate completion rates.
2. ***Professional Development for Instructional Faculty:*** Professional development opportunities for instructional faculty have grown tremendously during the 2019-2022 SEP cycle, thanks to programs such as the DE Den and Teaching Matters. Before the cycle, PD for instructional faculty was mostly limited to FLEX events and conferences. With the exception of math and English, most disciplines did not regularly participate in sustained, equity-centered professional learning. Since efforts to scale up PD, the college now offers regular professional learning through the DE DEN, CARE course, and Teaching Matters–all aimed at improving course success and equity in online, hybrid, and face-to face instruction.
3. ***Professional Development for College Stakeholders:*** Professional development for college stakeholders has also drastically increased. MVC participated in district-wide Call to Action taskforces and the Equity Leadership Alliance; hosted Brave Space Forums; and created a Common Ground website for sharing anti-racist and equity-minded resources, such as the CCCCO's DEI Glossary of Terms. The Committee for Diversity, Inclusion, and Belonging has also more than doubled the campus-wide events it offers by adding Heritage Weeks and extending its Diversity Summit from a one-day event to a week-long event; these events feature Keynote Speakers, such as Harris and Wood, Bettina Love, Victor M. Rios, Heather McGhee, and Steven T. Newcomb on topics ranging from implicit bias to abolitionist teaching. The college has also revived its One Book, One College program to promote interdisciplinary conversations about social justice topics, such as decolonizing climate change advocacy, and to expand

opportunities for student research, collaborative learning, global learning, and scholarships.

4. ***Equity-Driven Data Analysis and Inquiry:*** Moreno Valley College made major strides to increase both its understanding of, and capacity to eliminate, equity gaps by engaging in equity-driven inquiry. Besides participating in the Equity Audit and NACCC survey, MVC attended trainings in and conducted student focus groups in partnership with the Office of Institutional Effectiveness. In addition, the Office of Institutional Effectiveness worked with English faculty to embed data-coaching in efforts to scale up communities of practice so disciplines beyond math and English can engage in regular, ongoing professional learning that is anti-racist, equity-centered, and discipline specific. As a result of this partnership, every department/discipline at MVC now has ready access to their program's success, retention, and equity data, and multiple disciplines received their personal equity data and guidance on creating an equity plan. English faculty have also worked with IE to survey community of practice participants and collect success and retention rate data indicating participation in PD correlates with higher success and retention. Surveys also indicate the vast majority of participating faculty have adopted more flexible late work policies and anti-racist assessment practices, such as labor-based grading.

Opportunities for Growth in the 2022-2025 SEP

While MVC has seen progress in transfer and completion of degrees and awards, we have yet to see progress in completion of transfer-level math and English. Such findings have guided the direction of the 2022-2025 SEP as we shift our focus to enrollment, completion of transfer-level math and English, and retention. Since improving leading indicators such as completion of transfer-level math and English will positively impact transfer and completion of degrees and awards, the plan's focus on these three metrics provides an opportunity to make substantive progress across all metrics.

The 2022-2025 SEP

A New Template

Instead of asking schools to write activities that increase the achievement of All Student groups and the equity of each Disproportionately Impacted (DI) student group, this plan asks colleges to review their school's equity data and local data and "to consider your local context and priorities to select the student population experiencing the most disproportionate impact for each of the five metrics." Besides allowing colleges to focus their efforts on groups experiencing the most impact, the revision allows schools to acknowledge that data collected from a single institution, such as MVC, will not always reveal, and can even distort, the full extent of regional equity gaps. The 2022-2025 SEP chooses primary DI groups based on both data from the CCCCO's data dashboard and state-wide data on regional equity gaps, as identified in reports,

such as the RP Group's "Through the Gate." Such guidance allows schools to act on findings such as Inland Empire Latinos experiencing state-wide disproportionate impact in transfer. It also allows Hispanic-Serving Institutions to prioritize majority groups even when disproportionate impact on majority groups can be masked in the collection of equity data.

Substantive changes are also facilitated by the 2022-2025 SEP's revised template. Instead of listing activities to improve outcomes, as the 2019-2022 plan required, this plan asks for structural analysis of the policies, practices, processes, and culture that impede equity.

Focal Points

Lessons from the 2019-2022 cycle have shifted the 2022-2025 SEP focus to the following focal points:

1. Race-specific groups experiencing disproportionate impact, including the following 4 groups:
   - Black and African American
   - Hispanic or Latinx/a/o
   - American Indian/Alaskan
   - Native Hawaiian or other Pacific Islander
2. Groups experiencing DI in multiple metrics (2 or more, especially in leading indicator metrics like course completion in math and English)
3. Race-specific target outcomes
4. "Leading indicators," such as completion of transfer-level math and English, over "lagging indicators," such as Degree and Certificate Completion
5. Completion of Transfer-Level math and English, especially Math

Highlights from the 2022-2025 SEP

Other highlights from the 2022-2025 include the following:

1. SEA leadership has committed to focusing on the following 3 equity efforts:
   - Recruit, hire, and retain classified professionals, faculty, and management that reflect the community we serve, including instructional faculty and math and English faculty
   - Provide regular and ongoing, anti-racist, equity-centered, and role-specific professional development to all campus groups (classified professionals, faculty, and management/ administrators)
   - Provide regular and ongoing, anti-racist, equity-centered, and discipline-specific professional development to faculty
2. The SEP incorporates 12 out of 14 of the Equity Audit Recommendations.

