

Student Equity and Achievement Program Produced: 11/16/2022 04:16 PM PST lisa webb

Merritt College - Student Equity Plan (2022-25): Draft

Details

Assurances

Legislation

✓ I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

 [EDC_78220.pdf](#)

Additional 78220 Acknowledgement

✓ I read and have given special consideration to [Education Code 78220](#) section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Campus-Wide Equity Approach

[View Memo](#)

Race Consciousness in Equity Plan Development *

The feedback received from the Center for Urban Education (CUE) focused on the need for Merritt to be more race-conscious in our equity initiatives/programs and to include more faculty in our efforts. The College has responded to these recommendations. The writing team for this report included 3 African American females, 1 Latinx male, and 1 Caucasian male. Two members are faculty. In addition, an African American student was added to the writing and research team for this year's report. In preparation for completing this report, three Town Halls were conducted. Two meetings for faculty and staff, and one for students. An additional meeting was held with leaders from the Associated Students of Merritt College. All of the attendees at these meetings were majority African American and Latinx. Focus groups were held with the RP group, one focusing on Latinx and African American men. During the 2021-2022 academic year, the first cultural climate survey was conducted. The data was disaggregated by race, ethnicity, and gender. The same was done for a campus basic needs survey in 2020. The data from these surveys confirmed that our Latinx and African American students are the most disproportionately impacted students at Merritt. During the writing of this report, the College received designation as an HSI. The writing team has aligned the HSI proposal with this report. This report contains what was learned from members of the Merritt community from the local data, surveys, town halls, focus groups, and meetings. Consequently, a racially diverse and race conscious group contributed to the report and will determine the College's path going forward.

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American

3-year outcome: Increase enrollment of Black/African American students by 20%

Hispanic or Latino

3-year outcome: Increase enrollment of Latinx students by 20%

Black/African American and Latinx Males

3-year outcome: Increase enrollment of Black/African American and Latinx males by 30%

Completed Transfer-Level Math & English

Black or African American

3-year outcome: Increase percentage of first-time college students completing introductory transfer level English and math in their first year by 50%.

Hispanic or Latino

3-year outcome: Increase percentage of first-time college students completing introductory transfer level English and math in their first year by 50%.

Persistence: First Primary Term to Secondary Term

Black or African American

3-year outcome: Increase persistence rate of African American students by 35%

Transfer

Black or African American

3-year outcome: Increase the number of Black/African American student transfer students by 25%

Hispanic or Latino

3-year outcome: The College will increase Latinx student enrollment by 25%

Black/African American and Latinx Males

3-year outcome: Merritt will increase transfer rate by 25%

Completion

Hispanic or Latino

3-year outcome: Increase number of degrees and certificates of Hispanic or Latino students by 50%

Black/African American and Latinx Males

3-year outcome: Increase number of degrees and certificates of Black/African American and Latinx male students by 50%

District Contact Information Form

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Equity Plan Reflection

2019-22 Activities Summary

- Promote and Increase Non-credit Offerings
- Dual Enrollment
- Access and Successful Enrollment
- Providing Classes When and Where Students Need Them
- Excellent Customer Service
- AB 705 Compliance
- Improve and Increase Retention and Persistence Rates
- Improve Transfer Rates

Key Initiatives/Projects/Activities *

Since the 2019-2022 Equity Plan, Merritt College has excelled in many areas. The College has provided more online and hybrid classes to meet student needs. Increasing dual enrollment continues to be a strong commitment. In the last four years, there

has been enhanced collaboration with the Oakland Unified School District (OUSD) as well as with non-profits and programs in Alameda County. AB705 has proven to be a success at Merritt. The College has not offered below transfer-level Math classes since 2018 or below transfer-level English since 2019. Since that time, our student success rates in both areas have improved, even amongst our most disproportionately impacted students.

Providing excellent customer service to students has been a focus in student services. In 2020, a CARE team was implemented on campus to meet the needs of individual students of concern. In response to student service data and the College's desire to improve in this area, there has been an extraordinary effort by staff and counseling faculty to make themselves more available by offering extended hours and additional modes of communication. For example, in Counseling, there are now three ways a student can schedule a counseling appointment. They can make an in-person, phone, or online appointment. The College implemented ConexED/Cranium Cafe in early 2022 which has increased access to counselors and has made scheduling appointments more seamless for students. In the past four years, there has been an increase in staff in Admissions & Records and the Financial Aid office. Mental health services has also expanded and now includes a diverse group of interns. A newly formed Basic Needs Task Force will work to ensure students have the resources they need. In the last four years, customer service and access have improved across the campus.

In 2021, Merritt College received the John W. Rice Equity and Student Success Award for Diversity and Equity. In doing so, the College "was praised for getting students to where they need to be by redesigning its curriculum and investing heavily in student support, embedded tutors, retention specialists and its campus Learning Center". Merritt has also been awarded for the number of transfers among African American and Latinx students. In addition, the College just received designation as an HSI. All of these honors are a sources of pride for the College as we continue to focus on greater persistence and success for disproportionately impacted students.

Evidence of Decreased Disproportionate Impact *

As a result of changes under the Math Acceleration Project and implementation of AB 705, Merritt College achieved major gains in the numbers and proportions of students successfully completing transfer level math and English within their first year - especially among the disproportionately impacted groups Black/African American and Latinx. Continued efforts around implementation of AB 705 and strengthening of innovative student supports (in-class tutors dedicated to core subject areas and expanded online drop-in tutoring) has not only sustained these gains but has succeeded in decreasing disproportionate impact by narrowing or reversing differential outcomes.

The percentage of Black/African American first-time college students successfully completing transfer level English within their first year nearly doubled from 15.3% in 2015-16 to 27.6% in 2018-19. This level of achievement was sustained in subsequent years; 33.2%, 34.5%, and 28.9% in 2021-22. Non-Black students also saw gains over this period, from 18.2% in 2015-16, 34.0% in 2018-19 to 26.1% in 2021-22. Note that while Black/African American students started 2.9 percentage points lower than non-Black in 2015-16, by 2021-22 they are 2.7 percentage points higher. Compared to all other students, gains among Black/African American students led to a change of sign with respect to their difference on this outcome.

Similar differential gains were also made among Latinx students in both English and math. Starting from just 17.4% in 2015-16, the percentage of first-time Latinx students completing transfer level English in their first year increased to 33.3% in 2018-19 to 33.4% in 2021-22. When compared to rates among all non-Latinx students (17.8%, 33.1% and 25.0%, respectively), the most recent academic year has Latinx students 8.4 percentage higher on this outcome. With respect to completion of transfer math with the first year of college, Latinx students increased from just 7.5% in 2015-16 to 18.4% in 2018-19 to 19.1% in 2021-22 (154% increase over six years). Increases among all other students were also observed, but of a lesser magnitude; from 10.4% in 2015-16 to 19.0% in 2021-22 (82% increase over 6 years).

2022-25 Planning Efforts *

In the next four years, the College will build on the initiatives from the previous equity plan cycle while reassessing the direction we want to go in terms of equity. The COVID-19 pandemic brought to light some additional areas we need to better address such as basic needs, mental health, and the digital divide. The work of mental health services, the Learning Center, the CARE team, and the Basic Needs Task Force will serve as important resources for students as we work to support their persistence and completion. As a campus, we must first come together if we intend to be more race conscious in our work with students.

In doing so, we will bring equity-minded, anti-racism training and professional development to faculty and staff. We intend to focus on students who are most disproportionately impacted and will provide more direct services to Black/African American, Latinx, and Black/African American/Latinx Men. Faculty need more tools in the classroom to teach more holistically and to meet these students where they are. In the next four years, we will work together as a community to increase our own knowledge while addressing student needs and focusing on their success.

With declining enrollment, the College has begun to pivot towards a more "all hands on deck" approach for enrollment and outreach where a team will engage the surrounding community and recruit students to the campus. This will take pre-planning and a deep commitment to building both outreach and in-reach at the College. With the support of the HSI grant and other campus initiatives, the College is well-placed to focus our equity efforts on our most disproportionately impacted students over the next four years.

Finally, the feedback the College received from the Center for Urban Education (CUE) was invaluable. The observation regarding our 2019-2025 Equity Report and the absence of faculty in equity efforts was very helpful. While some of our faculty have always been involved in equity at Merritt, we realized we needed to shine a light on the work they are doing and acknowledge their partnership. In the last four years, faculty have participated in district workshops, been involved in building an equity rubric for courses, participated in numerous equity committees/programs and have led efforts across the campus. They are also campus leaders in the work of diversity, equity, and inclusion (DEI).

Pandemic Acknowledgement

- ✗ Interrupted Work Fully
- ✓ Catalyzed Work

Provide an explanation (optional)

The pandemic catalyzed our work in several ways. The move to remote/online coursework and student services gave the College an opportunity to develop new ways of providing services and academic learning to students. Some of the ways in which the pandemic served as a catalyst include the following:

Provided opportunities for faculty and staff to participate in more professional development due to opportunities being online

Faculty participated in trainings focused on online learning/canvas.

Faculty worked with curriculum committee to get DE addenda approved.

College offered more online classes.

Study abroad began developing specific programs for Learning Communities (ie, Umoja program trip to Ghana)

Offices such as the Welcome Center, Admissions & Records, and Financial Aid were able to serve more students by having open zoom rooms during the day where students could access services at their convenience.

The Merritt CARE Team was developed and implemented.

The Basic Needs Task Force was formed.

Mental Health Services expanded their service when the intern program began.

Regular Grab and Go events where students could pick up food

Counseling began zoom and phone counseling which allowed working students and students with families greater access.

Students could access student services from home or work.

The Learning Center developed an online tutoring program for students in need of tutoring.

The College loaned students laptops and purchased hotspots thereby giving students more wifi access.

- ✓ Delayed Work

Provide an explanation (optional)

The pandemic delayed our work in many ways. In addition to COVID-19, our community experienced additional pandemics such as increased racism and economic hardship. Alameda County was hit hard by all three of these. Our students suffered and many of our faculty and staff were affected by these as well. Our work was delayed in the following ways:

Some students felt isolated not being on campus and reported that Merritt was like a "sanctuary" for them.

Students reported delaying their studies due to the pandemic.

Lost face-face connection with students.

Increased racism and divisive political environment across the country.

Students were less engaged with the campus.

Fewer leadership opportunities available for students.

College was unable to do in-person programs for almost two years.

Students suffered financially and personally.

Black/African American and Latinx communities were the most severely impacted by the pandemics.

Mental health issues increased for our students--campus only had one mental health counselor.

Had to cancel Study Abroad programs.

Had to stop in-person outreach/recruitment in the community. This made it difficult to build and maintain relationships with community partners.

Many more students had to have "excused withdrawals" in classes.

Student services access was limited.

Faculty had to transition very quickly to online learning.

Re-entry students struggled with enrollment.

Students struggled with access to technology.

Mentoring was not as available for students.

Retention became more difficult.

Unable to have traditional campus events such as Transfer Days, campus visits, celebrations, and community gatherings.

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Executive Summary URL *

https://f.hubspotusercontent00.net/hubfs/6398505/II.C.4%20Merritt_Equity-Report%202019-22.pdf

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	✓	✓	✓	✓	✗
Hispanic or Latino	✓	✓	✗	✓	✓
Black/African American and Latinx Males	✓	✗	✗	✓	✓

Successful Enrollment

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

A number of friction points that impede the success of Black students at Merritt have been identified, and the College has worked to identify meaningful remedies. Many Black/African American students are low-income and generally have less access to technology, specifically laptop computers and reliable internet. This leads to delays in completing assignments and requires an extra layer of effort on the part of the student to gain access to these resources. While Chrome books and hotspots have been widely distributed, more support in this area is needed as the basic ability to enroll in classes and use learning platforms is essential to being successful and competitive in educational environments. Merritt College is situated in the idyllic setting of the Oakland Hills, this also creates access challenges as the campus is not directly accessible by BART, leaving driving, taking the bus or sharing a ride as the main options for getting to school. This is a formidable economic barrier for low-income students who may not have sufficient resources to get to campus several times a week. Although the District offers students Caltrans cards, the College plans to work with the City to improve access options for Merritt.

Roughly 70% students are academically underprepared, which contributes to lower success rates, particularly in the wake of AB705, which requires that students enroll in college-level courses. We anticipate that our continued collaboration with our dual enrollment partners will improve these outcomes, particularly among Black/African American graduates from feeder high schools. Other friction points noted in our Equity Climate Survey include counseling and financial aid access and response time. In direct response to this identified areas for improvement, the College is hiring new counselors and financial aid specialists.

