Welcome to the ACCJC Webinar!

Quick tips for engaging during the webinar:

- Ask questions by using the Q&A button in Zoom. Once the Q&A is opened, you can drag on the borders to enlarge the screen or make it smaller.

- The webinar facilitator and panelists will review the Q&A tool to respond to your questions. There will be time at the end of the session for general Q&A.

- The chat function will be disabled during this webinar.

- Participants’ audio and video are not available. Only the panelists will be seen and heard.

- The session is recorded and will be posted at accjc.org/webinar.

Thank you
Jared Spring,
ACCJC
Technology and Operations Director
Today’s webinar is brought to you by...

ACCJC Educational Programming Committee

Randy Beach, Committee Chair
Southwestern College

Daisy Gonzales
California Community Colleges Chancellor’s Office

Sally Pestana
Kapi‘olani Community College

Cynthia Napoli-Abella Reiss
West Valley College

Jennifer Vega La Serna
College of the Sequoias
Today’s Topic:
Leading Institutional Change to Support Equity

➢ Ask questions by using the Q&A button in Zoom.
Equity, Diversity and Inclusion

Dr. Irene Taafaki – President
Dr. Elizabeth Switaj – Vice President Academic and Student Affairs
Where are we?
### Who are we?

**CMI Profile - FY 2021**

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>10 year average: 2011 – 2020 (Fall Only)</th>
<th>2021</th>
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<tbody>
<tr>
<td>All Students</td>
<td>Marshallese: 96%</td>
<td>Fall 2021: Marshallese: 97%</td>
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<tr>
<td></td>
<td>Micronesian: 3%</td>
<td>Micronesian: 2%</td>
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<tr>
<td></td>
<td>Other P. Islands: 0.4%</td>
<td>Other P. Islands: &lt;1%</td>
</tr>
<tr>
<td></td>
<td>Asian: 0.6%</td>
<td>Asian: &lt;1%</td>
</tr>
<tr>
<td></td>
<td>‘White’: 0.5%</td>
<td>‘White’: &lt;1%</td>
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</table>

<table>
<thead>
<tr>
<th>GENDER</th>
<th>10 year average: 2011 – 2020</th>
<th>2021</th>
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<tbody>
<tr>
<td>All Students</td>
<td>Fall: 50% Female, 50% Male</td>
<td>Spring 2021: 53% Female and 47% Male</td>
</tr>
<tr>
<td></td>
<td>Spring: 50% Female, 50% Male</td>
<td>Summer 2021: 55% Female and 45% Male</td>
</tr>
<tr>
<td></td>
<td>Summer: 53% Female and 47% Male</td>
<td>Fall: 55% Female and 45% Male</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>AVERAGE AGE</th>
<th>10 year average: 2011 – 2020</th>
<th>22.3 years old</th>
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<tbody>
<tr>
<td>All Students</td>
<td>Fall: 24.2</td>
<td>Spring 2021: 22.8</td>
</tr>
<tr>
<td></td>
<td>Summer 2021: 23.4</td>
<td>2020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENTS AS PARENTS</th>
<th>5-year average: 2007, 2008, 2014, 2016, 2018</th>
<th>44% have children who live with the student and depend upon them for their care</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSSE Survey Random Sample</td>
<td>2020</td>
<td>31%</td>
</tr>
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</table>
Identity and Inclusion: a matter of mission

2017

• The mission of the College of the Marshall Islands is to provide access to quality, student-centered, post-secondary educational services to the Marshallese people. The College also provides selective, higher education programming, intellectual resources, and research specific to the needs of the nation and the larger Pacific community.

2020

• The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation.
Equity and Access: Investment in Technology and Learning Design

Distance Education Centers

• Enables college-level courses to reach the most remote students;
• Aims to address issues of rural development:
  • Advisory Committees
  • Dean of Student Success
  • Connectivity
Gender Equity: Ensuring Persistence of Female Students

Male students were more likely than female students to persist to a second year of college”

- Female students average 64% first time students
- Yet had a 44% probability of persisting to a second year of college, whereas male students had a 58% probability, after other student demographic and academic preparation characteristics were controlled for. This difference by gender was major.

- Learning more about why female students are less likely than male students to persist
- Supporting women
  - Child care
  - Peer academic and GBV counselling
  - Work-study
Equity: Ensuring Student Readiness to Successfully Transition

Academic preparation

- College readiness and early college success are major concerns. 2016 data indicated 75% of incoming students at the College of the Marshall Islands placed into developmental courses.