Summary of MVC's 2022-2025 Student Equity Plan

*Baseline data is from 2020/2021

	SUCCESSFUL ENROLLMENT Black/African American Students	
Target Outcomes	● Increase the number of Black/African American students enrolled by 9% in Y1, 8% in Y2, and 8% in Y3 from 1438 to 1585, 1732, and 1880
Current Structure	Currently, the college does not offer regular, ongoing anti-racist, equity-centered, and role-specific PD for classified professionals or managers/administrators around the successful enrollment of Black/African American students. In addition, dual enrollment opportunities are expanding, but would be more effective in increasing Black/African American student enrollment if those outreach efforts were targeted. One program, Umoja, onboards cohorts, but that program has only two faculty: one counselor and one English faculty. Students not in the Umoja program may not be accessing program supports, such as book waivers.
Ideal Structure	● Ideally, the college establishes anti-racist, equity-centered, role-specific PD for classified professionals and managers/administrators/program directors around the successful enrollment of Black/African American students into career pathways. ● Students enrolling at MVC would have an educational plan in a career pathway and the supports they need for successful enrollment in, and completion of, their first term. Aligned with the Guided Pathways framework, all students are assessed for undecided status at entry and students who assess as undecided are provided mandatory career exploration that leads to ed plans that lead to careers and transfer. Case management would be automated to facilitate the successful onboarding of new students into career pathways and support programs and services. Student success teams would successfully connect students with their holistic needs, from academic counseling to financial and mental health supports, especially for groups experiencing disproportionate impact in multiple leading indicators such as enrollment and course success. Success teams would collaborate with SEA and IE to establish a prioritization plan to ensure the successful onboarding of Black/African American students. ● In addition, climate-focused PD opportunities would support campus-wide attendance in equity-centered and anti-racist professional learning and help establish a common language around key definitions, practices, and policies. PD would nurture a culture of belonging and inclusion and ensure all stakeholders, especially classified professionals and part-time faculty, are able to participate in professional learning experiences, particularly those focused on equity, announcing campus-wide initiatives, and highlighting equity-advancing practices. It would also center equity within all flex days and campus professional learning experiences and focus on understanding

	and undoing racism and anti-Black racism, guided by resources such as the BIPOC Project; and establish role-specific professional development for classified professionals, managers/administrators, and counselors and faculty. ● Dual enrollment opportunities would be expanded through targeted outreach to Black/African American students and program supports would be scaled up and accessible (Umoja, EOPS, Aces, foster youth, Second Chance programs). ● The college would establish a rotation for Umoja coordinators in counseling and English, increasing the total number of dedicated faculty from 2 to 4.
Planning and Action	**Classified Professionals** ● Establish anti-racist, equity-centered, role-specific PD for classified professionals around the successful enrollment of Black/African American students ● Design and facilitate equity-focused professional learning geared towards the variety of experiences that come with the role of Classified Professionals ● Develop a plan to establish regular and ongoing equity-focused professional learning geared towards the variety of experiences that come with the role of Classified Professionals ● Conduct Student Support Services Bi-Annual retreats/planning sessions **Managers/Administrators/Program Directors** ● Establish anti-racist, equity-centered, role-specific PD for managers/administrators around the successful enrollment of Black/African American students ● Conduct critical dialogue facilitation training with department managers and campus leadership to promote and model effective communication and feedback strategies ● Create an equity map to catalog all of the equity related efforts on campus ● Establish a calendar for Diversity, Equity, Inclusion (DEI) that is organized to bring together all DEI-related activities in one place where users can identify/filter to identify events/programs that are student-facing, employee-facing, and open to the community ● Expand dual enrollment opportunities for Black/African American students ● Scale up/expand access to support programs (Umoja, EOPS, Aces, foster youth, Second Chance programs **Faculty:** ● Promote participation in existing professional development opportunities (Flex, DE Den, CARE, Teaching Matters) ● Develop regular and ongoing discipline-specific, equity-centered, anti-racist Communities of Practice ● Counselors, instructional faculty, and faculty liaisons in engagement centers participate in joint planning to create program maps and clear websites for all majors that show required courses, career pathways aligned to the majors, transfer pathways, and learning outcomes Classified Professionals, Administrators, Faculty

	- Center equity within all Flex Day activities and campus professional learning experiences - Identify ways in which Flex Day schedules can be more inclusive of stakeholder groups across campus, both in content shared and presenters of key information (e.g. closing Student Services temporarily to allow for Classified Professionals to participate in Flex Day activities; recording Flex Day presentations and workshops to allow for engagement of individuals who aren't able to attend in person due to conflicting work schedules and responsibilities; providing pay parity for adjuncts to participate in Flex Day activities as well) - Design equity-centered Flex Day activities - Promote participation in CDIB and One Book/One College events - Develop a forms committee to review and evaluate the usefulness of student forms and processes. The committee should be charged with identifying changes to be made so forms are more user friendly, clear in instructions, provide expected next steps, and contact information. Additionally, the content should be written in student ready language that promotes student advocacy and clarity in process. - Design PD to engage faculty, classified staff, managers, and students with the Guided Pathways framework through the equity lens and redesign the college's application, onboarding, career exploration, and registration processes
CO Support Needed	- Continue to provide equity resources, such as the Vision for Success, for different campus constituents (faculty, classified professionals, administrators) and expand access to resources to the responsible parties (i.e. Flex and/or Professional Development Committees); Expand opportunities for free college and supports - Lobby state lawmakers to make community college free - Lobby state lawmakers to offset the costs associated with attending college (e.g. housing, meals, transportation, books, access codes)

SUCCESSFUL ENROLLMENT American Indian/AlaskanStudents	
Target Outcomes	Increase the number of American Indian/Alaskan students enrolled by 9% in Y1, 8% in Y2, and 8% in Y3 from 50 to 55, 60, and 65
Current Structure	Currently, the college does not have a clear process to address equity gaps in the recruiting, hiring, and retaining of employees who are underrepresented at the college even as the student groups they reflect experience disproportionate impact. In addition, the college does not offer regular, ongoing anti-racist, equity-centered, and role-specific PD for classified professionals or managers/administrators around the successful enrollment of American Indian/Alaskan students. American Indian/Alaskan are impacted in multiple metrics, but there is no existing program to connect American Indian/Alaskan students with financial or other supports.