Black students have reported to trusted instructors and administrators that they often do not feel seen or respected by certain instructors. They referenced instructors who have pre-existing opinions about them that are based solely upon their racial identity. Prejudice and bias are manifested as micro-aggressions, stereotype assumptions, and or implicit bias. In our Campus Climate survey Black students responded that their instructors believed in their ability to be successful only 57% of the time. The College has hosted Equity workshops to address these concerns and more professional development opportunities for faculty are planned.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The Peralta Community College Business Intelligence (BI) tool reveals that there has been a steady decline in the enrollment of Black/African American students at Merritt College over the last 10 years. While previously considered a predominantly Black institution (PBI), as of fall 2022, Merritt has a Black/African American student population of 20.8% compared to 31.2% in Fall of 2012. While many factors have contributed to this shift, including lower graduation rates among Black students at feeder high schools, gentrification, and high rates of inflation, we have also looked inward to explore whether other factors have contributed to the decline.

To address these and other findings related to equity in instruction, the College has given intentional emphasis to improving outcomes in instruction by providing ongoing professional development for faculty. Three workshops were conducted last school year to address the apparent need to improve the level of inclusivity and equity in the classroom environment, and to foster a greater sense of belonging among Black and Latinx students. One workshop highlighted micro-aggressions and discriminatory treatment of Black and Latinx students in the classroom. It featured a video that included dramatic reenactments of actual incidences that students experienced. The purpose of sharing the video was to inspire instructors to interrogate their own biases, and to self-correct as needed when they communicate with Black and Latinx students. To reinforce this effort we developed the following equity commitment which was approved by all of our participatory governance committees:

Equity Commitment - Believing that it is our obligation to our students to confront societal racism and discrimination, we commit to the intentional and relentless application of equity and social justice as we cultivate academic excellence, self-determination, and informed civic engagement.

This statement is intended to guide and inform all College planning and policy development. It is included on our website within the Mission and Goals webpage. Additionally, we included an equity assessment on our annual program update template to institutionalize accountability for improving equitable outcomes throughout the College.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The need for more robust Wraparound services is ongoing, and has intensified in the wake of the Pandemic. The demand for better access to counseling is appreciable, so more positions have been prioritized. One future hire will be specifically focused on counseling Black/African American students. Merritt has a full complement of support programs, including CalWorks, EOPS, Care, SAS, Veterans Services and Mental Health Services. Faculty may include statements about Student Accessibility Services in their syllabi, but statements about other services available are optional and often not included. All of these programs provide specialized resources, and there is capacity for them to serve more students. A few instructors actually survey their students at the beginning of the semester to identify ways they can support them by referring them to resources that can assist them in meeting their basic needs, or help them balance their life and school responsibilities. These referrals address mental health support, childcare and care giving concerns, working multiple jobs, transportation, technology issues and more. On the other end of the spectrum, many faculty are not informed about the available resources for providing wrap around services, particularly those that are specifically for Black students. A campus community open house is planned that will feature all of the services available on campus. This event will be open to faculty, students and staff in order to foster increased campus wide knowledge of instructional programs and student services.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Merritt is currently understaffed in key administrative areas, including classified professionals in business administrative services, the Office of Instruction and Student Services. District HR is also understaffed. These personnel shortages contribute delays in the processing of new faculty, classified professional and administrative hires. The administrative shortages at the college result in similar delays in purchasing instructional equipment, supplies and materials. The Program Review and Annual Program Update processes have facilitated the prioritization of resources, including needed hires in these key areas. Available funding for these positions is being identified to address these issues. Hiring practices will include an emphasis on equity as the positions needed most will be filled first, and identifying candidates that reflect the diverse student population of the College.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

A&R has recently developed a manual and diagrams that delineate the processing of its key processes such as record corrections, course drops, course substitutions. This manual will be helpful to faculty, deans and classified staff. Additional improvements are anticipated in A&R due to the hiring of new key staff members over the next few months. The VPI and VPSS are working together to facilitate greater collaboration between the Office of Instruction and Student Services in order to create a more seamless and efficient enrollment and A&R experience for students.

Peralta previously employed Sheriffs on every campus. However 2 years ago the District made a decision to pursue a more socially conscious approach to campus safety and hired Marina Security to help maintain order and provide emergency support. This idea was born out of the intention to better protect Black and Brown students from discriminatory law enforcement.

Parking at Merritt College has been free for all students since March 2020, which has alleviated the burden of this cost for students. There is sufficient parking for all students who come to campus, so there are no structural impediments in this area.

× Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Ideally, the following are practices that will support a shift to more equitable outcomes for Black students:

- Institutional-level tracking of all instruction-led equity initiatives.
- Faculty will administer an equity survey at the start of the semester to assess students' challenges and determine if their basic needs will be met during the semester. Using this information, faculty can follow-up regularly with students who are most at risk for dropping, withdrawing, or failing class. Faculty can also use this information to inform students of campus services removing the burden of asking for help off the students' shoulders. The institution would then work with faculty to track and evaluate the data and use it to guide programming that serves Black students. More faculty would participate in this institutional initiative every semester as it becomes more institutionalized.
- Faculty will use Open Educational Resources to eliminate textbook costs
- Faculty will continue to take the Online Equity Rubric training and continue to align more courses to the rubric
- At the institutional level, there would be monthly race-conscious professional development for faculty and staff on key areas including how to best support and work with African-American students, social emotional learning and teaching, and creating anti-racist pedagogy and practices.
- Faculty would participate with institutional leadership to apply for grants that fund recruitment of and scholarships for African American students to enter high-wage fields e.g. National Science Foundation-Advanced Technical Education
- Host an "Equity Fair" where all instructional departments and functions volunteer to share their best practices for working with African-American students.
- Increase dual enrollment offerings to African American students and design recruitment efforts specific to Black students including instructional mentors and paid peer mentors (newly enrolled former dual enrollment students).

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The ideal structure to help facilitate a shift to equitable outcomes with regard to Wraparound services for the African American student population includes:

- Addressing every students' basic needs with a standard intake form the first semester. By assessing every student with a standard intake form, we remove the stigma associated with seeking help for basic needs. By asking every student, it becomes normalized.
- Providing basic needs seminars as part of orientation to help our African American students understand the resources available to them.
- Establish an auto-eligibility assessment tool for CalFresh with the County of Alameda.
- Organizing affinity cohorts for first year success
- Encouraging students to complete Student Education Plans (SEP) the first semester
- Hiring African American counselors or provide additional training to counselors on meeting the needs of African American students
- Ensuring students have access to at least one appointment with a counselor per semester

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Earmarking funding for supporting the success of Black/African American students
- Prioritizing hiring from a diverse candidate pool in order to have the best selection of candidates who would work well with a diverse student population.
- Decreasing the length of time that it takes to process student worker payments
- Offer training on the process and procedure manual developed by Student Services

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Hiring more specialists in A&R and implementing current plans for collaborating with the Office of Instruction to facilitate greater efficiency processing A&R documents and student enrollments, will benefit all students significantly. Students will be enrolled sooner, and dual enrollments will take place earlier in the semester. This will contribute to student success. It will also facilitate the College's timely census reporting, which will ensure accurate apportionment. This is an example of improvements that will effectively improve conditions for all students. However, for Black/African American students, alleviating admissions impediments will increase the likelihood of student success and completions since this group of students has a consistently higher rate of attrition than White and Asian students.

Maintaining free parking on campus will continue to benefit all students, but will be especially helpful to low income students who are disproportionately Black and Latinx.

Our current Campus policing policies supports fair and equal treatment of Black students. Further, the College is committed to ensuring that social justice considerations continue to inform any future decisions related to policing and safety, to make certain that this continues to be the experience for Black students and visitors on our campus.

✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Consistent emphasis on equity in all participatory governance meetings will demonstrate our earnest commitment to keeping equitable outcomes at the forefront of institutional priorities. Further, requiring each College committee, instructional division and student services areas to maintain and implement equity goals, will institutionalize equity as a driving force in every area of the College. Black/African American students currently have the highest attrition rate of all ethnic groups. This critical issue will be addressed with immediate and substantive intervention in order to provide a meaningful outcome for our enrollment efforts. Management meetings will also include equity goals that will be shared with the campus community, demonstrating management's leadership in diversity focused hiring practices, and support of equity focused professional development for managers. The President has scheduled a professional development training for managers to encourage collaboration, and the eradication of silos. The administration is also addressing the need to maximize resources by working together to identify all of the College funding sources and to then work collaboratively on funding prioritized resources received from all areas of the College.

Action

Action Steps *

All of the stated goals to improve equity and fairness for Black/African students are in progress and are supported by implementation timelines. This includes planned hires to better support Black/African American students and ongoing professional development for faculty, staff and administrators to ensure that equity and social justice remain at the forefront of our engagement with students and with one another. Merritt leadership is committed to ensuring that internal engagement among professionals reflects the experience we want for our students. Also, our equity goals have recently been embedded in program reviews and annual program updates of programs and services throughout the College, so they will be actively implemented as part of our ongoing integrating planning and budgeting process. Further, since equity is included on the agendas of participatory governance meetings, greater accountability for realizing goals to enhance and maintain a consistently equitable College experience for Black/African American students will be supported at that level as well. Goal implementation will be evaluated when these plans are assessed in successive program review and APU periods of validation.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Professional development--social emotional learning training (Luke Wood/Frank Harris).

Improve CCC Applies/SIS, ERP (Enterprise Resource Planning)

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a

structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

A number of friction points that impede the success of Latinx students at Merritt have been identified, and the College has worked to identify meaningful remedies. Many Latinx American students are low-income and generally have less access to technology, specifically laptop computers and reliable internet. This leads to delays in completing assignments and requires an extra layer of effort on the part of the student to gain access to these resources. While Chromebooks and hotspots have been widely distributed, more support in this area is needed as the basic ability to enroll in classes and use learning platforms is essential to being successful and competitive in educational environments. Merritt College is situated in the idyllic setting of the Oakland Hills, this also creates access challenges as the campus is not directly accessible by BART, leaving driving, taking the bus or ridehaling as the main options for getting to school. This is a formidable economic barrier for low-income students who may not have sufficient resources to get to campus several times a week. Although the District offers students Caltrans cards, the College plans to work with the City to improve access options for Merritt.

Roughly 70% students are academically underprepared, which contributes to lower success rates, particularly in the wake of AB705, which requires that students enroll in college-level courses. We anticipate that our continued collaboration with our dual enrollment partners will improve these outcomes, particularly among Latinx American graduates from feeder high schools. Other friction points noted in our Equity Climate Survey include counseling and financial aid access and response time. In direct response to this identified areas for improvement, the College is hiring new counselors and financial aid specialists. The College is well poised to address all of these friction points due to the recent award of a \$3 million HSI grant.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The Peralta Community College Business Intelligence (BI) tool reveals that there has been a steady increase in the enrollment of Latinx students at Merritt College over the last 10 years. As of fall 2022, Merritt was designated as a Hispanic Serving Institution (HSI). In order to support this growth, and increase the metrics of student success for Latinx students, the College applied for and was awarded a \$3 million HSI Grant.

Below are two of the four goals delineated in the grant proposal that will support Instruction:

- Student Success among Hispanic and low-income students in the areas of retention and increased graduation rates. This would be accomplished through Guided Pathways efforts
- Professional Development

The College has given intentional emphasis to improving outcomes in instruction by providing ongoing professional development for faculty. Three workshops were conducted last school year to address the apparent need to improve the level of inclusivity and equity in the classroom environment, and to foster a greater sense of belonging among Latinx students. One workshop highlighted microaggressions and

discriminatory treatment of Black Latinx students in the classroom. It featured a video that included dramatic reenactments of actual incidences that students experienced. The purpose of sharing the video was to inspire instructors to interrogate their own biases, and to self-correct as needed when they communicate with Black and Latinx students. To reinforce this effort we developed the following equity commitment which was approved by all of our participatory governance committees:

Equity Commitment - Believing that it is our obligation to our students to confront societal racism and discrimination, we commit to the intentional and relentless application of equity and social justice as we cultivate academic excellence, self-determination, and informed civic engagement.

