Due 2/7

Notes

In addition to offering <u>Key Accomplishments</u> and <u>Next Steps</u>, please also add the <u>Student Impact</u> (this is new for this year). Student Impact is defined as a brief description of how the key result impacts student retention, academic performance, technology access (or implementation), and/or career readiness.

*Please limit your response to each section (i.e., Key Accomplishments, Next Steps, and Student Impact) to 100-150 words. It's okay to go over that mark if you have to, but please keep your comments concise (I will create a second edited version of your response).

The reporting period is from September 2024 to present day.

<u>Here is a link</u> to the updates on this SD that were offered in FA24. This might be helpful in framing your current update.

Strategic Direction 2: Engage in Practices that Prioritize and Promote Inclusivity, Equity, Anti-Racism, and Human Sustainability

Supporting Action 1: Strengthen communication of shared governance projects and committee work

Key Results (Measurable outcomes to assess progress)

1. **Research and remove barriers to participation in shared governance (e.g. focus group).**
   Responsible Individual(s): Gio Sosa, Delmy Spencer, Keith Wurtz, Mike Strong

Key Accomplishments

<u>Board Update</u>
Recent Campus Climate Survey findings indicated that 79% of respondents agreed or strongly agreed that the college's planning process offers adequate opportunities for input by appropriate constituencies. We will continue to focus on increasing

participation, particularly among classified staff.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

The increased participation on shared governance committees will help ensure the college leverages its collective expertise in making decisions that help to cultivate a transformational learning environment for students.

Next Steps (anticipated future actions)

We are planning a second training session with classified staff in Spring 2025 to focus on addressing questions about how to better support the participation on governance committees. Additionally, the academic and classified senate presidents will partner to hold joint governance training sessions in Fall 2025.

2. **Increase staff, student, and faculty participation in shared governance.**
   Responsible Individual(s): Gio Sosa, Delmy Spencer, Keith Wurtz, Mike Strong

Key Accomplishments

In August 2024, the college held two governance training sessions, one focused primarily on staff (33 attendees) and a second focused primarily on faculty (approximately 50 attendees). The sessions helped staff/faculty better understand how they can join committees and engage with the governance process.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

The increased participation on shared governance committees will help ensure the college leverages its collective expertise in making decisions that help to cultivate a transformational learning environment for students.

Next Steps (anticipated future actions)

We are planning a second training session with classified staff in Spring 2025 to focus on addressing questions about how to better support the participation on governance committees. Additionally, the academic and classified senate presidents will partner to hold joint governance training sessions in Fall 2025.

3. **Increase participation of traditionally marginalized affinity groups in committees and all advisory groups.**

   Responsible Individual(s): Delmy Spencer, Keith Wurtz, Dan Word, Gio Sosa

Key Accomplishments

Findings from the Fall 2023 Campus Climate Survey indicate relative satisfaction with the governance process among Hispanic/Latinx and White respondents. However, we did not receive a sufficient number of responses from individuals self-identifying as belonging to other ethnic groups.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

The increased participation in the governance process by diverse individuals helps ensure the college adequately leverages its collective expertise in making decisions that help to cultivate a transformational learning environment for students.

Next Steps (anticipated future actions)

The college will also examine disaggregated data on the percent of individuals participating in shared governance by constituency group in Spring 2025. The college's council will, in turn, examine such information and decide upon a set of strategies to address any observed equity gaps. The college intends to redeploy the survey in Fall 2025.

Supporting Action 2: Promote and implement practices that enhance race-consciousness and anti-racism

Key Results (Measurable outcomes to assess progress)

1. **Promote race-consciousness and equity in the classroom via scaled professional development activities.**
   Responsible Individual(s): Keith Wurtz, Sara Butler, Kashaunda Harris, Gio Sosa, Dan Word, Jeff Smith

Key Accomplishments

Board Update

Three cohorts of instructional faculty have completed the USC Race and Equity training for instructional faculty to apply equity-minded strategies in the classroom. To date, 88 instructional faculty have participated in the USC training. In addition, 76% of the college's instructional faculty have completed the training.

Chancellor's Notes

In 2020-2021 four groups experienced disproportionate impact in course success rate at the college: Black/African American, Latinx/Hispanic, Native American, and Pacific Islander students. In three years, the college reduced the number of disproportionately impacted groups in course success rate from four to two: Black/African American and Latinx/Hispanic students. For the two groups still experiencing disproportionate impact, Black/African American and Latinx/Hispanic students, the course success rate has consistently increased over the last three years. Specifically, for Black/African American students the course success rate has increased from 65.1% in 2021-2022 to 67.2% in 2023-2024, a 2.1% increase. Black students would need an additional 121 successful course grades to remove disproportionate impact. For Latinx/Hispanic students the course success rate has increased from 69.6% in 2021-2022 to 72.7% in 2023-2024, a 3.1% increase. Hispanic students would need an additional 1,112 successful course grades to remove disproportionate impact.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)
This effort serves as one of the college's primary strategies for closing equity gaps and increasing student success.