Ideal Structure	● Ideally, the college addresses equity gaps in employee hiring, particularly for employees who reflect disproportionately impacted student groups and are experienced in and able to mentor American Indian/Alaskan students.
	● Students enrolling at MVC would have an educational plan in a career pathway and the supports they need for successful enrollment in, and completion of, their first term. Aligned with the Guided Pathways framework, all students are assessed for undecided status at entry and students who assess as undecided are provided mandatory career exploration that leads to ed plans that lead to careers and transfer. Case management would be automated to facilitate the successful onboarding of new students into career pathways and support programs and services. Student success teams would successfully connect students with their holistic needs, from academic counseling to financial and mental health supports, especially for groups experiencing disproportionate impact in multiple leading indicators such as enrollment and course success. Success teams would collaborate with SEA and IE to establish a prioritization plan to ensure the successful onboarding of Black/African American students.
	● The college would establish anti-racist, equity-centered, role-specific PD for classified professionals and managers/administrators/program directors around the successful enrollment of American Indian/Alaskan students into career pathways. Student success teams would successfully connect students with their holistic needs, from academic counseling to financial and mental health supports. Success teams would develop a system for connecting students to financial and other supports and collaborate with SEA and IE to establish a prioritization plan to ensure the successful onboarding of American Indian/Alaskan students and groups experiencing disproportionate impact in multiple leading indicators such as enrollment and course success.
	● In addition, climate-focused PD would support campus-wide attendance in equity-centered and anti-racist professional learning and help establish a common language around key definitions, practices, and policies. PD would nurture a culture of belonging and inclusion and ensure all stakeholders, especially classified professionals and part-time faculty, are able to participate in professional learning experiences, particularly those focused on equity, announcing campus-wide initiatives, and highlighting equity-advancing practices. It would also center equity within all flex days and campus professional learning experiences and focus on understanding and undoing racism and Native invisibility, guided by resources such as the BIPOC Project.
	● The college would develop financial supports for American Indian/Alaskan students, including scholarships covering tuition and textbook/access code costs and other kinds of support, such as mentoring programs. The college would establish relationships and improve outreach with high schools with American Indian/Alaskan students.
Planning and Action	Classified Professionals ● Establish anti-racist, equity-centered, role-specific PD for classified professionals around the successful enrollment of American Indian/Alaskan students ● Design and facilitate equity-focused professional learning geared towards

the variety of experiences that come with the role of Classified Professionals
- Develop a plan to establish regular and ongoing equity-focused professional learning geared towards the variety of experiences that come with the role of Classified Professionals
- Conduct Student Support Services Bi-Annual retreats/planning sessions

Managers/Administrators/Program Directors
- Establish anti-racist, equity-centered, role-specific PD for managers/administrators around the successful enrollment of American Indian/Alaskan students
- Conduct critical dialogue facilitation training with department managers and campus leadership to promote and model effective communication and feedback strategies
- Create an equity map to catalog all of the equity related efforts on campus
- Establish a calendar for Diversity, Equity, Inclusion (DEI) that is organized to bring together all DEI-related activities in one place where users can identify/filter to identify events/programs that are student-facing, employee-facing, and open to the community
- Develop supports for American Indian/Alaskan students, including a scholarship fund and mentoring program for students
- Establish and improve outreach with high schools with American Indian/Alaskan students

Faculty:
- Promote participation in existing professional development opportunities (Flex, DE Den, CARE, Teaching Matters)
- Develop regular and ongoing discipline-specific, equity-centered, anti-racist Communities of Practice
- Counselors, instructional faculty, and faculty liaisons in engagement centers participate in joint planning to create program maps and clear websites for all majors that show required courses, career pathways aligned to the majors, transfer pathways, and learning outcomes

Classified Professionals, Administrators, Faculty
- Center equity within all Flex Day activities and campus professional learning experiences
- Identify ways in which Flex Day schedules can be more inclusive of stakeholder groups across campus, both in content shared and presenters of key information (e.g. closing Student Services temporarily to allow for Classified Professionals to participate in Flex Day activities; recording Flex Day presentations and workshops to allow for engagement of individuals who aren't able to attend in person due to conflicting work schedules and responsibilities; providing pay parity for adjuncts to participate in Flex Day activities as well)
- Design equity-centered Flex Day activities
- Promote participation in CDIB and One Book/One College events
- Engage in cluster hiring
- Attend training sessions on equitable recruiting, hiring, and retaining of employees representative of the student body and community

	● Remove barriers to recruiting diverse candidate pools (i.e. evaluate job postings to prioritize the "Commitment to Diversity" expectation of all candidates and future employees; expand and diversify job posting platforms and recruitment (i.e. expand recruitment from UCs to CSUs) ● Build supports for hiring a diverse pool of candidates (e.g. establish a resource page for equity-minded hiring practices inclusive of different phases of the process, i.e. writing job descriptions, developing interview questions, advertising) ● Build supports for retaining employees reflective of and representing the community and student populations ● Design PD to engage faculty, classified staff, managers, and students with the Guided Pathways framework through the equity lens and redesign the college's application, onboarding, career exploration, and registration processes Hiring Committees ● Recruit, Hire, and Retain classified professionals, administrators, and faculty, including tenured faculty, who reflect and represent the community and student populations ● Revise job postings to highlight DEI ● Expand job posting platforms and other recruitment efforts (e.g. recruit from CSUs in addition to UCs) ● Attend training sessions on recruiting, hiring, and retaining employees representative of the student population and community
CO Support Needed	● Provide equity PD resources, such as the Vision for Success, for different campus constituents (faculty, classified professionals, administrators)-- particularly relating to Native invisibility ● Legislated changes to HR policies that prohibit race-conscious and equitable hiring practices ● Assist in the development and funding of automated case management programs to increase successful enrollment in ed plans, career pathways, and support services ● Lobby state lawmakers to make community college free ● Lobby state lawmakers to offset the costs associated with attending college (e.g. housing, meals, transportation, books, access codes)