Accelerated Developmental – 8 week courses

2019 – 2021 CMI Math Transition Mentors and high school engagement in the Carnegie Math Pathways programs improved placements.
Data, Research, and Equity Culture

Where We’ve Been:
- A data-driven culture;
- Increased awareness of KPIs and ISS, especially the 150% completion rate;
- Improvements to completion, retention, and persistence show we can use data to plan effective interventions;
- Celebration of diversity at CMI events.

Where We’re Going:
- A data-informed culture – engaging in discussions of how we should disaggregate student enrollment, achievement, and learning outcomes data, and using this information to move forward in policy and practice;
- Mixed Methods – use qualitative methods to better understand the individual student experience;
- Collaborative research:
  - REL Pacific
  - APIA Scholars
- Increase the number of Marshallese Faculty through the Fast Track program – support for full time advanced degrees;
- Orientation of new faculty – opportunities for familiarization with Marshallese language and culture;
- Developing outcomes to engage students in the appreciation of diversity.
Dr. Erika Endrijonas
Superintendent-President

Dr. Kari E. Bolen
Associate Vice President, Chief Diversity, Equity, and Inclusion Officer,
Title IX Coordinator
President as Chief Advocate & Facilitator

- Closing 100% of Equity Achievement/Opportunity Gaps as North Star
- Responsibility for Making Equity Progress = Responsibility for Meeting Accreditation Standards
- Part Vision – Part Finances
- Where We Were, Where We Are, Where We Can Be
- Put Your Money Where Your Mouth Is – Money, Money, Money…
- Chief Diversity, Equity, and Inclusion Officer and Beyond…..
Mapping Diversity Efforts

Diversity Efforts: Campus activities, programs, initiatives, processes, policies and resource allocation related to diversity, equity, inclusion and belonging.

- Stakeholder Conversations
- Strengths and leverage points
- “Opportunities” or possible “growth” edges
Capacity Building:
Institutionalization of Diversity Focus

Priority Area #1: Infrastructure

Priority Area #2: Demonstrate leadership commitment and accountability

Priority Area #3: Foster a connected culture

Priority Area #4: Build a diverse talent pipeline

Priority Area #5: Leverage diversity and inclusion for mission effectiveness
Embracing Progress:  
Next Steps for The Future of DEI Work

Continue Campus Climate (Experiences) Assessment Every Two Years

Impact/Assessment Protocols: Determine the Impact of Diversity Efforts (What are these efforts achieving or not achieving?)

Continue to Prioritize specific-group focused retention-graduation initiatives

Examine the Integration of Diversity Content, Topics, Pedagogies in all curricula

Continue to Operationalize the Vision through Strategic Alignment
SAN DIEGO MESA COLLEGE

Infusing Equity into Institutions

Dr. Bridget Herrin, Dean, Institutional Effectiveness
Lorenze Legaspi, Vice President, Administrative Services
Dr. Ashanti Hands, Vice President, Student Services
AGENDA

MESA2030

RESOURCE ALLOCATION

SCHOLARSHIP EQUITY REVIEW
Mesa2030
Visioning 10 more years of Equity and Excellence

Dr. Bridget Herrin
Dean, Institutional Effectiveness
San Diego Mesa College
Mesa2030 GOALS

Mesa College’s meta-goal is supported by five subgoals that more fully describe how the College intends to actualize its vision of being the leading college of equity and excellence.

Mesa2030 Goals are a call to action that describe what the College intends to accomplish over the coming decade. All other College-wide planning, including unit-level planning in program review, will describe how departments and units will do their part to achieve the Mesa2030 Goals. This integration of short-term planning with long-term planning ensures that the College will direct the investment of its human, physical, and fiscal resources to strategies that promise to advance the Mesa2030 Goals.

Mesa College has a single long-term goal – to take the next steps in being the leading College of equity and excellence. This meta-goal affirms that Mesa College’s top priority is to improve the quality of students’ experiences by delivering a learning environment characterized by equity and excellence. For Mesa College, equity is beyond access; it is about equity in students’ experiences. In the coming decade, this commitment to equity and excellence will be explicitly and intentionally focused on students’ race/ethnicity. The College intends to start by removing barriers for Black/African American students, and as those efforts succeed, the changes will benefit all students.
**EQUITY AND EXCELLENCE**

**Completion**
Mesa College will institutionalize (or Mesa- nize) practices that clarify pathways to timely completion for students with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.

**Community**
Mesa College will build a community culture that utilizes antiracist practices to cultivate collaboration, inclusion, diversity, equity, and personal growth so that all students, employees, and members of our external community are valued.