Next Steps (anticipated future actions)
The college will continue to train instructional faculty and institutionalize the training started by the USC Race and Equity Center.

2. **Promote race-consciousness and equity in student and instructional support services via processes that enhance equity in access (e.g., Streamlining Project).**
Responsible Individual(s): Delmy Spencer, Gio Sosa, Ivan Pena, Sara Butler

Key Accomplishments

Board Update
Two cohorts of instructional faculty have completed the USC Race and Equity training for instructional faculty to apply equity-minded strategies in the classroom. The third cohort of faculty started in fall 2024. To date, 88 instructional faculty have participated or are participating in the USC training. Additionally, a new cohort of 24 managers and 11 classified staff are partaking in USC training designed specifically for non-classroom employees in spring 2025.

Chancellor's Notes
The Office of Instruction implemented a strategy where faculty critically assessed their course materials and teaching methods through an equity lens, particularly focusing on addressing barriers for Hispanic/Latinx and Black/African American students during the self-evaluation process. In order to encourage the analysis of disproportionate impact, faculty going through the evaluation process receive their previous academic year's disaggregated course success and roster data in the initial conference with their dean.

Additionally, a team of six faculty members from across the campus will participate in the Open for Anti-racism (OFAR) program in 2024-25. The program is designed to give participants a better understanding of anti-racist teaching and how the use of open education resources (OER) and open pedagogy can empower them to involve students in the co-creation of an anti-racist classroom. The findings and resources will be shared with the broader college community so that additional faculty can incorporate what was learned in their own classrooms.

In 2020-2021, four student groups experienced disproportionate impact in course success rate at the college: Black/African American, Latinx/Hispanic, Native American, and Pacific Islander students. Subsequently, in three years, we have reduced the number of disproportionately impacted groups in course success rate from four to two: Black/African American and Latinx/Hispanic students.

Equally important, for the two groups still experiencing disproportionate impact, Black/African American and Latinx/Hispanic students, the course success rate has consistently increased over the last three years. Specifically, for Black/African American students the course success rate has increased from 65.1% in 2021-2022, to 66% in 2022-2023, and to 67.2% in 2023-2024, a 2.1% percentage point increase ($p = .295$, ES = .04). Moreover, for Latinx/Hispanic students, the course success rate has increased from 69.6% in 2021-2022, to 71.9% in 2022-2023, and to 72.7% in 2023-2024, a 3.1% percentage point increase ($p < .001$, ES = .07).

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)
This work has contributed to the closing of equity gaps in course success across our student populations, namely with respect to our Black/African American and Hispanic/Latinx students. The course success rates for both groups have increased over each of the last three years.

Next Steps (anticipated future actions)
The college will develop a process to institutionalize the training for incorporating equity strategies in instruction, make the disaggregated course specific data accessible to faculty, and refine the evaluation feedback process. The college will also use the USC training for non-classroom employees as a springboard for incorporating equity-minded strategies in still more spaces throughout campus, including within non-instructional programs. Also sending a team of 13 individuals to 2025 NCORE conference.

3. **Institutionalize collegewide events that support equity and anti-racism (e.g., One Book One College).**

Responsible Individual(s): Sara Butler, Ericka Paddock

Key Accomplishments

Board Update

One Book One College (OBOC) continues to thrive as an equity-focused program at the college. This year's selection, *Parable of the Sower*, is promoting conversations on equity and anti-racism in classrooms and across campus via meetings, activities, and events.

Chancellor's Notes

Students and staff are able to use this text from 1993 to assess the socioeconomic and political environment unfolding around them, which allows them to analyze their own positionality and what they might be able to do to change their or their community's circumstances.

In 2024-2025, we started tracking faculty adoptions so that we can assess the vitality of OBOC over time. Once we have enough data, we can look at sections that adopt the OBOC selection compared to those that did not and see if there is an impact on retention, success, etc.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

This is an annual campuswide undertaking that helps to embed thoughtful discussions and action centered on equity and inclusion.

Next Steps (anticipated future actions)

In addition to adoption tracking for OBOC, we want to encourage faculty outside of the Social Sciences and Humanities to adopt the OBOC selection in the future. To that end, the OBOC task force is inviting folks from STEM and career technical education programs to not only nominate a book but also consider joining the task force.

4. **Prioritize the implementation of activities in the college's equity plan to better support Black/African American and Hispanic/Latinx students.**
   Responsible Individual(s): Delmy Spencer, Keith Wurtz, Gio Sosa, Ivan Pena, Ericka Paddock

Key Accomplishments

The college has made progress towards meeting the three-year goals codified in its student equity plan, namely with respect to increasing the enrollment rates among Black/African American students and increasing the rates of Hispanic/Latinx students completing transfer-level math and English. The college has also documented the many strategies it has implemented to support Black/African American and Hispanic/Latinx students in its update to the state chancellor's office in December 2024.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)
The closure of equity gaps is central to our college's mission, vision, and institutional values. The college continues to make meaningful progress towards removing barriers to student success, particularly for students identified as being disproportionately impacted.