SUCCESSFUL ENROLLMENT Native Hawaiian/other Pacific Islander	
Target Outcomes	● Increase the number of Native Hawaiian/other Pacific Islander students enrolled by 9% in Y1,8% in Y2, and 8% in Y3 from 62 to 68, 74, and 80
Current Structure	Currently, the college does not have a clear process to address equity gaps in the recruiting, hiring, and retaining of employees who are underrepresented at the college even as the student groups they reflect experience disproportionate impact. In addition, the college does not offer regular, ongoing anti-racist, equity-centered,

	and role-specific PD for classified professionals or managers/administrators around the successful enrollment of Native Hawaiian/other Pacific Islander students. Native Hawaiian/other Pacific Islander are impacted in multiple metrics, but there is no existing program to connect Native Hawaiian/other Pacific Islander students with financial or other support
Ideal Structure	● Ideally, the college addresses equity gaps in employee hiring, particularly for employees who reflect disproportionately impacted student groups and are experienced in and able to mentor Native Hawaiian/other Pacific Islander. ● Students enrolling at MVC would have an educational plan in a career pathway and the supports they need for successful enrollment in, and completion of, their first term. Aligned with the Guided Pathways framework, all students are assessed for undecided status at entry and students who assess as undecided are provided mandatory career exploration that leads to ed plans that lead to careers and transfer. Case management would be automated to facilitate the successful onboarding of new students into career pathways and support programs and services. Student success teams would successfully connect students with their holistic needs, from academic counseling to financial and mental health supports, especially for groups experiencing disproportionate impact in multiple leading indicators such as enrollment and course success. Success teams would collaborate with SEA and IE to establish a prioritization plan to ensure the successful onboarding of Black/African American students. ● The college would establish anti-racist, equity-centered, role-specific PD for classified professionals and managers/administrators/program directors around the successful enrollment of Native Hawaiian/other Pacific Islander students into career pathways. Student success teams would successfully connect students with their holistic needs, from academic counseling to financial and mental health supports. Success teams would develop a system for connecting students to financial and other supports and collaborate with SEA and IE to establish a prioritization plan to ensure the successful onboarding of Native Hawaiian and other Pacific Islander students, especially groups experiencing disproportionate impact in multiple leading indicators such as enrollment and course success. ● In addition, climate-focused PD would support campus-wide attendance in equity-centered and anti-racist professional learning and help establish a common language around key definitions, practices, and policies. PD would nurture a culture of belonging and inclusion and ensure all stakeholders, especially classified professionals and part-time faculty, are able to participate in professional learning experiences, particularly those focused on equity, announcing campus-wide initiatives, and highlighting equity-advancing practices. It would also center equity within all flex days and campus professional learning experiences and focus on understanding and undoing racism and Native invisibility, guided by resources such as the BIPOC Project. ● The college would also develop financial supports for Native Hawaiian/other Pacific Islander students, including scholarships covering tuition and textbook/access code costs and other kinds of support, such as mentoring

	programs
Planning and Action	**Classified Professionals** ● Establish anti-racist, equity-centered, role-specific PD for classified professionals around the successful enrollment of Native Hawaiian/other Pacific Islanderstudents ● Design and facilitate equity-focused professional learning geared towards the variety of experiences that come with the role of Classified Professionals ● Develop a plan to establish regular and ongoing equity-focused professional learning geared towards the variety of experiences that come with the role of Classified Professionals ● Conduct Student Support Services Bi-Annual retreats/planning sessions **Managers/Administrators/Program Directors** ● Establish anti-racist, equity-centered, role-specific PD for managers/administrators around the successful enrollment of Native Hawaiian/other Pacific Islander American students ● Conduct critical dialogue facilitation training with department managers and campus leadership to promote and model effective communication and feedback strategies ● Create an equity map to catalog all of the equity related efforts on campus ● Establish a calendar for Diversity, Equity, Inclusion (DEI) that is organized to bring together all DEI-related activities in one place where users can identify/filter to identify events/programs that are student-facing, employee-facing, and open to the community ● Develop supports for Native Hawaiian/other Pacific Islander students, including a scholarship fund and mentoring program for students ● Establish and improve outreach with high schools with Native Hawaiian/other Pacific Islander students **Faculty:** ● Promote participation in existing professional development opportunities (Flex, DE Den, CARE, Teaching Matters) ● Develop regular and ongoing discipline-specific, equity-centered, anti-racist Communities of Practice ● Counselors, instructional faculty, and faculty liaisons in engagement centers participate in joint planning to create program maps and clear websites for all majors that show required courses, career pathways aligned to the majors, transfer pathways, and learning outcomes **Classified Professionals, Administrators, Faculty** ● Center equity within all Flex Day activities and campus professional learning experiences ● Identify ways in which Flex Day schedules can be more inclusive of stakeholder groups across campus, both in content shared and presenters of key information (e.g. closing Student Services temporarily to allow for Classified Professionals to participate in Flex Day activities; recording Flex Day presentations and workshops to allow for engagement of individuals who aren't able to attend in person due to conflicting work schedules and