This statement is intended to guide and inform all College planning and policy development. It is included on our website within the Mission and Goals webpage. Additionally, we included an equity assessment on our annual program update (APU) template to institutionalize accountability for improving equitable outcomes throughout the College.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The need for more robust Wraparound services is ongoing, and has intensified in the wake of the Pandemic. The demand for better access to counseling is appreciable, so more positions have been prioritized. Four future hires will be specifically focused on supporting Latinx students. Merritt has a full complement of support programs, including CalWorks, EOPS, Care, SAS, Veterans Services and Mental Health Services. Faculty may include statements about Student Accessibility Services in their syllabi, but statements about other services available are optional and often not included. All of these programs provide specialized resources, and there is capacity for them to serve more students. A few instructors actually survey their students at the beginning of the semester to identify ways they can support them by referring them to resources that can assist them in meeting their basic needs, or help them balance their life and school responsibilities. These referrals address mental health support, childcare and care giving concerns, working multiple jobs, transportation, technology issues and more. On the other end of the spectrum, many faculty are not informed about the available resources for providing wrap around services, particularly those that are specifically for Latinx students. A campus community open house is planned that will feature all of the services available on campus. This event will be open to faculty, students and staff in order to foster increased campus wide knowledge of instructional programs and student services.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Merritt is currently understaffed in key administrative areas, including classified professionals in business administrative services, the Office of Instruction and Student Services. District HR is also understaffed. These personnel shortages contribute delays in the processing of new faculty, classified professional and administrative hires. The administrative shortages at the college result in similar delays in purchasing instructional equipment, supplies and materials. The Program Review and Annual Program Update processes have facilitated the prioritization of resources, including needed hires in these key areas. Available funding for these positions is being identified to address these issues. Hiring practices will include an emphasis on equity as the positions needed most will be filled first, and identifying candidates that reflect the diverse student population of the College.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

A&R has recently developed a manual and diagrams that delineate the processing of its key processes such as record corrections, course drops, course substitutions. This manual will be helpful to faculty, deans and classified staff. Additional improvements are anticipated in A&R due to the hiring of new key staff members over the next few months. The VPI and VPSS are working together to facilitate greater collaboration between the Office of Instruction and Student Services in order to create a more seamless and efficient enrollment and A&R experience for students.

Peralta previously employed Sheriffs on every campus. However 2 years ago the District made a decision to pursue a more socially conscious approach to campus safety and hired Marina Security to help maintain order and provide emergency support. This idea was born out of the intention to better protect Black and Brown students from discriminatory law enforcement.

Parking at Merritt College has been free for all students since March 2020, which has alleviated the burden of this cost for students. There is sufficient parking for all students who come to campus, so there are no structural impediments in this area.

× Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Ideally, the following are practices that will support a shift to more equitable outcomes for Latinx students:

- Institutional-level tracking of all instruction-led equity initiatives.
- Faculty will administer an equity survey at the start of the semester to assess students' challenges and determine if their basic needs will be met during the semester. Using this information, faculty can follow-up regularly with students who are most at risk for dropping, withdrawing, or failing class. Faculty can also use this information to inform students of campus services removing the burden of asking for help off the students' shoulders. The institution would then work with faculty to track and evaluate the data and use it to guide programming that serves Latinx students. More faculty would participate in this institutional initiative every semester as it becomes more institutionalized.
- Faculty will use Open Educational Resources to eliminate textbook costs
- Faculty will continue to take the Online Equity Rubric training and continue to align more courses to the rubric
- At the institutional level, there would be monthly race-conscious professional development for faculty and staff on key areas including how to best support and work with African-American students, social emotional learning and teaching, and creating anti-racist pedagogy and practices.
- Faculty would participate with institutional leadership to apply for grants that fund recruitment of and scholarships for Latinx students to enter high-wage fields e.g. National Science Foundation-Advanced Technical Education
- Host an "Equity Fair" where all instructional departments and functions volunteer to share their best practices for working with Latinx students.
- Increase dual enrollment offerings to Latinx students and design recruitment efforts specific to Latinx students including instructional mentors and paid peer mentors (newly enrolled former dual enrollment students).

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The ideal structure to help facilitate a shift to equitable outcomes with regard to Wraparound services for the Latinx student population includes:

- Addressing every students' basic needs with a standard intake form the first semester. By assessing every student with a standard intake form, we remove the stigma associated with seeking help for basic needs. By asking every student, it becomes normalized.
- Providing basic needs seminars as part of orientation to help our Latinx students become aware of the resources available to them.
- Establish an auto-eligibility assessment tool for CalFresh with the County of Alameda.
- Organizing affinity cohorts for first year success
- Encouraging students to complete Student Education Plans (SEP) the first semester
- Hiring Latinx counselors or train counselors in meeting the needs of Latinx students
- Ensuring students have access to at least one appointment with a counselor per semester

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Earmarking funding for supporting the success of Latinx American students. Maximizing the benefit of HSI funding by adhering to the established goals and timelines.
- Prioritizing hiring from a diverse candidate pool in order to have the best selection of candidates who would work well with a diverse student population.
- Decreasing the length of time that it takes to process student worker payments
- Offer training on the process and procedure manual developed by Student Services

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Hiring more specialists in A&R and implementing current plans for collaborating with the Office of Instruction to facilitate greater efficiency processing A&R documents and student enrollments, will benefit all students significantly. Students will be enrolled sooner, and dual enrollments will take place earlier in the semester. This will contribute to student success. It will also facilitate the College's timely census reporting, which will ensure accurate apportionment. This is an example of improvements that will effectively improve conditions for all students. However, for Latinx students, alleviating admissions impediments will increase the likelihood of student success and completions.

Maintaining free parking on campus will continue to benefit all students, but will be especially helpful to low income students who are disproportionately Black and Latinx.

Our current Campus policing policies supports fair and equal treatment of Latinx students. Further, the College is committed to ensuring that social justice considerations continue to inform any future decisions related to policing and safety, to make certain that this continues to be the experience for Latinx students and visitors on our campus.

× Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Consistent emphasis on equity in all participatory governance meetings would demonstrate a true commitment to keeping equitable outcomes at the forefront of institutional priorities. Further, requiring each College committee, instructional division and student services areas to maintain and implement equity goals, would institutionalize equity as a driving force in every area of the College. Management meetings would also

include equity goals that would be shared with the campus community, demonstrating management's leadership in diversity focused hiring practices, and support of equity focused professional development for managers. The President has scheduled a professional development training for managers to encourage collaboration, and the eradication of silos. The administration is also addressing the need to maximize resources by working together to identify all of the College funding sources and to then work collaboratively on funding prioritized resources received from all areas of the College.

Action

Action Steps *

All of the stated goals to improve equity and fairness for Latinx students are in progress and are supported by implementation timelines, both specific to College planning and the HSI Grant requirements. This includes planned hires to better support Latinx students and ongoing professional development for faculty, staff and administrators to ensure that equity and social justice remain at the forefront of our engagement with students and with one another. Merritt leadership is committed to ensuring that internal engagement among professionals reflects the experience we want for our students. Also, our equity goals have recently been embedded in program reviews and annual program updates of programs and services throughout the College, so they will be actively implemented as part of our ongoing integrating planning and budgeting process. Further, since equity is included on the agendas of participatory governance meetings, greater accountability for realizing goals to enhance and maintain a consistently equitable College experience for Latinx students will be supported at that level as well. Goal implementation will be evaluated when these plans are assessed in successive program review and APU periods of validation. Further accountability is embedded in the deliverables established in the HSI Grant guidelines.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Professional development--social emotional learning training (Luke Wood/Frank Harris).

Improve CCC Applies/SIS, ERP (Enterprise Resource Planning)

Black/African American and Latinx Males

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

There are numerous friction points that impede the success of Black/African American and Latinx males at Merritt College. This group of students is predominantly low-income, and has the reports the greatest number of challenges related to implicit bias and disparate treatment by instructors. This group has less access to technology, specifically laptop computers and reliable internet than their White and Asian peers. This leads to delays in completing assignments and requires an extra layer of effort on the part of the student to gain access to these resources. While Chromebooks and hotspots have been widely distributed, more support in this area is needed as the basic ability to enroll in classes and use learning platforms is essential to being successful and competitive in educational environments. Merritt College is situated in the idyllic setting of the Oakland Hills, this also creates access challenges as the campus is not directly accessible by BART, leaving driving, taking the bus or ridehaling as the main options for getting to school. This is a formidable economic barrier for this group as they are often juggling work responsibilities and live at an increasingly greater distance from the College, which makes it difficult to commute to campus several times a week.

More than 70% of this group of students is academically underprepared, which contributes to lower success rates, particularly in the wake of AB705, which requires that students enroll in college-level courses. We anticipate that our continued collaboration with our dual enrollment partners will improve these outcomes, particularly among Black/African and Latinx male graduates from feeder high schools. Other friction points noted in our Equity Climate Survey include counseling and financial aid access and response time. In direct response to this identified areas for improvement, the College is hiring new counselors and financial aid specialists.

They referenced instructors who have pre-existing opinions about them that are based solely upon their racial identity. Prejudice and bias are manifested as micro-aggressions, stereotype assumptions, and or implicit bias. In our Campus Climate survey Black/African American and Latinx male students responded that their instructors believed in their ability to be successful. The College has hosted Equity workshops to address these concerns and more professional development opportunities for faculty are planned.

Structure Evaluation

Current Structure

- ✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The Peralta Community College Business Intelligence (BI) tool reveals that both Black/African American males and Latino males fall behind females in their ethnic groups in the areas of enrollment and dramatically behind other ethnic groups. This suggests that a focused effort is required to address this gap.

To address these and other findings related to equity in instruction, the College has given intentional emphasis to improving outcomes in instruction by providing ongoing professional development for faculty. Three workshops were conducted last school year to address the apparent need to improve the level of inclusivity and equity in the classroom environment, and to foster a greater sense of belonging among Black and Latinx male students. One workshop highlighted microaggressions and discriminatory treatment of Black and Latinx students in the classroom. It featured a video that included dramatic reenactments of actual incidences that students experienced. The purpose of sharing the video was to inspire instructors to interrogate their own biases, and to self-correct as needed when they communicate with Black and Latinx students. This is particularly critical for Black/African American and Latinx males. To reinforce this effort we developed the following equity commitment which was approved by all of our participatory governance committees:

Equity Commitment - Believing that it is our obligation to our students to confront societal racism and discrimination, we commit to the intentional and relentless application of equity and social justice as we cultivate academic excellence, self-determination, and informed civic engagement.

This statement is intended to guide and inform all College planning and policy development. It is included on our website within the Mission and Goals webpage. Additionally, we included an equity assessment on our annual program update template to institutionalize accountability for improving equitable outcomes throughout the College.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The need for more robust Wraparound services is ongoing, and has intensified in the wake of the Pandemic. The demand for better access to counseling is appreciable, so more positions have been prioritized. Future hires will be specifically focused on counseling Black/African American and Latinx male students. Merritt has a full complement of support programs, including CalWorks, EOPS, Care, SAS, Veterans Services and Mental Health Services. Faculty may include statements about Student Accessibility Services in their syllabi, but statements about other services available are optional and often not included. All of these programs provide specialized resources, and there is capacity for them to serve more students. A few instructors actually survey their students at the beginning of the semester to identify ways they can support them by referring them to resources that can assist them in meeting their basic needs, or help them balance their life and school responsibilities. These referrals address mental health support, childcare and care giving concerns, working multiple jobs, transportation, technology issues and more. On the other end of the spectrum, many faculty are not informed about the available resources for providing wrap around services, that could address the challenges specific to Black/African American and Latinx males. Merritt Previously had a successful MAP Program that focused on the challenges of Black males. Efforts will be made to reestablish the structure of that program to address the wrap around needs of Black/African American and Latinx males. A campus community open house is planned that will feature all of the services available on campus. This event will be open to faculty, students and staff in order to foster increased campus wide knowledge of instructional programs and student services.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Merritt is currently understaffed in key administrative areas, including classified professionals in business administrative services, the Office of Instruction and Student Services. District HR is also understaffed. These personnel shortages contribute delays in the processing of new faculty, classified professional and administrative hires. The administrative shortages at the college result in similar delays in purchasing instructional equipment, supplies and materials. The Program Review and Annual Program Update processes have facilitated the prioritization of resources, including needed hires in these key areas. Available funding for these positions is being identified to address these issues. Hiring practices will include an emphasis on equity as the positions needed most will be filled first, and identifying candidates that reflect the diverse student population of the College.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

A&R has recently developed a manual and diagrams that delineate the processing of its key processes such as record corrections, course drops, course substitutions. This manual will be helpful to faculty, deans and classified staff. Additional improvements are anticipated in A&R due to the hiring of new key staff members over the next few months. The VPI and VPSS are working together to facilitate greater collaboration between the Office of Instruction and Student Services in order to create a more seamless and efficient enrollment and A&R experience for students.

Peralta previously employed Sheriffs on every campus. However 2 years ago the District made a decision to pursue a more socially conscious approach to campus safety and hired Marina Security to help maintain order and provide emergency support. This idea was born out of the intention to better protect Black and Brown students from discriminatory law enforcement, particularly males since they have largely been the focus of concern relative to discriminatory policing in our community.

Parking at Merritt College has been free for all students since March 2020, which has alleviated the burden of this cost for students. There is sufficient parking for all students who come to campus, so there are no structural impediments in this area.

× Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Ideally, the following are practices that will support a shift to more equitable outcomes for Black/African American and Latinx male students:

- Institutional-level tracking of all instruction-led equity initiatives.
- Faculty will administer an equity survey at the start of the semester to assess students' challenges and determine if their basic needs will be met during the semester. Using this information, faculty can follow-up regularly with students who are most at risk for dropping, withdrawing, or failing class. Faculty can also use this information to inform students of campus services removing the burden of asking for help off the students' shoulders. The institution would then work with faculty to track and evaluate the data and use it to guide programming that serves Black students. More faculty would participate in this institutional initiative every semester as it becomes more institutionalized.
- Faculty will use Open Educational Resources to eliminate textbook costs
- Faculty will continue to take the Online Equity Rubric training and continue to align more courses to the rubric

- At the institutional level, there would be monthly race-conscious professional development for faculty and staff on key areas including how to best support and work with African-American students, social emotional learning and teaching, and creating anti-racist pedagogy and practices.
- Faculty would participate with institutional leadership to apply for grants that fund recruitment of and scholarships for Black/African American students to enter high-wage fields e.g. National Science Foundation-Advanced Technical Education
- Host an "Equity Fair" where all instructional departments and functions volunteer to share their best practices for working with Black/African-American students.
- Increase dual enrollment offerings to Black/African American students and design recruitment efforts specific to Black students including instructional mentors and paid peer mentors (newly enrolled former dual enrollment students).
- The College would look to reactivate the successful principles of the MAP program originally designed to support Black/African American males, and redesign it to also include Latinx males.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The ideal structure to help facilitate a shift to equitable outcomes with regard to Wraparound services for the Black/African American and Latinx student population includes:

- Addressing every students' basic needs with a standard intake form the first semester. By assessing every student with a standard intake form, we remove the stigma associated with seeking help for basic needs. By asking every student, it becomes normalized.
- Providing basic needs seminars as part of orientation to help this group of students become aware of the resources available to them.
- Establish an auto-eligibility assessment tool for CalFresh with the County of Alameda.
- Organizing affinity cohorts for first year success
- Encouraging students to complete Student Education Plans (SEP) the first semester
- Hiring Black/African American and Latinx male counselors or train counselors in meeting the needs of Black/African American and Latinx male students
- Ensuring students have access to at least one appointment with a counselor per semester

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Earmarking funding for supporting the enrollment and academic success of Black/African American and Latinx male students
- Prioritizing hiring from a diverse candidate pool in order to have the best selection of candidates who would work well with a diverse student population.
- Active marketing of campus jobs to Black/African American and Latinx males
- Decreasing the length of time that it takes to process student worker payments
- The HSI Grant will help Latinx males have more successful enrollment experiences, and will also benefit Black males due to the widespread systemic changes that it will support.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Hiring more specialists in A&R and implementing current plans for collaborating with the Office of Instruction to facilitate greater efficiency processing A&R documents and student enrollments, will benefit all students significantly. Students will be enrolled sooner, and dual enrollments will take place earlier in the semester. This

will contribute to student success. It will also facilitate the College's timely census reporting, which will ensure accurate apportionment. This is an example of improvements that will effectively improve conditions for all students. However, for Black/African American and Latinx male students, alleviating admissions impediments will increase the likelihood of student success and completions since this group of students has a consistently higher rate of attrition than White and Asian students.

Maintaining free parking on campus will continue to benefit all students, but will be especially helpful to low income students who are disproportionately Black and Latinx males.

Our current Campus policing policies supports fair and equal treatment of Black students. Further, the College is committed to ensuring that social justice considerations continue to inform any future decisions related to policing and safety, to make certain that this continues to be the experience for Black and Latinx male students and visitors on our campus.

× Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Consistent emphasis on equity in all participatory governance meetings will demonstrate our earnest commitment to keeping equitable outcomes at the forefront of institutional priorities. Further, requiring each College committee, instructional division and student services areas to maintain and implement equity goals, will institutionalize equity as a driving force in every area of the College. Black/African American and Latinx male students currently have the highest attrition rate of all ethnic groups. This critical issue will be addressed with immediate and substantive intervention in order to provide a meaningful outcome for our enrollment efforts. Management meetings will also include equity goals that will be shared with the campus community, demonstrating management's leadership in diversity focused hiring practices, and support of equity focused professional development for managers. The President has scheduled a professional development training for managers to encourage collaboration, and the eradication of silos. The administration is also addressing the need to maximize resources by working together to identify all of the College funding sources and to then work collaboratively on funding prioritized resources received from all areas of the College.

Action

Action Steps *

All of the stated goals to improve equity and fairness for Black/African American and Latinx male students are in progress and are supported by implementation timelines, both specific to College planning and the HSI Grant requirements. This includes planned hires to better support this group of students and ongoing professional development for faculty, staff and administrators to ensure that equity and social justice remain at the forefront of our engagement with students and with one another. Merritt leadership is committed to ensuring that internal engagement among professionals reflects the experience we want for our students. Also, our equity goals have recently been embedded in program reviews and annual program updates of programs and services throughout the College, so they will be actively implemented as part of our ongoing integrating planning and budgeting process. Further, since equity is included on the agendas of participatory governance meetings, greater accountability for realizing goals to enhance and maintain a consistently equitable College experience

for Black/African American and Latinx male students will be supported at that level as well. Goal implementation will be evaluated when these plans are assessed in successive program review and APU periods of validation. Further accountability is embedded in the deliverables established in the HSI Grant guidelines as this funding will support Latinx males and also benefit Black African American males due to the systemic improvements that the HSI Grant will afford.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Not Entered

Completed Transfer-Level Math & English

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Student friction points include:

- Unclear placement policies/options/guidelines for taking math and English, especially for first-time students
- Currently, students who have not previously taken math or English course, must request a "milestone" clearance from a counselor before being allowed to register in a transfer level class.
- Complicated CCC application and enrollment process
- Disconnect between district and campuses on enrollment process
- Dual enrollment matriculation issues as students try to transition from high school dual enrollment student to regular Merritt student
- Lack of centralized basic needs resource center
- Need better use of Student Education Plans (SEP)

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In the area of instruction, impacted structures/processes/policies/practices/culture related to completion of transfer level math and English (TLME) include:

- Scheduling of TLME classes (Statistics, Trigonometry, Pre-Calculus and English 1A/S) with and without support courses in sufficient numbers to accommodate preferences and needs of students.
- Coordination and training of tutors supporting TLME classes, including embedded (in-class) tutors and tutors available through appointment and drop-in in the Learning Center.
- Coordination with Learning Communities (Umoja, Puente, FYE) to schedule and enroll TLME classes within each LC.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In the area of Wraparound Services, impacted structures/processes/policies/practices/culture related to completion of transfer level math and English (TLME) include:

- Messaging of student rights under AB 705 and AB 1805 regarding TLME classes, including self-guided placement, in outreach and orientation materials and events.
- Policy statement and self-guided placement process, along with relevant explanation of AB 705 and AB 1805 in catalog and on website.
- Zero-cost textbook resources for TLME classes.
- Counseling department support with clearance of milestones and providing placement services, including guided placement and multiple-measures placement.
- Coordination with Student Accessibility Services (SAS) for supporting student enrollment and success in TLME classes and accessing tutoring services.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In the area of Budgeting and Administration, impacted structures/processes/policies/practices/culture related to completion of transfer level math and English (TLME) include:

- District-wide and college-specific policies (administrative procedures) for placement in TLME classes, and
- prioritization of resources for programming of enrollment system to match said policies (since all colleges use the same enrollment system), including
- removal of milestone requirements and
- improved communication to students regarding guided self-placement, including the use of online forms or surveys linked to enrollment system.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In the area of General Operations, impacted structures/processes/policies/practices/culture related to completion of transfer level math and English (TLME) include:

- Personnel time in A&R, Welcome Center and Counseling staff spent responding to student questions/issues regarding enrollment and registration in TLME classes.

✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Other areas impacted by efforts around completion of transfer level math and English (TLME) include:

- Institutional Research and Planning - Ongoing data analysis, coordination and reporting in support of planning, outcomes research and compliance with AB 705 and AB 1805, and with respect to DI student populations.
- Research activities supporting the development and assessment of effectiveness of academic support modalities, including linked support course configuration, embedded tutoring, drop-in tutors, and student surveys, for DI student populations.

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The ideal structure to help facilitate a shift to equitable outcomes in instruction for the African American student population includes:

- Clear messaging in all classes in all departments on the importance of taking transfer level math and English in their first year
- Clear messaging from instructors and counselors counteracting the influence of math anxiety and biases around gender and racial stereotypes with respect to math ability
- Early intervention for struggling students linked to wrap-around services
- Clear and consistent recommendations to students faced with the decision to withdrawal or risk receiving a lower than desired grade
- First semester, identify every students' basic needs. By assessing every student with a standard intake form, we remove the stigma associated with seeking help for basic needs. Faculty are positioned to be a primary source of providing basic needs information to students.
- Understanding the link between mental health and academic success, faculty will continue to refer Black/African American students to campus services for mental health support.
- Faculty to receive professional development on addressing the unique basic needs and mental health concerns of Black/African American students.

- Faculty will be provided with an equity survey that addresses students' basic needs concerns and will be provided with easy-to-access information on campus resources.
- Forming communities of practice with faculty, counseling, support services, basic needs, administration, and the community to share best practices for supporting the success of Black/African American students
- Faculty will promote campus jobs campus-based or experiential student employment aligned with their majors.
- Keeping students informed with Career & Transfer opportunities
- Culturally relevant pedagogy
- Faculty will move toward using Open Educational Resources and Zero Cost Textbooks
- In lieu of taking/retaking introductory transfer level classes lasting a full term, offer sequenced modular short-term online classes four to eight weeks in length paired with academic supports (tutoring).

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The ideal structure to help facilitate a shift to equitable outcomes with regard to Wraparound services for the African American student population includes:

- Clear messaging in all classes in all departments on the importance of taking transfer level math and English in their first year
- Clear messaging from instructors and counselors counteracting the influence of math anxiety and biases around gender and racial stereotypes with respect to math ability
- Early intervention for struggling students linked to wrap-around services
- Clear and consistent recommendations to students faced with the decision to withdrawal or risk receiving a lower than desired grade
- Addressing every students' basic needs with a standard intake form the first semester. By assessing every student with a standard intake form, we remove the stigma associated with seeking help for basic needs. By asking every student, it becomes normalized.
- Providing basic needs seminars as part of orientation to help our Black/African American students understand the resources available to them.
- Establish an auto-eligibility assessment tool for CalFresh with the County of Alameda.
- Organizing affinity cohorts for first year success
- Encouraging students to complete Student Education Plans (SEP) the first semester
- Hiring Black/African American counselors or train staff/faculty in meeting the needs of African American students--this will be prioritized in the annual program update.
- Ensuring students have access to at least one appointment with a counselor per semester

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The ideal structure to help facilitate a shift to equitable outcomes with regard to Budgeting and Admin services for the Black/African American student population includes:

- Clear district-wide policy on the right of students to take transfer-level math and English (TLME)
- Outreach and messaging from the district office on the importance of completing TLME
- Resources for programming of registration system to incorporate guided self-placement and removal of milestones from enrollment system

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The ideal structure to help facilitate a shift to equitable outcomes with regard to General Operations services for the African American student population includes:

- Student FAQs and chat-bots addressing questions students have around the following:
 - placement process in math and English,
 - decision on which modality maximizes their potential for successfully completing, and
 - where and when to get academic support
 - decision on if and when to withdrawal from a class

✓ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The ideal structure to help facilitate a shift to equitable outcomes with regard to Other services for the African American student population includes:

- Ongoing assessment of District and College systems, policies and practices with respect to impact on increasing student engagement, increasing number of students with education plans, improving targeted academic supports and ultimately improving student success and persistence in TLME classes, and increasing transfer rates.
- Data analytic support for conducting quantitative studies and building dashboards displaying operational metrics representative of or correlated to the above outcomes

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The structural changes necessary to transform current inequitable processes/policies/practices and/or culture toward a more equity-minded one include a community forged commitment to principles of integrity and standards of service to students which includes all constituencies; executive level commitment to changing systems and prioritizing resources for making those changes; professional development specifically focused on Black/African American student success; data on disproportionate impact needs to be used to determine and inform practice on how college funds are spent; additional funding sources need to be identified to support the persistence of Black/African American students at Merritt.

Action

Action Steps *

In order to move from the current practice to achieve the stated goals, the following steps will be taken:

- Recommend to District and College leadership to develop prioritized list of changes to make to the enrollment and registration system, and to include in that list the removal 'milestone' conditions for registering in introductory transfer level math and English classes (TLME).
- Estimate the amount of funding lost under the SCFF due to low rates of TLME completion among Black/African American and Latinx.