**Pathways + Partnerships**
Mesa College will leverage pathways and partnerships within its internal and external communities to eliminate barriers and provide support for students entering Mesa College, through to completion, and beyond to transfer and employment.

**Stewardship**
Mesa College will develop and sustain processes that prioritize environmental justice and sustainability, reduce Mesa College’s carbon footprint, and allocate its human, physical, technological, and fiscal resources around the goal of increasing student access, success, and parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.

**Scholarship**
Mesa College will prioritize equity and excellence by fostering innovation and high-quality, culturally relevant teaching/learning experiences with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.
Strategic Objectives

Mesa2030 Goal

Mesa College will institutionalize (or Mesa-nize) practices that clarify pathways to timely completion for students, with the priority on those practices that create parity in outcomes across racial/ethnic groups and all disproportionately impacted groups.

Strategic Objectives

- Develop pathways that provide students with clarity about degree, certificate, and transfer requirements.
- Develop cross-functional teams that support student success and include integrated career and transfer counseling.
- Design and promote programs and services that intentionally target a reduction in equity gaps in completion outcomes.
- Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity.

College-wide Progress Measures

- Transfer-level Mathematics and English Year 1 Degree Completion Rates within 2, 3, and 4 years
- Transfer Rates within 2, 3, and 4 years
- Bachelor's degrees (volume)
- Associate degrees (volume)
- Credit certificates (volume)
- 9 or more career education units (volume)
- Time to completion
- # Units to completion
- Basic Needs Direct Support Usage
Shaping our Work

Your voices

Curriculum & Outcomes

Connection & Alignment

Facilities

Equity Everywhere

Humanizing & Comprehensive approach
Equity Everywhere

The call for equity in delivery of and within instruction is particularly important for our work on the academic side of the college.

Targeted reduction in Equity gaps...the challenge is to move beyond "equality" and champion "equity"

Scholarship....evaluating and improving my diversity, equity and inclusion practices. It is a lifelong commitment and also my greatest sphere of influence, where I feel most effective

Removing barriers to equitable participation
Connection & Alignment

Helps break silos... or narrow thinking. Reminds us of importance of not just working hard, but also syncing our work. And seeing ourselves as one unit rather than individual departments, etc.

If what we are doing doesn't fit into these goals. We should reconsider and align our efforts.

Our unit/departmental outcomes should be intertwined and mapped through the various levels up to the Mesa2030 Goals.

We should be able to link all things, especially new initiatives to our goals. It is THE shape, THE lens by which we do our work.

Collaborate and consult with the campus community, campus leaders, and other stakeholders to review and inform the redesigned plan that connects with the roadmap.
Curriculum & Outcomes

Inspiring us to think about and re-evaluate our current outcomes and overall curriculum.

We are nearing the end of our 6 year cycle for outcomes. We should start reviewing, assessing and revising starting at the institutional level.

The objective that continues to resonate is the evaluation of curriculum structures that make sense for students, continuing to look at the equity and efficacy implications...

Working with faculty to develop and revise academic programs and relevant curriculum with clear mapping for transfer and industry.
Facilities

Growing the potential of our programs through new facilities that allow our students to succeed and shine.

Replacing the "forgotten in time" facilities from the 1960s, will allow students to feel like the programs that they are involved in at Mesa have not be marginalized and forgotten.

Looking fwd to the possibility of student housing really opens my mind to thinking bigger than a traditional definition of community colleges.
Humanizing & Comprehensive Approach

Mosaic of support

Ensuring our students have access and information to getting their basic needs met in order for them to focus on their education. "Students are Human First!"

We learned much during the pandemic. Let's use that knowledge and seek additional knowledge to achieve these goals. Let's remember that we lost many students, especially under-represented students, and that many never came to Mesa during the pandemic. We have a moral imperative to reconnect with these students and the objectives and activities of the road map can serve as that, a powerful tool to do so.
RESOURCE ALLOCATION

PRIORITIZING & FUNDING EQUITY

Lorenze Legaspi
Vice President, Administrative Services
San Diego Mesa College
BUDGET ALLOCATION PROCESS

- Budget Allocation Recommendation Committee
  - Include Diversity, Equity, and Inclusion in Rubric

POSITION PRIORITIZATION

- Faculty & Classified
  - Hiring/Screening Process
BUDGET ALLOCATION
RECOMMENDATION COMMITTEE

UPDATED RUBRIC

• How will the item be used to promote equity & excellence?
CLASSIFIED HIRING PRIORITIZATION