	responsibilities; providing pay parity for adjuncts to participate in Flex Day activities as well) ● Design equity-centered Flex Day activities ● Promote participation in CDIB and One Book/One College events ● Engage in cluster hiring ● Attend training sessions on equitable recruiting, hiring, and retaining of employees representative of the student body and community ● Remove barriers to recruiting diverse candidate pools (i.e. evaluate job postings to prioritize the "Commitment to Diversity" expectation of all candidates and future employees; expand and diversify job posting platforms and recruitment (i.e. expand recruitment from UCs to CSUs) ● Build supports for hiring a diverse pool of candidates (e.g. establish a resource page for equity-minded hiring practices inclusive of different phases of the process, i.e. writing job descriptions, developing interview questions, advertising) ● Build supports for retaining employees reflective of and representing the community and student populations ● Design PD to engage faculty, classified staff, managers, and students with the Guided Pathways framework through the equity lens and redesign the college's application, onboarding, career exploration, and registration processes Hiring Committees ● Recruit, Hire, and Retain classified professionals, administrators, and faculty, including tenured faculty, who reflect and represent the community and student populations ● Revise job postings to highlight DEI ● Expand job posting platforms and other recruitment efforts (e.g. recruit from CSUs in addition to UCs) ● Attend training sessions on recruiting, hiring, and retaining employees representative of the student population and community
CO Support Needed	● Provide equity PD resources, such as the Vision for Success, for different campus constituents (faculty, classified professionals, administrators)-- particularly relating to Native invisibility ● Legislated changes to HR policies that prohibit race-conscious and equitable hiring practices ● Assist in the development and funding of automated case management programs to increase successful enrollment in ed plans, career pathways, and support services ● Lobby state lawmakers to make community college free ● Lobby state lawmakers to offset the costs associated with attending college (e.g. housing, meals, transportation, books, access codes)

	Completion of Transfer-Level Math and English
	Black/African American; Native American/Alaskan; Native Hawaiian/other Pacific Islander; Hispanic/Latinx/a/o Increase the Completion of Transfer-Level Math and English by 11 percentage points from 9% to 20% in three years.
Target Outcomes	• Increase the number of Black/African American students completing Transfer-Level Math and English by 37% in Y1, 27% in Y2, and 21% in Y3 from 29 to 46, 63, and 80 • Increase the number of Native American/Alaskan students completing Transfer-Level Math and English by 100% in Y1, 50% in Y2, and 33% in Y3 from 0 to 1, 2, and 3 • Increase the number of Native Hawaiian/other Pacific Islander students completing Transfer-Level Math and English by 100% in Y1, 50% in Y2, and 33% in Y3 from 1 to 2, 4, and 6 • Increase the number of Hispanic/Latinx/a/o students completing Transfer-Level Math and English by 43% in Y1, 30% in Y2, and 23% in Y3 from 128 to 223, 318, and 413
Current Structure	Currently, 9 out of 10 students do not complete transfer-level math and English in one year, largely as a result of low completion rates in math. Since the college is a Hispanic-Serving Institution, this burden disproportionately falls on Hispanic/Latinx/a/o students, as well as Black/African American, American Indian/Alaskan, and Native Hawaiian/other Pacific Islander students. The college does not have a clear process to address equity gaps in the recruiting, hiring, and retaining of faculty who are underrepresented at the college even as the student groups they reflect experience disproportionate impact. Dual enrollment opportunities for transfer-level math exist, but could be expanded for groups experiencing disproportionate impact in math completion. Access codes and textbook costs can be prohibitive, particularly for transfer-required classes. In addition, the college has not yet identified funding to continue regular, ongoing anti-racist, equity-centered, and discipline-specific PD for math and English faculty. PT faculty do not have a dedicated space to hold office hours, and they do not have enough paid office hours to provide student support compared to full-time faculty. PD that is focused on anti-racist assessment ecologies and flexible policies can also be disrupted by reverse incentives for optimal teaching and learning conditions: equity-centered, anti-racist PD focuses on rethinking classroom assessment ecologies, such as rethinking grading, attendance policies, and late work, but those practices are also workload management practices: classroom policies and practices such as dropping students for non-attendance on the first day or adopting no-late-work policies/no-revision/no retake policies run counter to student success and equity, yet instructors may be incentivized to drop students for non-attendance on the first day of class, drop students who have missed a certain number of days, and adopt rigid late work and revision/re-take policies as a way to manage workloads. For example, math and English classes at MVC have some of the highest course caps in the state (30 and 35 in English and 45 in math), even as the college serves student populations experiencing disproportionate impact regionally and state-wide, and while the pandemic has seen a temporary improvement in the FT to PT ratio as a result of enrollment declines, the FT to PT

	ratio is usually out of compliance with the faculty obligation number at the college-level.