- Track progress each term toward achieving the above stated goals and supporting operational metrics; assess progress annually at planning summits.
- Merritt faculty, staff and admin participate in professional development specifically addressing enrollment, persistence, transfer, and completion of Black/African American, Latinx, and Latinx and Black/African American male students.
- Funding sources will be researched and identified so the College can look internally as well as apply for external funding. The College will research the use of affinity groups and best practices for African American student persistence.

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✗ Data & Research
- ✗ Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- ✓ Proof of Concept Pilots
- ✓ Strategic and Operational Communication

Explanation of Supports Needed

The Chancellor's office should develop more specific models and best practices around how colleges communicate and enable student-driven decisions regarding math and English course-taking (including systems and business rules) and a menu of options for providing academic supports (e.g. in-class tutors, learning community organization), and sponsor regular ongoing workshops/roundtables/conferences where Black/African American student success is addressed and experts are brought in to discuss best practices.

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Student friction points include:

- Unclear placement policies/options/guidelines for taking math and English, especially for first-time students
- Currently, students who have not previously taken math or English course, must request a "milestone" clearance from a counselor before being allowed to register in a transfer level class.
- Complicated CCC application and enrollment process
- Disconnect between district and campuses on enrollment process
- Dual enrollment matriculation issues as students try to transition from high school dual enrollment student to regular Merritt student
- Lack of centralized basic needs resource center
- Need better use of Student Education Plans (SEP)

Structure Evaluation**Current Structure**

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In the area of instruction, impacted structures/processes/policies/practices/culture related to completion of transfer level math and English (TLME) include:

- Scheduling of TLME classes (Statistics, Trigonometry, Pre-Calculus and English 1A/S) with and without support courses in sufficient numbers to accommodate demands and needs of students.
- Coordination and training of tutors supporting TLME classes, including embedded (in-class) tutors and tutors available through appointment and drop-in in the Learning Center.
- Coordination with Learning Communities (Umoja, Puente, FYE) to schedule and enroll TLME classes within each LC.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In the area of Wraparound Services, impacted structures/processes/policies/practices/culture related to completion of transfer level math and English (TLME) include:

- Messaging of student rights under AB 705 and AB 1805 regarding TLME classes, including self-guided placement, in outreach and orientation materials and events.
- Policy statement and self-guided placement process, along with relevant explanation of AB 705 and AB 1805 in catalog and on website.
- Zero-cost textbook resources for TLME classes.
- Counseling department support with clearance of milestones and providing placement services, including guided placement and multiple-measures placement.
- Coordination with Student Accessibility Services (SAS) for supporting student enrollment and success in TLME classes and accessing tutoring services.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In the area of Budgeting and Administration, impacted structures/processes/policies/practices/culture related to completion of transfer level math and English (TLME) include:

- District-wide and college-specific policies (administrative procedures) for placement in TLME classes, and
- prioritization of resources for programming of enrollment system to match said policies (since all colleges use the same enrollment system), including
- removal of milestone requirements and
- improved communication to students regarding guided self-placement, including the use of online forms or surveys linked to enrollment system.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

In the area of General Operations, impacted structures/processes/policies/practices/culture related to completion of transfer level math and English (TLME) include:

- Personnel time in A&R, Welcome Center and Counseling staff spent responding to student questions/issues regarding enrollment and registration in TLME classes.

✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Other areas impacted by efforts around completion of transfer level math and English (TLME) include:

- Institutional Research and Planning - Ongoing data analysis, coordination and reporting in support of planning, outcomes research and compliance with AB 705 and AB 1805, and with respect to DI student populations.
- Research activities supporting the development and assessment of effectiveness of academic support modalities, including linked support course configuration, embedded tutoring, drop-in tutors, and student surveys, for DI student populations.

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The ideal structure to help facilitate a shift to equitable outcomes in instruction for the Latinx student population includes:

- Clear messaging in all classes in all departments on the importance of taking transfer level math and English in their first year
- Clear messaging from instructors and counselors counteracting the influence of math anxiety and biases around gender and racial stereotypes with respect to math ability
- Early intervention for struggling students linked to wrap-around services
- Clear and consistent recommendations to students faced with the decision to withdrawal or risk receiving a lower than desired grade
- First semester, identify every students' basic needs. By assessing every student with a standard intake form, we remove the stigma associated with seeking help for basic needs. Faculty are positioned to be a primary source of providing basic needs information to students.

- Understanding the link between mental health and academic success, faculty will continue to refer Latinx students to campus services for mental health support.
- Faculty to receive professional development on addressing the unique basic needs and mental health concerns of Latinx students.
- Faculty will be provided with an equity survey that addresses students' basic needs concerns and will be provided with easy-to-access information on campus resources.
- Forming communities of practice with faculty, counseling, support services, basic needs, administration, and the community to share best practices for supporting the success of Latinx students
- Faculty will promote campus jobs campus-based or experiential student employment aligned with their majors.
- Keeping students informed with Career & Transfer opportunities
- Culturally relevant pedagogy
- Faculty will move toward using Open Educational Resources and Zero Cost Textbooks
- In lieu of taking/retaking introductory transfer level classes lasting a full term, offer sequenced modular short-term online classes four to eight weeks in length paired with academic supports (tutoring).

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The ideal structure to help facilitate a shift to equitable outcomes with regard to Wraparound services for the African American student population includes:

- Clear messaging in all classes in all departments on the importance of taking transfer level math and English in their first year
- Clear messaging from instructors and counselors counteracting the influence of math anxiety and biases around gender and racial stereotypes with respect to math ability
- Early intervention for struggling students linked to wrap-around services
- Clear and consistent recommendations to students faced with the decision to withdrawal or risk receiving a lower than desired grade
- Addressing every students' basic needs with a standard intake form the first semester. By assessing every student with a standard intake form, we remove the stigma associated with seeking help for basic needs. By asking every student, it becomes normalized.
- Providing basic needs seminars as part of orientation to help our Latinx students understand the resources available to them.
- Establish an auto-eligibility assessment tool for CalFresh with the County of Alameda.
- Organizing affinity cohorts for first year success
- Encouraging students to complete Student Education Plans (SEP) the first semester
- Hiring Latinx counselors or train staff/faculty in meeting the needs of Latinx students--this will be prioritized in the annual program update.
- Ensuring students have access to at least one appointment with a counselor per semester

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The ideal structure to help facilitate a shift to equitable outcomes with regard to Budgeting and Admin services for the African American student population includes:

- Clear district-wide policy on the right of students to take transfer-level math and English (TLME)
- Outreach and messaging from the district office on the importance of completing TLME
- Resources for programming of registration system to incorporate guided self-placement and removal of milestones from enrollment system

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The ideal structure to help facilitate a shift to equitable outcomes with regard to General Operations services for the African American student population includes:

- Student FAQs and chat-bots addressing questions students have around the following:
 - placement process in math and English,
 - decision on which modality maximizes their potential for successfully completing, and
 - where and when to get academic support
 - decision on if and when to withdrawal from a class

✓ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The ideal structure to help facilitate a shift to equitable outcomes with regard to Other services for the African American student population includes:

- Ongoing assessment of District and College systems, policies and practices with respect to impact on increasing student engagement, increasing number of students with education plans, improving targeted academic supports and ultimately improving student success and persistence in TLME classes, and increasing transfer rates.
- Data analytic support for conducting quantitative studies and building dashboards displaying operational metrics representative of or correlated to the above outcomes

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The structural changes necessary to transform current inequitable processes/policies/practices and/or culture toward a more equity-minded one include a community forged commitment to principles of integrity and standards of service to students which includes all constituencies; executive level commitment to changing systems and prioritizing resources for making those changes; professional development specifically focused on Latinx student success; data on disproportionate impact needs to be used to determine and inform practice on how college funds are spent; additional funding sources need to be identified to support the persistence of Latinx students at Merritt.

Action

Action Steps *

In order to move from the current practice to achieve the stated goals, the following steps will be taken:

- Recommend to District and College leadership to develop prioritized list of changes to make to the enrollment and registration system, and to include in that list the removal 'milestone' conditions for registering in introductory transfer level math and English classes (TLME).

- Estimate the amount of funding lost under the SCFF due to low rates of TLME completion among Black/African American and Latinx.
- Track progress each term toward achieving the above stated goals and supporting operational metrics; assess progress annually at planning summits.
- Merritt faculty, staff and admin participate in professional development specifically addressing enrollment, persistence, transfer, and completion of Black/African American, Latinx, and Latinx and Black/African American male students.
- Funding sources will be researched and identified so the College can look internally as well as apply for external funding. The College will research the use of affinity groups and best practices for African American student persistence.

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✗ Data & Research
- ✗ Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- ✓ Proof of Concept Pilots
- ✓ Strategic and Operational Communication

Explanation of Supports Needed

The Chancellor's office should develop more specific models and best practices around how colleges communicate and enable student-driven decisions regarding math and English course-taking (including systems and business rules) and a menu of options for providing academic supports (e.g. in-class tutors, learning community organization), and sponsor regular ongoing workshops/roundtables/conferences where Black/African American student success is addressed and experts are brought in to discuss best practices.

Persistence: First Primary Term to Secondary Term

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify

changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Student friction points include:

- Students are under utilizing student services
- Complicated CCC application and enrollment process
- Disconnect between district and campuses on enrollment process
- Dual enrollment matriculation issues as students try to transition from high school dual enrollment student to regular Merritt student
- Use of expensive textbooks
- Lack of centralized basic needs resource center
- Need better use of Student Education Plans (SEP)
- Lack of collaboration with students, faculty, staff and managers across campus, to ensure the development of retention strategies, and culturally-relevant pedagogies, practices and programs that result in an effective and welcoming environment and equitable student success.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Professional development focused on teaching styles and mentoring for Black/African American students should be a priority for the College. More full-time Black/African American instructional faculty need to be hired. The College needs additional programs on campus that focus on Black/African American student persistence such as the Maximum Achievement Project (MAP), a highly regarded program at Merritt that focused on Black/African American male achievement. The MAP program was discontinued approximately ten years ago. The campus needs to bring back more programs like MAP to focus on persistence.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Merritt is in need of a full-time counselor to focus on African American student persistence and achievement. Mental health and basic needs services for Black/African American students need to be a priority. While the College currently has the Umoja program, additional support programs should be explored that will serve larger numbers of Black/African American students. Student Services Success Advisors/Coaches are needed to support Black/African American students.

× Budgeting and Administration (HR, Purchasing, Processes, etc.)

× General Operations (A&R, Parking, Campus Policing, etc.)

× Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The ideal structure to help facilitate a shift to equitable outcomes in instruction for the African American student population includes:

- First semester, identify every students' basic needs. By assessing every student with a standard intake form, we remove the stigma associated with seeking help for basic needs. Faculty are positioned to be a primary source of providing basic needs information to students.
- Understanding the link between mental health and academic success, faculty will continue to refer Black/African-American students to campus services for mental health support.
- Faculty to receive professional development on addressing the unique basic needs and mental health concerns of BlackAfrican American students.
- Faculty will be provided with an equity survey that addresses students' basic needs concerns and will be provided with easy-to-access information on campus resources.
- Forming communities of practice with faculty, counseling, support services, basic needs, administration, and the community to share best practices for supporting the success of Black/African American students
- Faculty will promote campus jobs campus-based or experiential student employment aligned with their majors.
- Keeping students informed with Career & Transfer opportunities
- Culturally relevant pedagogy
- Faculty will move toward using Open Educational Resources and Zero Cost Textbooks

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The ideal structure to help facilitate a shift to equitable outcomes with regard to Wraparound services for the African American student population includes:

- Addressing every students' basic needs with a standard intake form the first semester. By assessing every student with a standard intake form, we remove the stigma associated with seeking help for basic needs. By asking every student, it becomes normalized.
- Providing basic needs seminars as part of orientation to help our Black/African American students understand the resources available to them.
- Establish an auto-eligibility assessment tool for CalFresh with the County of Alameda.
- Organizing affinity cohorts for first year success
- Encouraging students to complete Student Education Plans (SEP) the first semester
- Hiring Black/African American counselors or train staff/faculty in meeting the needs of African American students--this will be prioritized in the annual program update.
- Ensuring students have access to at least one appointment with a counselor per semester

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The College needs to find additional funding to hire Black/African American counselors, staff and instructional faculty in areas including STEM fields. Staff that focus on persistence are critical to reducing disproportionate impact. Professional development for the campus community is also needed in this area.

- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The campus needs to offer professional development specifically focused on Black/African American student success in order to reach the ideal and to better utilize the expertise of faculty, staff, and administrators on campus. Data on disproportionate impact needs to be used to determine and inform practice on how college funds are spent. Additional funding sources need to be identified to support the persistence of Black/African American students at Merritt.

Action

Action Steps *

Merritt will have a professional development/flex day that will specifically address the enrollment, persistence, transfer, and completion of Black/African American, Latinx, and Latinx and Black/African American male students. Funding sources will be researched and identified so the College can look internally as well as apply for external funding. The College will research the use of affinity groups and best practices for African American student persistence. Professional development will be provided for all members of the Merritt community.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- ✓ Proof of Concept Pilots
- ✓ Strategic and Operational Communication

Explanation of Supports Needed

The Chancellor's office should sponsor regular ongoing workshops/roundtables/conferences where Black/African American student success is addressed and experts are brought in to discuss best practices. More direction and oversight should be provided from the Chancellor's office as to the use of SEA funds on campuses.

Transfer

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The following have been identified as student friction points for Black/African American students when looking at transfer rates:

Fiscal Weaknesses--not enough funding to hire additional staff/faculty to advise students on transfer. Currently there is one counseling faculty member who works 15 hours a week to advise students on transfer and plan all transfer activities. While all counselors advise students on transfer, there are no dedicated staff.

Inadequate support services--There is one counselor who advises Umoja students 15 hours per week and one full-time coordinator. Additional staff/faculty are needed to focus specifically on Black/African American student transfer and achievement.

Mentoring--need more faculty and staff to serve in mentoring roles.

Additional support needed for English 1A and Transfer-level Math.

Low retention and graduation rates.

Curriculum needs better alignment with current Associate Degrees for Transfer (ADT) and more classes need to be offered.

Need more Black/African American faculty and staff.

Need professional development for faculty/staff/administrators focused specifically on issues facing Black/African American community college students.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

There is a need for more UC transferable classes and sections for students. Offering additional course times (evenings and weekends) as well as both in-person and online course options are needed and should be explored. Professional development focused on teaching styles and mentoring for Black/African American students should be a priority for the College. More full-time Black/African American instructional faculty need to be hired. The College needs additional programs on campus that focuses on DI student achievement such as MESA. This and other programs assist students in being transfer-ready.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Merritt needs a full-time counselor to focus on Black/African American student persistence and achievement. Additional support programs should be explored that can serve larger numbers of Black/African American students. Student Services Success Advisors/Coaches are needed to augment and support transfer advisement and counseling. Student Services is in need of a full-time staff member to serve as a Transfer Center Coordinator.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The College needs funds for full-time staff member Coordinate the Transfer Center. We need to look at the current use of Student Equity and Achievement (SEA) and other college funds and re-direct monies to support Black/African American students and hire additional Black/African American faculty and staff. Currently, the majority of SEA funds are used for faculty and staff salaries/benefits. Only some of these positions directly support disproportionately impacted (DI) students. Re-directing a portion of those funds and looking for additional outside funding to support Black/African American student achievement and transfer would result in greater strides in this area.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The Office of Admissions & Records is understaffed and needs more help to assist students with enrollment. The College should dedicate resources to hiring an Outreach Specialist to work specifically with Black/African American students.

✗ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Hire more Black/African American faculty and provide professional development to all faculty on teaching styles and Black/African American students. Have more ADT classes and better selection of UC transferable classes. Cultivate transfer-ready mentality among faculty, staff, and all members of the Merritt community. Provide professional development training for faculty.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Hire additional Black/African American staff and counseling faculty including academic success coaches. Hire more staff in student services and counseling that work specifically with Black/African American students. Provide professional development for staff and faculty in student services. Ensure campus-wide support for the no-cost textbook program currently in progress on campus. Continue to build relationships with the Oakland Unified School District (OUSD) and non-profits in Alameda county.

- ✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Professional development days focused on Black/African American student achievement. Earmark funds that will only be used for equity positions that provide direct service to the three disproportionately impacted groups identified (Black/African American, Latinx, and Black/African American and Latinx males).

- ✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Hire additional A&R and financial aid staff who will provide enrollment/financial aid workshops in the community and meet with prospective students.

Continue to provide free parking to all students.

- ✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College needs to take a close look at how the current Student Equity and Achievement (SEA) Funds are currently being spent and re-direct funds to focus on disproportionately students and positions that serve those students. Add funding that targets transfer programs and services. Provide scholarships and opportunities for University visits. Instruction and Student Services need to work closer to together to share knowledge and data. The campus community needs to have a common transfer-ready mentality. Host transfer ready meetings and conferences for our OUSD feeder and charter schools.

Action

Action Steps *

Merritt will provide professional development for faculty, staff, and students that will focus on the needs of Black/African American students. Appropriate staff and administration will analyze current use at SEA funds and if necessary, research additional funds to support Black/African American students. The College will devote an upcoming Flex day to address how to serve disproportionately impacted (DI) students (Black/African American, Latinx, and Latinx and Black/African American males). The College will make a concerted effort to utilize available funds and grants to benefit all DI and low income students.

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✗ Data & Research

- ✓ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✓ Proof of Concept Pilots
- ✓ Strategic and Operational Communication

Explanation of Supports Needed

Transfer Center Directors across the state need clear roles and professional development. Prior to the pandemic, transfer directors met together at Chancellor's office. The office needs to begin holding those meetings again. Staff and faculty with responsibility for transfer need regular updates on policy and regulatory actions for compliance and implementation. Concept pilots and models of successful programs should be regularly shared and distributed. Transfer Center directors and coordinators need to receive current information from the state as to policies and trends.

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The following have been identified as student friction points for Latinx students when looking at transfer rates:

Fiscal Weaknesses--not enough funding to hire additional staff/faculty to advise students on transfer. Currently there is one counseling faculty member who works 15 hours a week to advise students on transfer and plan all transfer activities. While all counselors advise students on transfer, there are no full-time dedicated staff or faculty.

Additional staff/faculty are needed to focus specifically on Latinx student transfer and achievement. With the recent awarding of the HSI grant and the hiring of a new Counselor to focus on Latinx students, the College is well positioned to make strides in this area.

Mentoring--need more faculty and staff to serve in mentoring roles.

Additional support needed for English 1A and Transfer-level Math.

Low retention and graduation rates.

Curriculum needs better alignment with current Associate Degrees for Transfer (ADT) and more classes.

Need more Latinx faculty and staff.

Need professional development for faculty/staff/administrators focused specifically on issues facing Latinx community college students.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

There is a need for more UC transferable classes and sections for students. Offering additional course times (evenings and weekends) as well as both in-person and online course options are needed and should be explored. Professional development focused on teaching styles and mentoring for Latinx students should be a priority for the College. More full-time Latinx instructional faculty need to be hired. The College needs additional programs on campus that focus on DI student achievement such as MESA. This and other programs assist students in being transfer-ready.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Additional support programs should be explored that can serve larger numbers of Latinx students. Student Services Success Advisors/Coaches are needed to augment and support transfer advisement and counseling. Student Services is in need of a full-time staff member to serve as a Transfer Center Coordinator. With the addition of the HSI grant and the current hiring of a full-time counselor to serve Latinx students, the College is well-positioned to address some of these friction points.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The College needs funding for a full-time staff member Coordinate the Transfer Center. Currently, there is a shortage of full-time Latinx faculty and staff who focus on Latinx student success. With the recent awarding of the HSI grant, the College is well positioned financially to hire additional bi-lingual staff in this area. Currently, a full-time counselor is being hired who will focus on Latinx student enrollment, persistence, and success.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The Office of Admissions & Records is understaffed and needs more help to assist students with enrollment. The College needs to hire a bilingual Outreach Specialist to work specifically with Latinx students and community organizations. The HSI grant will assist in this area as there is a focus on recruitment and outreach of Latinx and low income students.

× Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Hire more Latinx faculty and provide professional development to all faculty on teaching styles and Latinx students. Have more ADT classes and better selection of UC transferable classes. Cultivate transfer-ready mentality among faculty, staff, and all members of the Merritt community. Provide professional development training for faculty.

- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Hire additional Latinx staff and counseling faculty including academic success coaches. Hire more bilingual staff in student services. Provide professional development for staff and faculty in student services. Provide campus-wide support for the no-cost textbook program currently in progress on campus. Continue to build relationships with the Oakland Unified School District (OUSD) and non-profits in Alameda county. Utilize the HSI grant for these initiatives.

- ✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Professional development days focused on Latinx student achievement. Earmark funds that will only be used for equity positions that provide direct service to the three disproportionately impacted groups identified (Black/African American, Latinx, and Black/African American and Latinx males). The HSI grant will support professional development and new positions related to Latinx student success.

- ✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Hire additional bilingual A&R and financial staff to go out into the community to conduct workshops on enrollment/financial aid and meet with prospective students.

Continue to offer free parking to students on campus.

- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College needs to take a close look at how the current Student Equity and Achievement (SEA) Funds are currently being spent and re-direct funds to focus on disproportionately students and positions that serve those students. Add funding that targets transfer programs and services. Provide scholarships for University visits. Curriculum and Student Services needs to work closer to together to share knowledge and data. The campus community needs to have common transfer-ready mentality. Host Transfer ready meetings and conferences for our OUSD feeder and charter schools.

Action

Action Steps *

In collaboration with the Escala Consulting, Merritt will provide professional development for faculty, staff, and students that will focus on the needs of Latinx students. Merritt will work utilize the HSI grant funds to support this and new positions that will focus on Latinx student success. The College will devote an upcoming Flex day to specifically address how to serve disproportionately impacted (DI) students (Black/African American, Latinx, and Black/African American and Latinx males). The College will make a concerted effort to utilize available funds and grants to benefit all DI and low income students.

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✗ Data & Research
- ✓ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✓ Proof of Concept Pilots
- ✓ Strategic and Operational Communication

Explanation of Supports Needed

Transfer Center Directors across the state need clear roles and professional development. Prior to the pandemic, transfer directors used to meet together regularly at Chancellor's office. The office needs to begin holding these meetings again. Staff and faculty with responsibility for transfer need regular updates on policy and regulatory actions for compliance and implementation. Concept pilots and models of successful programs should be regularly shared and distributed. Transfer Center directors and coordinators need to receive current information from the state as to policies and trends.

Black/African American and Latinx Males

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify

changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The following have been identified as student friction points for Latinx/African American male students when looking at transfer rates:

Fiscal Weaknesses--not enough funding to hire additional staff/faculty to advise students on transfer. Currently there is one counseling faculty member who works 15 hours a week to advise students on transfer and plan all transfer activities. While all counselors advise students on transfer, there are no dedicated staff.

Inadequate support services--There is one counselor who advises Umoja students 15 hours per week and one full-time coordinator. There is one counselor/co-coordinator who advises Puente student 15 hours per week and one part-time faculty co-coordinator. Additional staff/faculty are needed to focus specifically on Latinx/African American male student transfer and achievement.

Mentoring--need more faculty and staff to serve in mentoring roles.

Additional support needed for English 1A and Transfer-level Math.

Low retention and graduation rates.

Curriculum needs better alignment with current Associate Degrees for Transfer (ADT) and more classes.

Need more Latinx/African American male faculty and staff.

Need professional development for faculty/staff/administrators focused specifically on issues facing Latinx/African American male community college students.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

There is a need for more UC transferable classes and sections for students. Offering additional course times (evenings and weekends) as well as both in-person and online course options are needed and should be explored. Professional development focused on teaching styles and mentoring for Latinx/African American males should be a priority for the College. More full-time Latinx/African American male instructional faculty need to be hired. The College needs additional programs on campus that focus on DI student achievement such as MESA. This and other programs assist students in being transfer-ready.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Additional support programs should be explored that can serve larger numbers of Latinx and Black/African American male students. Merritt previously had the Maximum Achievement Project (MAP), a Black/African American male achievement program. Programs like MAP and others like it should be implemented and brought back to the campus. Student Services Success Advisors/Coaches are needed to augment and support

transfer advisement and counseling. Student Services is in need of a full-time staff member to serve as a Transfer Center Coordinator.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The College needs funds for full-time staff member Coordinate the Transfer Center. The College needs to look at the current use of Student Equity and Achievement (SEA) and other college funds and re-direct monies to support Latinx and Black/African American male students and hire additional Latinx and Black/African American male faculty and staff. Currently, the majority of SEA funds are used for faculty and staff salaries/benefits. Some of these positions support disproportionately impacted (DI) students. Re-directing a portion of those funds and looking for additional outside funding to support Latinx and Black/African American male student achievement and transfer would result in greater strides in this area. The HSI grant will assist the College in making some strides in this area.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The Office of Admissions & Records is understaffed and needs more help to assist students with enrollment. The College needs to hire an Outreach Specialist to work specifically with Black/African American and Latinx students.