UPDATED RUBRIC

• What role with this position have in addressing, supporting or improving equity in the department/program/service area?
FACULTY HIRING PRIORITIZATION

UPDATED RUBRIC

- How would this position advance your equity goals? What trends in your departmental equity do you see that supports your requests?
- In what ways will this position support the college's commitment to equity and excellence?
COVID-19 RELIEF FUNDING

HEERF UPDATES 2021

- HIGHER EDUCATION EMERGENCY RELIEF FUND (HEERF)
- MINORITY SERVING INSTITUTION
- DIRECT STUDENT AID
- CONNECTION TO ROADMAP TO MESA2030
SCHOLARSHIP EQUITY REVIEW

Inspecting What We Expect

Ashanti Hands, Ed.D.
Vice President, Student Services
San Diego Mesa College
ahands@sdccd.edu
Equity Analysis Timeline

2018-2019
The Awakening

2019-2020
Data Informed Action

2019-2021
Program Outcomes

209-2021
Lessons Learned

“Never, ever be afraid to make some noise and get in good trouble, necessary trouble.”
2018 Scholarship Overview

$170,000 in awards
556 students applied
171 students received awards
274 total awards

On average.....
1 of 3 applicants received an award
Each award was $620
Each student received $994
The Awakening

- We were rewarding the highest GPA and highest number of units.
- Females had lower award rate, lower amount per award, and lower amount per headcount.
- African Americans had the lowest total amount, lowest amount per award, and the lowest amount per headcount.
- Whites had the lowest application rate and the highest award rate.
- First generation Latinx had the lowest application rate, lowest award rate.
- Asians whose primary language is not English had the lowest award rate.
Data Informed Action

- Workshops
- Classroom presentations & Collaboration with Faculty
- Provided Language for Syllabi & Canvas Slides
- Publicity/Social Media
- Created "How To" Steps Online
- Removed Barriers
  - Community Service expanded to include service to church, family and friends
  - Emphasized "All GPAs welcome to apply"
  - Removed required references
  - Removed minimum unit requirement (select scholarship)
  - Flexible with part time/ full-time status
- Workshop for Reviewers to Read Apps with an Equity Lens
  - Review of data
  - Questions asked
  - Discussion on intent of the scholarship
  - Understanding the purpose of the scholarship

INTRUSIVE OUTREACH - REMOVED BARRIERS IN APPLICATION PROCESS - REVIEWERS WORKSHOP
Outcomes

- Increase in African American, Asian American and Latinx student applicants
- Representation of Native American students
- Average per headcount for females was higher than for males
- Females saw higher amounts per awards
- Representation of non-binary category
- African American, Asian and Filipino students received higher award amounts
- Lower amount for White and Latinx (note that Latinx was still the biggest group in terms of total amount received and total headcount.)
Lessons Learned

- Inspect what you expect: Intentionality is the way to equity
- Interrogate your data with an equity lens
- Be intentional about creating space for equitable outcomes with allocation of resources
- Start where you are with what you have
- Continuous improvement
Inspired Action

Our Why

Our Call was an acknowledgement and response to the tragedy and injustice confronting our nation and world. A way for us to actively engage, make meaning of what we were experiencing, to use our agency and to make a difference by starting where we were, using what we had and doing what we could for our Black students. It was a way for us to put equity into action.

Our goal was created space so that this year-long effort of intentionality and care would become a habit. A habit that would lead to a change of hearts, minds, perspectives and approaches as we identify and meet the needs of ALL of our disproportionately impacted students. Maya Angelou once said, “When you know better, you do better.” Through these efforts, we know so much more and now, have a responsibility to be better practitioners with and for our students.
REACH OUT

BRIDGET HERRIN
bherrin@sdccd.edu
@sdmesaIE on Twitter

ASHANTI HANDS
ahands@sdccd.edu

LORENZE LEGASPI
llegaspi@sdccd.edu
Institutional Transformation for Social Justice

How we moved into action

W.E.B. Dubois
A Presentation in Four Parts

Contents of the Talk
— West Valley College Data
— Laying the Foundation
— Structural Solution: Office of Student Needs
— George Floyd Murder May 25, 2020 and College Response: Anti-Racism and Inclusion Action Plan
Where is West Valley College?
West Valley College