Ideal Structure	● Ideally, the college addresses equity gaps in math and English faculty hiring, particularly for faculty who reflect disproportionately impacted student groups.
	● The college funds anti-racist, equity-centered, role-specific PD for math and English faculty that counts as equity FLEX since the communities of practice center and facilitate discussions of equity. Math and English PD would be aimed at improving instruction and program success and equity, including course success, retention, and equity.
	    ○ Math and English would follow a process to review and revise course syllabi and Canvas pages on a regular basis; integrate intentional approaches to equity, diversity, and inclusion within Course Outline of Record; utilize the four-part framework on <u>Anti-Racism Education and Professional Development;</u> establish common language around key definitions of equity, disproportionate impact, diversity, and inclusion and be clear around the purpose of this language and the intentional use of said definitions; create the capacity to utilize shared definitions and common language when referring to issues of equity and equity advancing work on campus; establish a space for ongoing critical reflection, learning, and adaptation of individual practices. This includes learning about issues of equity, structural racism and anti-racism–including anti-Black racism and Native invisibility–intentional critical self-reflection of individual practices, and collaboration and thought partnership with colleagues. From a lens of growth and development not connected with employee outcomes, math and English would also embed equity action plans within all employee evaluations to encourage the engagement with equity advancing work on campus (and/or beyond) and highlight areas of opportunity for the campus to meet the professional learning needs of faculty, staff, and administrators. This approach would prioritize an intentional focus on supporting the needs of the workforce and providing adequate resources and space to deepen knowledge and skill sets around equity advancing work within their scope of influence.
	    ○ Professional learning would also embed "Light-My-Fire" course principles, including encouraging faculty to seek out linkages between their discipline and social issues and issues related to identity, and to make space at the beginning or end of each class for key events in the news about race or racism and providing structured opportunities for students to learn about structural and systemic issues related to their own and other racial groups, in conjunction with the course topic; exploring ways to diversify curriculum and expand course offerings (e.g., offering Native American Literature and Asian American Literature or Statistics courses focused on social justice topics).
	    ○ Additional topics would include adopting anti-racist assessment practices and revising policies that hinder persistence rates (e.g.,

	dropping students for non-attendance on the first day, late policies, revision policies, attendance policies and/or locking students out of the classroom for being late); examining practices that increase persistence such as using Early Alert, learning resources (WRC, math lab, tutoring, etc.). ● To ensure the above, the college would seek to optimize teaching and learning conditions by exploring/re-evaluating course caps and FT to PT faculty ratios in math and English. ● Dual enrollment opportunities would be expanded for groups experiencing disproportionate impact in math completion, including increasing dual enrollment sections and the number of high school concurrent students enrolled in dual enrollment. ● The college would explore innovations, such as teaching math and English courses in students' native languages (e.g., Spanish) and developing math-across-the curriculum programs. ● The college waives access codes and textbook costs for required transfer-level math and English classes and continues to expand OER / ZTC/LTC adoption and develop an action plan to incentivize increased instructor participation
Planning and Action	Hiring Committees ● Recruit, Hire, and Retain faculty who reflect and represent the community and student populations ● Revise job postings to highlight DEI ● Expand job posting platforms and other recruitment efforts (e.g. recruit from HBCUs and CSUs in addition to UCs) ● Attend training sessions on recruiting, hiring, and retaining employees representative of the student population and community Faculty: ● Engage in cluster hiring ● Attend training sessions on equitable recruiting, hiring, and retaining of faculty representative of the student body and community ● Remove barriers to recruiting diverse candidate pools (i.e. evaluate job postings to prioritize the "Commitment to Diversity" expectation of all candidates and future employees; expand and diversify job posting platforms and recruitment (i.e. expand recruitment from UCs to CSUs) ● Build supports for hiring a diverse pool of candidates (e.g. establish a resource page for equity-minded hiring practices inclusive of different phases of the process, i.e. writing job descriptions, developing interview questions, advertising) ● Build supports for retaining faculty reflective of and representing the community and student populations ● Expand OER / ZTC/LTC adoption and develop an action plan to incentivize increased instructor participation
CO Support Needed	● Revisit funding formulas that make smaller class size untenable ● Standardize course caps statewide; ● Subsidize course caps reductions in math and English at schools

	experiencing disproportionate impact statewide (e.g. Inland Empire Latinos disproportionately impacted in transfer) ● Enforce and enable the faculty obligation number at the college level, not just the district level ● Improve the FON/FT to PT ratio ● Lobby for pay parity for part-time faculty to incentivize hiring full-time faculty

Retention Native American/Alaskan Increase Retention by 21 percentage points from 49% to 70% in three years.
Target Outcomes	● Increase the number of Native American/Alaskan students retained from fall-to-spring by 44% in Y1, 31% in Y2, and 24% in Y3 from 5 to 9, 13, and 17
Current Structure	Currently, the college does not have a clear process to address equity gaps in the recruiting, hiring, and retaining of faculty who are underrepresented at the college even as the student groups they reflect experience disproportionate impact. Faculty participation in communities of practice that offer regular, ongoing anti-racist, equity-centered, and discipline-specific PD is limited by funding limitations. There is no existing program or process for reaching out to or checking in with American Indian/Alaskan students.
Ideal Structure	● Ideally, the college plans to address equity gaps in faculty hiring, particularly for faculty who reflect disproportionately impacted student groups. ● The college would increase funding for anti-racist, equity-centered, discipline-specific PD for faculty around retaining American Indian/Alaskan students. ○ Ideally, all departments are engaged in discipline-wide PD aimed at improving instruction, including course success, retention, and equity outcomes, and PD would support departments' ability to act on program review action plans; review and revise course syllabi and Canvas pages; diversify curriculum; integrate intentional approaches to equity, diversity, and inclusion within Course Outline of Record; utilize the four-part framework on Anti-Racism Education and Professional Development; establish common language around key definitions of equity, disproportionate impact, diversity, and inclusion and be clear around the purpose of this language and the intentional use of said definitions; create the capacity to utilize shared definitions and common language when referring to issues of equity and equity advancing work on campus; establish a space for ongoing critical reflection, learning, and adaptation of individual practices. This includes learning about issues of equity, structural racism and anti-racism, intentional critical self-reflection of individual practices, and collaboration and thought partnership with colleagues. From a lens of growth and development not connected with

<table>
<tr><td></td><td>employee outcomes, departments would also embed equity action plans within all employee evaluations to encourage the engagement with equity advancing work on campus (and/or beyond) and highlight areas of opportunity for the campus to meet the professional learning needs of faculty, staff, and administrators. This approach would prioritize an intentional focus on supporting the needs of the workforce and providing adequate resources and space to deepen knowledge and skill sets around equity advancing work within their scope of influence.