✗ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Hire more Latinx and Black/African American male faculty and provide professional development to all faculty on teaching styles and Latinx and Black/African American males. Offer more ADT classes and a better selection of UC transferable classes. Cultivate transfer-ready mentality among faculty, staff, and all members of the Merritt community. Provide professional development training for faculty.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Hire additional Latinx and Black/African American male staff and counseling faculty including academic success coaches. Hire more staff in student services and counseling that work specifically with Latinx and Black/African American students. Provide professional development for staff and faculty in student services. Provide campus-wide support for the no-cost textbook program currently in progress on campus. Continue to build relationships with the Oakland Unified School District (OUSD) and non-profits in Alameda county.

✓ Budgeting and Administration (HR, Purchasing, Processes, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Professional development days focused on Latinx and Black/African American male student achievement. Earmark funds that will only be used for equity positions that provide direct service to the three disproportionately impacted groups identified (Black/African American, Latinx, and Black/African American and Latinx males). Utilize HSI grant and pursue other outside funding.

✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Hire additional bilingual A&R and financial aid staff to go out into the community to conduct workshops on enrollment/financial aid and meet with prospective students.

Continue to offer students free parking on campus.

× Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College needs to take a close look at how the current Student Equity and Achievement (SEA) funds are currently being spent and re-direct funds to focus on disproportionately students and positions that serve those students. Add funding that targets transfer programs and services. Provide scholarships for University visits. Curriculum and Student Services needs to work closer to together to share knowledge and data. The campus community needs to have common transfer-ready mentality. Host Transfer ready meetings and conferences for our OUSD feeder and charter schools.

Action

Action Steps *

Merritt will provide professional development for faculty, staff, and students that will focus on the needs of Latinx/African American students. Appropriate staff and administration will analyze current use at SEA and HSI funds and if necessary, research additional funds to support Latinx/African American male students. The College will devote an upcoming Flex day to specifically address how to serve disproportionately impacted (DI) students (African American, Latinx, and Latinx/African American males). The College will make a concerted effort to utilize available funds and grants to benefit DI and low income students.

Chancellor's Office Supports

Supports Needed

✓ Field Guidance & Implementation

- ✓ Technical Assistance/Professional Development
- ✗ Data & Research
- ✓ Policy & Regulatory Actions
- ✗ Technology Investments & Tools
- ✓ Proof of Concept Pilots
- ✓ Strategic and Operational Communication

Explanation of Supports Needed

Transfer Center Directors across the state need clear roles and professional development. Transfer directors used to meet together at Chancellor's office. The office needs to begin planning these meetings again. Staff and faculty with responsibility for transfer need regular updates on policy and regulatory actions for compliance and implementation. Concept pilots and models of successful programs should be regularly shared and distributed. Transfer Center directors and coordinators need to receive current information from the state as to policies and trends.

Completion

Hispanic or Latino

Areas of Completion

Areas of Completion *

- ✓ Adult Ed/Noncredit Completion
- ✓ Certificate Completion
- ✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI

student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

In its mission statement, Merritt's college reaffirms its categorical imperative: "put students first." and "foster a culture of equity and inclusion that empowers students to achieve their greatest potential..." As we all know, the past couple of years have been challenging in more ways than one. Institutions and students were pushed to make changes and adapt to the distance education system; in this new setting, different inequities became conspicuous.

Merritt College has welcomed and embraced the Guided Pathways model to develop more effective equity oriented programs, processes, and practices that would contribute to student success. Nonetheless, statistical data show low rates of completion among Hispanic or Latinx students.

In recent town halls where cross-functional inquiry was a norm, many insightful ideas were shared among the college constituents about how the system works and how it can be improved. Below are some of the structural friction points that emerged from such discussions.

- Insufficient outreach activities for Hispanic or Latino students.
- Inadequate onboarding process for Hispanic or Latino students.
- Insufficient academic support and ongoing student advising for Hispanic or Latino students.
- Deficient teaching and learning for Hispanic or Latino students.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Deficient teaching and learning for Hispanic and Latino students.

- Instructor-student disconnect and lack of cultural awareness

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

1. Inadequate onboarding process for Hispanic or Latino students.

- Scarce personnel and support system to ensure a smooth onboarding process for each and every student.

2. Insufficient academic support and ongoing student advising for Hispanic or Latino students.

- Efforts to ensure academic support and ongoing student advising have only been partially successful.

× Budgeting and Administration (HR, Purchasing, Processes, etc.)

× General Operations (A&R, Parking, Campus Policing, etc.)

✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Insufficient outreach activities for Hispanic or Latino students.

- Outreach coordinator: "For specific target populations, we need people that look like them and

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Teaching and Learning:

Train faculty to perform equity-minded teaching by making sure they:

- Model acceptance and tolerance
- Dispel own prejudices
- Ensure that all lessons embrace and teach diversity; modify curriculum accordingly
- Encourage cultural awareness
- In addition to grading, use assessments to gain insights

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Onboarding process:

- Recruit cultural sensitive, expert advisors to address the cultural) in order to assist and help students make connections with faculty and other students in both academic and career communities
- Ensure that electronic onboarding tools remain updated / user friendly
- Make orientation mandatory and focus on programs offered by Merritt
- Provide new students with career and transfer information and advising.
- Include multilingual services.
- Develop a flag system that detects students with additional support needs for further continued support.

Academic support and Ongoing student advising

- Recruit faculty, mentors and advisors that mirror the DI student population
- Make mental health services readily available and help eliminate the stigma by omitting cultural keywords (e.g., scared, panic, fear, etc)
- Implement appropriate actions and efforts to ensure students are placed into a suitable college program or developmental course with the appropriate co-requisite remediation if needed
- Institute a holistic wrap-around advising approach.
- Develop a flag system that detects students needing extra support and follow up with them
- Augment peer mentorship

× Budgeting and Administration (HR, Purchasing, Processes, etc.)

× General Operations (A&R, Parking, Campus Policing, etc.)

✓ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Outreach activities

- Recruit and hire outreach specialist(s) that can identify with target populations, and are committed to dispel the barriers that prevent prospective students from integrating into the Merritt family.
- Expand outreach activities to a greater number of High schools, places of community gathering (e.g., places of worship, leisure).

- Establish/reinforce in-reach and outreach systems to involve disabled, formerly incarcerated, homeless students.
- Institute culturally responsive outreach strategies.
- Increase support to outreach activities/coordinator by recruiting faculty, staff, admin that represent the targeted community.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Outreach activities:

- Recruit and hire outreach specialist(s) that can identify with target populations, and are committed to dispel the barriers that prevent prospective students from integrating into the Merritt family.
- Expand outreach activities to a greater number of High schools, places of community gathering (e.g., places of worship, leisure).
- Establish/reinforce in-reach and outreach systems to involve disabled, formerly incarcerated, homeless students.
- Institute culturally responsive outreach strategies.
- Increase support to outreach activities/coordinator by recruiting faculty, staff, admin that represent the targeted community.

Onboarding Process:

- Recruit cultural sensitive, expert advisors to address the cultural elements that are part of the new student population (race, gender, religion, others) in order to assist and help students make connections with faculty and other students in both academic and career communities.
- Ensure that electronic onboarding tools remain updated / user friendly.
- Make orientation mandatory and focus on programs offered by Merritt.
- Provide new students with career and transfer information and advising.
- Include multilingual services.
- Develop a flag system that detects students with additional support needs for further continued support.

Academic support and Ongoing student advising:

- Recruit faculty, mentors and advisors that mirror the DI student population.
- Make mental health services readily available and help eliminate the stigma by omitting cultural keywords (e.g., scared, panic, fear, etc)
- Implement appropriate actions and efforts to ensure students are placed into a suitable college program or developmental course with the appropriate co-requisite remediation if needed.
- Institute a holistic wrap-around advising approach.
- Develop a flag system that detects students needing extra support and follow up with them.
- Augment peer mentorship
- Designate Student Success Coaches to serve primarily first-year Hispanic or Latino students
- Increase cultural centers' visibility

Teaching and learning:

- Train faculty to perform equity-minded teaching by making sure they:
 - Model acceptance and tolerance.

- Dispel own prejudices.
- Ensure that all lessons embrace and teach diversity; modify curriculum accordingly.
- Encourage cultural awareness.
- In addition to grading, use assessments to gain insights.

Action

Action Steps *

Amongst some of the reasons why students fail to complete their studies and education there is one fundamental factor, i.e., the need to belong.

In a podcast interview (The Psychology Podcast, June 23rd, 2022) developmental and community psychologist Christine Robinson gives her insight into the trials and tribulations that continuously affect minorities. Robinson explains how the issues of socialization and stigmatization affect our identities; she says “our families, the communities we live in, our schools, work places, messaging billboards, song lyrics, television ads define us and sort us and gives us a sense of who matters and who doesn't matter, and unfortunately some of these categories have been dehumanized.” (25:19) Robinson then adds “the whole stigmatization of identities is where we really have a problem.”

It would be safe to derive that if one is part of a minority group, it would be very important and valuable to have a strong sense of belonging. This essential need is mentioned in Cobbs and Krownapple's work, *Belonging Through a Culture of Dignity*. The authors write “To bring about full equity, we must create and maintain environments where all students feel they belong, not just have access. We must prioritize belonging.” (p42) The authors specifically mention Maslow's theory of human motivation and in response to the questions “why do people do what they do? Why do people not do what they should do?” The authors explain that “Maslow saw motivation in terms of the fulfillment of human needs, and he recognized that belonging was a human need.” (p44)

With the aforementioned in mind, the action plan to move from the current practice to a more ideal practice to achieve the stated goals that would take us to a more equity-minded place is as follows:

Outreach:

- Establish culturally sensitive training programs for outreach staff.
- Evaluate and amend policies and practices in order to encourage equity-minded processes and nurture intentionality. At all times, communicate Merritt's commitment to foster belonging for all.
- Recruit, hire, and train outreach specialist(s) that mirror the target populations. The candidate(s) would need to be committed to regularly participate in implicit and explicit bias prevention practices.
- Expand support to outreach coordinator by recruiting faculty, staff, administrators that represent target communities and can participate in outreach activities.
- Increase collaboration with high school partners to establish and streamline pathways for DI students.
- Expand outreach relationships with community allies.
- Establish a stronger presence in the community by meeting the prospective students where the community meets i.e., places of worship, leisure, others.

- Ensure that during recruiting, prospective students understand facts about legal status and financial aid as they relate to their educational opportunities.

Onboarding process:

- Establish culturally sensitive training programs for onboarding process staff.
- Recruit cultural sensitive, expert advisors to address the cultural elements that are part of the new student population (race, gender, religion, others) in order to assist and help students make connections with faculty and other students in both academic and career communities.
- At all times, communicate Merritt's commitment to foster belonging for all.
- Ensure that electronic onboarding tools remain updated / user friendly and confirm that every new student receives an orientation.
- Make orientation mandatory and focus on programs offered by Merritt.
- Recruit and hire staff able to provide multilingual services.
- Collaborate with IT to establish a flag system that detects students with additional support needs for further continued support. Make sure that students that are flagged are cared for.

Academic support and Ongoing student advising

- Establish culturally sensitive training programs for academic support and ongoing student advising staff.
- Recruit faculty, mentors and advisors that mirror the DI student population. At all times, communicate Merritt's commitment to foster belonging for all.
- Increase visibility of mental health services and make them readily available; help eliminate mental health services' stigma by omitting cultural keywords (e.g., scared, panic, fear, etc).
- Institute and enact appropriate actions and efforts to ensure students are placed into a suitable college program or developmental course with the appropriate co-requisite remediation if needed.
- Generate and execute a holistic wrap-around advising approach.
- Collaborate with IT to establish a flag system that detects students needing extra support and follow up with them.
- Augment peer mentorship
- Designate Student Success Coaches to serve primarily first-year Hispanic or Latino students
- Increase cultural centers' visibility
- Establish a completion group that includes leading instructors, embedded advisors, career advisors, tutors, and others to oversee and support student retention.
- Offer monetary incentives for students for expedient program completion.

Teaching and learning:

- Establish culturally sensitive training programs for faculty.
- Train faculty to perform equity-minded teaching by making sure they:
 - At all times, communicate Merritt's commitment to foster belonging for all.
 - Model acceptance and tolerance.
 - Dispel own prejudices.
 - Ensure that all lessons embrace and teach diversity; modify curriculum accordingly.

- Encourage cultural awareness
- In addition to grading, use assessments to gain insights.
- Create workshops for faculty collaboration across disciplines to redesign courses influenced by cultural feedback.