Next Steps (anticipated future actions)
The college will continue to focus on the implementation of scaled strategies, including the continued participation in the USC Race and Equity Center training, to close equity gaps for Black/African American and Hispanic/Latinx students. The college will continue to monitor its progress towards closing equity gaps for students and document such progress in Cascade.

Supporting Action 3: Promote and implement practices that enhance well-being and engagement

Key Results (Measurable outcomes to assess progress)

1. **Provide mentorship for transfer students to maximize the impact of DEI and minimize the adverse impact.**
   Responsible Individual(s): Ivan Pena, Mariana Macamay, Kashaunda Harris

Key Accomplishments

Board Update

The full implementation of our unit-based counseling model and student success teams has significantly enhanced the college's ability to provide structured mentorship and guidance for transfer students, particularly those from racially minoritized backgrounds. Utilizing a single point of contact framework, our completion coaches proactively engage with students to ensure they meet critical transfer milestones.

Chancellor's Notes

The following reflects more detail concerning the transfer milestones cited in the board update:

These milestones include identifying and declaring a major by 15 units, completing the Golden 4 or 7 course pattern by 30 units, applying for transfer by 45 units, and completing a series of transfer workshops by 60 units. These structured touchpoints have led to a 44% increase in counselor-approved educational plans, reaching an 88% approval rate for fall 2024. Given that educational planning directly correlates with student retention, completion, and transfer success, this milestone represents a substantial achievement in improving outcomes for historically underrepresented students. Additionally, our data-driven approach to tracking student progress has enabled targeted outreach to Latinx and Black & African American students, directly addressing and closing equity gaps in transfer success.

Additionally, we aim to enhance partnerships with CSU and UC transfer centers to provide direct advising, on the spot admissions, and campus visits specifically for our racially minoritized students. Continued use of milestone tracking will refine our data-driven outreach, allowing for proactive engagement before students fall off track. Lastly, incorporating an equity data dashboard will allow us for timely capturing of data to measure the effectiveness of our interventions.

The efforts highlighted in this key result have resulted in increased transfer rates and a closing of equity gaps, fostering higher confidence and self-efficacy in students navigating the transfer process. Beyond academic success, these mentorship initiatives create a sense of belonging, a key factor in retention and overall student well-being.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

The mentorship provided through our completion coaches and student success teams has transformed the transfer experience for racially minoritized students by offering personalized guidance and accountability, ensuring students stay on track with key milestones. Early interventions help prevent students from falling behind in coursework critical to transfer, while structured support systems empower students with knowledge of transfer pathways, financial aid, and career connections.

Next Steps (anticipated future actions)

To further maximize the impact of our diversity, inclusion, and inclusion (DEI) efforts and mentorship for transfer students, we plan to strengthen faculty involvement will also be a priority, ensuring instructional faculty integrate transfer mentorship into their classroom discussions, particularly in gatekeeper courses.

2. **Continue and expand the onboarding program for new faculty and staff (e.g., New Faculty Orientation and Mentoring Onboarding Professional Education Development (MOPED)).**
   Responsible Individual(s): Sara Butler, Kashuanda Harris, Souts Xayaphanthong, Rejoice Chavira

Key Accomplishments

Newly hired classified professionals receive orientation and local onboarding. The program is offered every term to ensure new classified staff receive the training and

tools they need to be successful. The Tenure Track Academy was initiated during the 2020-2021 academic year through a series of workshops designed to support the transition to full-time faculty work. Work is continuing through the Academic Senate's Mentoring Onboarding Professional Education Development (MOPED) sub-committee.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)
Such work has the potential to contribute to the sense of belonging among both classified staff and the students that they work with and/or support.

Next Steps (anticipated future actions)
In addition to continuing this onboarding program for staff into the future, the college will also obtain feedback from participants to use in improving the program experience.

Utilize participant data to continue to improve onboarding activities.

3. **Institutionalize events and trainings centered on enhancing employee well-being and mental health.**
   Responsible Individual(s): Sara Butler, Kashaunda Harris
Key Accomplishments

Board Update
When planning in-service activities and events throughout the year, the Professional Development Committee encourages wellness activities (body and mind). In fall 2024, the college offered a sound bath and yoga activity. In spring 2025, during Black History Month, we have a series of activities for the campus community to promote creativity and wellness (yoga, meditation, etc.).

Chancellor's Notes
The college is also hiring the associate dean for health and wellness in spring 2025– someone who will, in turn, offer professional development to faculty and staff in reference to supporting students experiencing mental health crises.

Student Impact (i.e., impact on retention, academic performance, career readiness, etc.)

Students who interact with faculty and staff who have opportunities to engage in well-being activities are likely to see positive role models they can emulate. It promotes a culture of self-care that trickles down to the students.

Next Steps (anticipated future actions)

Engage the campus community more to submit and facilitate wellness activities and engage in campus-wide conversations about wellness. Perhaps deploy a survey to all constituents to see what is needed most.