○ Professional learning would also embed "Light-My-Fire" course principles, including encouraging faculty to seek out linkages between their discipline and social issues and issues related to identity, and to make space at the beginning or end of each class for key events in the news about race or racism and providing structured opportunities for students to learn about structural and systemic issues related to their own and other racial groups, in conjunction with the course topic; exploring ways to diversify curriculum and expand course offerings (e.g. expanding Ethnic Studies opportunities, exploring developing a social justice area of emphasis for students). Additional topics would include adopting anti-racist assessment practices, such as labor-based grading, and revising policies that hinder persistence rates (e.g. dropping students for non-attendance on the first day, late policies, revision policies, attendance policies and/or locking students out of the classroom for being late) and examining practices that increase persistence such as using Early Alert, learning resources (LRC, tutoring, etc.)

● The college would develop a mentoring program for American Indian/Alaskan students that incorporates a "check-in" before and at critical exit points and explores "webbing" efforts, such as connecting students to a club, class, or peers.

● SEA, the Office of Institutional Effectiveness, and Guided Pathways would collaborate to ensure Student Success teams working to onboard students into career pathways and connect them with holistic supports (tutoring, food, housing, career counseling, etc.) understand equity gaps, data, and best practices for the successful retention of groups experiencing disproportionate impact.

● The college would also conduct, and respond to, student surveys regarding retention barriers by alleviating financial and other barriers (i.e., covid-related barriers, such as a vaccine mandate or work/school balance issues like child care). In response to such surveys, it would act to ensure course and program availability and offer a broad range of class modalities (including in-person, online, synchronous, asynchronous, hybrid, and 8-week courses).

● The college would expand OER / ZTC/LTC adoption and develop an action plan to incentivize increased instructor participation</td></tr>
<tr><td>Planning and Action</td><td>Administrators/Program Directors:
● Fund anti-racist, equity-centered, discipline-specific PD for all disciplines and faculty, including part-time faculty, especially PD focused on eliminating departmental/discipline-wide equity gaps</td></tr>
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- Conduct, and respond to, student surveys regarding retention barriers by alleviating financial and other barriers (i.e., covid-related barriers, such as a vaccine mandate or work/school balance issues like child care)
- Waive textbooks and access code costs in transfer-level math and English
- Develop a mentoring program for American Indian/Alaskan students that incorporates a "check-in" before and at critical exit points and explores "webbing" efforts, such as connecting students to a club, class, or peers

Success Teams:
- Success teams collaborate with SEA and IE to center equity in connecting students with holistic supports (e.g. academic, financial, etc.)
- Faculty liaisons collaborate with faculty to connect students to holistic supports

Chairs:
- Ensure course and program availability
- Offer a broad range of class modalities (including in-person, online, synchronous, asynchronous, hybrid, and 8-week courses)
- Lead disciplines/departments in diversifying curriculum (i.e. explore expanding Ethnic Studies, offering Native American Literature courses, developing a Social Justice Area of Emphasis)

Hiring Committees
- Recruit, Hire, and Retain classified professionals, administrators, and faculty, including tenured faculty, who reflect and represent the community and student populations
- Revise job postings to highlight DEI
- Expand job posting platforms and other recruitment efforts (e.g. recruit from HBCUs and CSUs in addition to UCs)
- Attend training sessions on recruiting, hiring, and retaining employees representative of the student population and community

Faculty:
- Engage in cluster hiring
- Attend training sessions on equitable recruiting, hiring, and retaining of employees representative of the student body and community
- Remove barriers to recruiting diverse candidate pools (i.e. evaluate job postings to prioritize the "Commitment to Diversity" expectation of all candidates and future employees; expand and diversify job posting platforms and recruitment (i.e. expand recruitment from UCs to CSUs)
- Build supports for hiring a diverse pool of candidates (e.g. establish a resource page for equity-minded hiring practices inclusive of different phases of the process, i.e. writing job descriptions, developing interview questions, advertising)
- Build supports for retaining employees reflective of and representing the community and student populations
- Expand OER / ZTC/LTC adoption and develop an action plan to incentivize increased instructor participation

CO Support Needed	● Provide equity PD resources, such as the Vision for Success, for different campus constituents (faculty, classified professionals, administrators)--particularly relating to Native invisibility ● Legislated changes to HR policies that prohibit race-conscious and equitable hiring practices ● Lobby state lawmakers to make community college free ● Lobby state lawmakers to offset the costs associated with attending college (e.g. housing, meals, transportation, books, access codes)

Transfer Hispanic/Latinx/a/o	
Target Outcomes	● Increase the number of Hispanic/Latinx/a/o students that transfer by 17% in Y1, 14% in Y2, and 13% in Y3 fromm 359 to 431, 503, and 574
Current Structure	Currently, students are largely on their own when it comes to transferring to and successful integration at a 4-year school, which can disrupt, delay, or even prohibit transfer; the burden is on students to know when, where, and how to transfer, including meeting deadlines, understanding financial aid opportunities, submitting FAFSA, choosing a college and program of study aligned with their existing MVC program of study, applying to schools, procuring transcripts, and paying application fees. In addition, the transfer pathway for part-time students may not be clear. While transfer events, such as the Transfer Fair, are offered, students may not be aware of financial aid opportunities or deadlines for submitting FAFSA applications or transfer applications without having attended a workshop
Ideal Structure	Ideally, the college eliminates transfer barriers by waiving application fees and automatically sending transcripts, for instance. The college would also explore students' automatic transfer to 4-year schools at the time of enrollment at MVC or by the end of the first term. Students would be successfully onboarded to 4-year schools via bridge programs that connect them with trusted 4-year partners offering financial and academic program supports (i.e. transfer programs, Puente, EOP, etc.). MOUs and transfer guarantees would be expanded. The college would develop clear transfer pathways for part-time students and consider hybrid formats for students who take all their courses online. Transfer communication would be more intrusive, immersive, and hybrid. A transfer calendar would be developed in alignment with Guided Pathways pillars so events are calendered in early in the pathway. Transfer events would be embedded in instructional program maps and transfer communication would be systematized and automated (via online messaging tools, such as chatbots, Canvas, etc). In addition, the college would spin out elements of GUI 46 content for students not enrolled in the class. Student Services and Academic Affairs would be aware of and engaged in communicating transfer information, for instance by faculty embedding transfer information in their courses or participating in transfer events. Student success teams would help connect students with intrusive transfer counseling, anticipating student groups historically experiencing disproportionate impact and proactively reaching out to those student groups who are at or near the gate to offer financial, academic, tutoring, and/or advising assistance, as needed, and link to transfer bridge