- Define, institute, and adjust -if need be- student learning outcomes.
- Advocate faculty development through collaboration across departments which can lead to increased faculty productivity (Maslach, 2011 and Gabriel, 2017 as cited in Igbo et al, 2019)
- Build positive relationships with students, work to make them feel seen, heard, understood so they can feel safe in the classroom.
- Monitor and address students' difficulties.
- Interrogate language used to describe students and the language used by the students themselves in class.

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✗ Data & Research
- ✓ Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✓ Strategic and Operational Communication

Explanation of Supports Needed

The Chancellor's Office and its partners can institutionalize field guidance and implementation of recommended programs and processes.

The Chancellor's Office and its partners can facilitate and provide technical assistance and professional development in recommended processes

The Chancellor's Office and its partners can validate and sanction policy and regulatory actions on recommended programs.

The Chancellor's Office and its partners can support programs and actions recommended by providing and facilitating technology investments and tools

The Chancellor's Office and its partners can assist with strategic and operational communication for recommended programs and actions

Black/African American and Latinx Males

Areas of Completion

Areas of Completion *

- ✓ Adult Ed/No ncredit Completion
- ✓ Certificate Completion
- ✓ Degree Co mpletion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

In its mission statement, Merritt's college reaffirms its categorical imperative: "put students first." and "foster a culture of equity and inclusion that empowers students to achieve their greatest potential..." As we all know, the past couple of years have been challenging in more ways than one. Institutions and students were pushed to make changes and adapt to the distance education system; in this new setting, different inequities became conspicuous.

Merritt College has welcomed and embraced the Guided Pathways model to develop more effective equity oriented programs, processes, and practices that would contribute to student success. Nonetheless, statistical data show low rates of completion among Black/African American and Latinx male students.

In recent town halls where cross-functional inquiry was a norm, many insightful ideas were shared among the college constituents about how the system works and how it can be improved. Below are some of the structural friction points that emerged from such discussions.

- Insufficient outreach activities for Black/African American and Latinx male students.
- Inadequate onboarding process for Black/African American and Latinx male students
- Insufficient academic support and ongoing student advising for Black/African American and Latinx male students
- Deficient teaching and learning for Black/African American and Latinx male students

Structure Evaluation

Current Structure

- ✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Deficient teaching and learning for Black/African American and Latinx male students.

- Instructor-student disconnect and lack of cultural awareness.

- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Inadequate onboarding process for Black/African American and Latinx male students.

- Scarce personnel and support system to ensure a smooth onboarding process for each and every student.

Insufficient academic support and ongoing student advising for Black/African American and Latinx male students.

- Efforts to ensure academic support and ongoing student advising have only been partially successful.

× Budgeting and Administration (HR, Purchasing, Processes, etc.)

× General Operations (A&R, Parking, Campus Policing, etc.)

- ✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Insufficient outreach activities for Black/African American and Latinx male students.

- Outreach coordinator: "For specific target populations, we need people that look like them and speak like them."

Ideal Structure

- ✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Teaching and Learning:

Train faculty to perform equity-minded teaching by making sure they:

- Model acceptance and tolerance
- Dispel own prejudices
- Ensure that all lessons embrace and teach diversity; modify curriculum accordingly
- Encourage cultural awareness
- In addition to grading, use assessments to gain insights

- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Onboarding process:

- Recruit cultural sensitive, expert advisors to address the cultural) in order to assist and help students make connections with faculty and other students in both academic and career communities
- Ensure that electronic onboarding tools remain updated / user friendly
- Make orientation mandatory and focus on programs offered by Merritt
- Provide new students with career and transfer information and advising.
- Develop a flag system that detects students with additional support needs for further continued support.

Academic support and Ongoing student advising

- Recruit faculty, mentors and advisors that mirror the DI student population
- Make mental health services readily available and help eliminate the stigma by omitting cultural keywords (e.g., scared, panic, fear, etc)
- Implement appropriate actions and efforts to ensure students are placed into a suitable college program or developmental course with the appropriate co-requisite remediation if needed
- Institute a holistic wrap-around advising approach.
- Develop a flag system that detects students needing extra support and follow up with them
- Augment peer mentorship.
- Designate Student Success Coaches to serve primarily first-year Black/African American and Latinx male students.
- Increase cultural centers' visibility

× Budgeting and Administration (HR, Purchasing, Processes, etc.)

× General Operations (A&R, Parking, Campus Policing, etc.)

✓ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Outreach activities

- Recruit and hire outreach specialist(s) that can identify with target populations, and are committed to dispel the barriers that prevent prospective students from integrating into the Merritt family.
- Expand outreach activities to a greater number of High schools, places of community gathering (e.g., places of worship, leisure).
- Establish/reinforce in-reach and outreach systems to involve disabled, formerly incarcerated, homeless students.
- Institute culturally responsive outreach strategies.
- Increase support to outreach activities/coordinator by recruiting faculty, staff, admin that represent the targeted community.

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Outreach activities:

- Recruit and hire outreach specialist(s) that can identify with target populations, and are committed to dispel the barriers that prevent prospective students from integrating into the Merritt family.
- Expand outreach activities to a greater number of High schools, places of community gathering (e.g., places of worship, leisure).

- Establish/reinforce in-reach and outreach systems to involve disabled, formerly incarcerated, homeless students.
- Institute culturally responsive outreach strategies.
- Increase support to outreach activities/coordinator by recruiting faculty, staff, admin that represent the targeted community.

Onboarding Process:

- Recruit cultural sensitive, expert advisors to address the cultural elements that are part of the new student population (race, gender, religion, others) in order to assist and help students make connections with faculty and other students in both academic and career communities.
- Ensure that electronic onboarding tools remain updated / user friendly.
- Make orientation mandatory and focus on programs offered by Merritt.
- Provide new students with career and transfer information and advising.
- Develop a flag system that detects students with additional support needs for further continued support.

Academic support and Ongoing student advising:

- Recruit faculty, mentors and advisors that mirror the DI student population.
- Make mental health services readily available and help eliminate the stigma by omitting cultural keywords (e.g., scared, panic, fear, etc)
- Implement appropriate actions and efforts to ensure students are placed into a suitable college program or developmental course with the appropriate co-requisite remediation if needed.
- Institute a holistic wrap-around advising approach.
- Develop a flag system that detects students needing extra support and follow up with them.
- Augment peer mentorship
- Designate Student Success Coaches to serve primarily first-year Black/African American and Latinx male students.
- Increase cultural centers' visibility

Teaching and learning:

- Train faculty to perform equity-minded teaching by making sure they:
 - Model acceptance and tolerance.
 - Dispel own prejudices.
 - Ensure that all lessons embrace and teach diversity; modify curriculum accordingly.
 - Encourage cultural awareness.
 - In addition to grading, use assessments to gain insights.

Action

Action Steps *

Amongst some of the reasons why students fail to complete their studies and education there is one fundamental factor, i.e., the need to belong.

In a podcast interview (The Psychology Podcast, June 23rd, 2022) developmental and community psychologist Christine Robinson gives her insight into the trials and tribulations that continuously affect minorities. Robinson explains how the issues of socialization and stigmatization affect our identities; she says “our families, the

communities we live in, our schools, work places, messaging billboards, song lyrics, television ads define us and sort us and gives us a sense of who matters and who doesn't matter, and unfortunately some of these categories have been dehumanized." (25:19) Robinson then adds "the whole stigmatization of identities is where we really have a problem."

It would be safe to derive that if one is part of a minority group, it would be very important and valuable to have a strong sense of belonging. This essential need is mentioned in Cobbs and Krownapple's work, *Belonging Through a Culture of Dignity*. The authors write "To bring about full equity, we must create and maintain environments where all students feel they belong, not just have access. We must prioritize belonging." (p42) The authors specifically mention Maslow's theory of human motivation and in response to the questions "why do people do what they do? Why do people not do what they should do?" The authors explain that "Maslow saw motivation in terms of the fulfillment of human needs, and he recognized that belonging was a human need." (p44)

With the aforementioned in mind, the action plan to move from the current practice to a more ideal practice to achieve the stated goals that would take us to a more equity-minded place is as follow:

Outreach:

- Establish culturally sensitive training programs for outreach staff.
- Evaluate and amend policies and practices in order to encourage equity-minded processes and nurture intentionality. At all times, communicate Merritt's commitment to foster belonging for all.
- Recruit, hire, and train outreach specialist(s) that mirror the target populations. The candidate(s) would need to be committed to regularly participate in implicit and explicit bias prevention practices.
- Expand support to outreach coordinator by recruiting faculty, staff, administrators that represent target communities and can participate in outreach activities.
- Increase collaboration with high school partners to establish and streamline pathways for DI students.
- Expand outreach relationships with community allies.
- Establish a stronger presence in the community by meeting the prospective students where the community meets i.e., places of worship, leisure, others.
- Ensure that during recruiting, prospective students understand facts about financial aid as they relate to their educational opportunities.

Onboarding process:

- Establish culturally sensitive training programs for onboarding process staff.
- Recruit cultural sensitive, expert advisors to address the cultural elements that are part of the new student population (race, gender, religion, others) in order to assist and help students make connections with faculty and other students in both academic and career communities.
- At all times, communicate Merritt's commitment to foster belonging for all.
- Ensure that electronic onboarding tools remain updated / user friendly and confirm that every new student receives an orientation.
- Make orientation mandatory and focus on programs offered by Merritt.
- Collaborate with IT to establish a flag system that detects students with additional support needs for further continued support. Make sure that students that are flagged are cared for.

Academic support and Ongoing student advising

- Establish culturally sensitive training programs for academic support and ongoing student advising staff.
- Recruit faculty, mentors and advisors that mirror the DI student population. At all times, communicate Merritt's commitment to foster belonging for all.
- Increase visibility of mental health services and make them readily available; help eliminate mental health services' stigma by omitting cultural keywords (e.g., scared, panic, fear, etc).
- Institute and enact appropriate actions and efforts to ensure students are placed into a suitable college program or developmental course with the appropriate co-requisite remediation if needed.
- Generate and execute a holistic wrap-around advising approach.
- Collaborate with IT to establish a flag system that detects students needing extra support and follow up with them.
- Augment peer mentorship
- Designate Student Success Coaches to serve primarily first-year Black/African American and Latinx male students.
- Increase cultural centers' visibility
- Establish a completion group that includes leading instructors, embedded advisors, career advisors, tutors, and others to oversee and support student retention.
- Offer monetary incentives for students for expedient program completion.

Teaching and learning:

- Establish culturally sensitive training programs for faculty.
- Train faculty to perform equity-minded teaching by making sure they:
 - At all times, communicate Merritt's commitment to foster belonging for all.
 - Model acceptance and tolerance.
 - Dispel own prejudices.
 - Ensure that all lessons embrace and teach diversity; modify curriculum accordingly.
 - Encourage cultural awareness
 - In addition to grading, use assessments to gain insights.
 - Create workshops for faculty collaboration across disciplines to redesign courses influenced by cultural feedback.
- Define, institute, and adjust -if need be- student learning outcomes.
- Advocate faculty development through collaboration across departments which can lead to increased faculty productivity (Maslach, 2011 and Gabriel, 2017 as cited in Igbo et al, 2019)
- Build positive relationships with students, work to make them feel seen, heard, understood so they can feel safe in the classroom.
- Monitor and address students' difficulties.
- Interrogate language used to describe students and the language used by the students themselves in class.

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✗ Data & Research
- ✓ Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- ✗ Proof of Concept Pilots
- ✓ Strategic and Operational Communication

Explanation of Supports Needed

The Chancellor's Office and its partners can institutionalize field guidance and implementation of recommended programs and processes.

The Chancellor's Office and its partners can facilitate and provide technical assistance and professional development in recommended processes

The Chancellor's Office and its partners can validate and sanction policy and regulatory actions on recommended programs.

The Chancellor's Office and its partners can support programs and actions recommended by providing and facilitating technology investments and tools

The Chancellor's Office and its partners can assist with strategic and operational communication for recommended programs and actions

Student Support Integration Survey**1. Previous Equity Efforts**

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

Not Entered

2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

Not Entered

3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

Not Entered

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

Not Entered

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

Not Entered

4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

The 2021-22 Budget Act included a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

Yes

4.3.1 (Yes) Please Describe Additional Student Aid Provided *

Not Entered

5. Basic Needs

5.1 Basic Needs Center: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

The 2021-22 Budget Act included ongoing funding of \$30 million to support basic needs centers and coordinators, and an additional \$100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Yes

5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

Not Entered

5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

Not Entered

5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

Not Entered

6. Zero-Textbook Cost

6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

Not Entered

7. LGBTQ+ Supports

7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

Not Entered

8. Mental Health Supports

8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

Not Entered

9. Institutional Planning

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

Not Entered

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

Not Entered

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

Not Entered



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