	programs. SEA and Institutional Effectiveness would work closely to better understand why specific equity gaps persist at the local level, for example the gap for Hispanic/Latinx/a/o students in the Inland Empire region.
Planning and Action	Administrators/Transfer Liaison: ● Work with Office of Institutional Effectiveness to better understand unique barriers of Hispanic/Latinx/a/o students at/near the gate ● Develop a system for reaching out to Hispanic/Latinx/a/o at or near the gate ● Collaborate with transfer institutions to expand MOUs and onboarding/bridge programs ● Explore all automatic transfer technologies, innovations, and grants and lobby for automation technology where it doesn't currently exist ● Explore/participate in developing new 2+2 programs ● Develop an Innovation fund for improving Hispanic/Latinx/a/o Transfer ● Waive and promote waivers for all transfer application fees and deposit fees through partnerships with transfer institutions and SEA funds ● Send transcripts automatically Faculty Advisors/Classified Professionals/Student Success Teams: ● Train high-touch faculty, such as counselors and faculty advisors, to prioritize and proactively support the transfer efforts of student groups experiencing disproportionate impact and guide faculty in supporting transfer efforts ● Embed a transfer calendar and recommended steps into the Academic Pathway Maps being developed and shared with students as part of the college's Guided Pathways rollout
CO Support Needed	● Assist in technological innovations to automate and simplify the transfer process

Degree and Certificate Completion Black/African American Students; Native Hawaiian/other Pacific Islander	
Target Outcomes	● Increase the number of Black/African American students receiving a Degree and Certificate Completion by 17% in Y1, 14% in Y2, and 12% in Y3 from 106 to 127, 148, and 169 ● Increase the number of Native Hawaiian/other Pacific Islander students receiving a Degree and Certificate Completion by 33% in Y1, 25% in Y2, and 20% in Y3 from 8 to 12, 16, and 20
Current Structure	Currently, students must apply for graduation to be awarded degrees and certificates, but many students don't apply, and there is no list of students who have completed the requirements for program awards. While the college tries to automatically award degrees and certificates, the process is not automated and includes extensive collaboration with various departments and special programs, such as Puente, Middle College, FYE, Umoja,, Veterans, Dental Assistant, Dental Hygiene, BCTC programs, and IE to ensure all students who qualify for program

	completion are awarded a degree or certificate. The barriers to improving auto-awarding are varied and numerous. The current system does not capture all completing students and the process for identifying each one has multiple variables, such as identifying common degree requirements, verifying each student applying for graduation, and evaluating student programs to ensure students are not negatively affected by automatically awarding them. For example, EOPS services end once a student graduates, yet that student may be entering a high-unit program such as Nursing or Dental Hygiene. Besides reviewing all of the courses completed for each student, this work also includes flagging and reaching out to students missing one course in order to offer supports. While students are automatically processed with cohort rosters, data from Institutional Effectiveness, and lists provided by a University (i.e. CSU ADT eVerify List), improved data could help increase degree and certificate completion. In addition, degrees and certificates are awarded to students based on existing college curriculum and ADT opportunities, but those opportunities could be expanded.
Ideal Structure	● Ideally, the college improves coordination between programs to better identify students who qualify for program completion and removes the barriers to identify such students. The college uses data reports from Institutional Effectiveness to identify those who have completed 60 degree applicable units, including Eng-1A and Math competency and continues to verify BCTC academy rosters to ensure students are awarded completion of achievement certificates and conduct graduation checks for special programs (i.e. FYE, UMOJA, Puente and other programs). ● The college improves degree and certificate completion communication with stakeholders (e.g. programs, faculty, and students) by promoting a graduation culture throughout the college and increasing marketing of ADT deadlines, graduation deadlines, and Commencement Celebrations to inform students about course selections and graduation requirements. ● Degree and certificate award opportunities would be expanded by updating curriculum to align with workforce demands and to prepare students to pass industry standard testing. The college would expand articulation agreements; increase associate degree offerings (e.g. ASL) and ADTs and accelerated degree programs; and offer non- credit course pathways that lead to certificates, degrees, and transfer.
Planning and Action	Administrators: ● Expand articulation agreements Classified Professionals: ● Continue to work with Institutional Effectiveness to identify those who have completed 60 degree applicable units, including Eng-1A and Math competency ● Continue to verify BCTC cohort rosters ensure students are awarded completion of achievement certificates and conduct graduation checks for special programs (i.e. FYE, UMOJA, Puente and other programs). ● Identify and remove barriers to completion Faculty: ● Increase Associate Degree offerings (e.g. ASL) and ADTs and accelerated

	degree programs ● Update curriculum to align with workforce demands ● Offer non- credit course pathways that lead to certificates, degrees, and transfer.
CO Support Needed	● Assist in the automation of auto-awarding (e.g. technological supports)