Data

<table>
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<tr>
<th>Ethnicity</th>
<th>2020-21 Headcount</th>
<th>2020-21 %</th>
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</thead>
<tbody>
<tr>
<td>African American/African</td>
<td>271</td>
<td>2.3%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>21</td>
<td>0.2%</td>
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<tr>
<td>Asian</td>
<td>2676</td>
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<tr>
<td>Filipino</td>
<td>319</td>
<td>2.7%</td>
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<tr>
<td>Latinx</td>
<td>3302</td>
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<tr>
<td>Pacific Islander</td>
<td>32</td>
<td>0.3%</td>
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<tr>
<td>Two or More</td>
<td>818</td>
<td>6.9%</td>
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<tr>
<td>Unknown</td>
<td>298</td>
<td>2.5%</td>
</tr>
<tr>
<td>White</td>
<td>4128</td>
<td>34.8%</td>
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<td><strong>Grand Total</strong></td>
<td><strong>11865</strong></td>
<td><strong>100.0%</strong></td>
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Success Rate by Ethnicity 2020-21

Overall Pass Rate 76.9%
- African American/African: 52.5%
- Asian: 85.6%
- Filipino: 74.9%
- Latinx: 70.4%
- Pacific Islander: 66.7%
- Two or More: 78.0%
- Unknown: 83.7%
- White: 78.7%

Success = A, B, C, CR, or P grades

African American, Latinx, Pacific Islander and Native American students are disproportionately impacted.
Laying the Foundation

Bradley J. Davis
President
2012-2019

Herlisa Hamp
Inaugural Dean of Equity
2017

Dr. Debra Griffith
Dean of Student Equity and Success
2018-2020
Laying the Foundation

Center for Identity, Exploration and Inclusion
Laying the Foundation

Shop Talk
Structural Solution: Office of Student Needs

Addressing the Secondary Effects of Systemic Racism and Classism

Black and brown students and poor students are dramatically over-represented among those who are in the foster care system, who are undocumented, who are housing insecure and who are food insecure. Thus we recognized the need to address these secondary impacts on communities of color and developed the Office of Student Needs in 2019 and hired a director.
Office of Student Needs

SERVICES

- Food Pantry
- Housing Solutions
- Former Foster Youth Support
- Undocumented Student Support
Roots
A Food Sharing Program to Fuel Potential
George Floyd Murder

MAY 25, 2020

George Floyd
May 25, 2020 - A wake up call for the nation

Dr. Luke Wood
June 25, 2020 - Addressing Anti-Blackness Framework Webinar

Dr. Debra Griffith
Oct 22, 2020 - WVC Anti-Racism and Inclusion Action Plan and Guiding Principles
Anti-Racism Guiding Principles

Development Process

Who: Commission on Equity and Inclusion

Step 1: Research on Anti-Racism Commitments and Principles

Step 2: Discussion and Selection

Step 3: Participatory Governance Review and Endorsement

Commission on Equity and Inclusion Membership

Dr. Ajani Byrd - Dean of Student Equity
Ana Lobato - President, Classified Senate
Cheryl Miller - Faculty Coordinator of DSPS
Dr. Debra Griffith - VP of Student Services, Diversity and Inclusion
Gretchen Ehlers - Academic Senate President
Jasmine Colon - Faculty Librarian
Jolie Chevalier - Classified Professional
Dr. Laura Hyatt - Dean, Science and Math
Mae Conroy - Dean of Student Services
Melissa Salcido - Faculty Transfer Center Coordinator
Dr. Ray Gamba - Dean, Social Science
Victor Castillo - Faculty, Administration of Justice
Dr. Willo Rodriguez - Faculty, Water Polo Coach
West Valley College Anti-Racism Guiding Principles

The principles were designed to honestly acknowledge and repair our college racial history. We offer a set of GUIDING PRINCIPLES to strengthen the goal of becoming an anti-racist college through necessary changes and to continue to build an anti-racist West Valley College campus climate.

At West Valley College, to become anti-racist, we are committed to the following:

• Exposing and Acknowledging Historical Failures: Educating ourselves about the historical failures, intergenerational trauma, and our own contributions that have produced inequitable outcomes for minoritized students, faculty, campus employees, and administrators.

• Demonstrating Personal Accountability: Taking personal responsibility for countering racist institutional structures, practices, and cultures that disenfranchise, marginalize, and disadvantage minoritized students, faculty, campus employees, and administrators.

• Confronting Racist Ideologies: Confronting racist ideologies and practices by holding one another accountable for individual and institutional actions, inactions or expressions of racist ideas.

• Eliminating Disparities: Eliminating disparities in student outcomes by changing cultures, policies, practices, and pedagogies that perpetuate inequitable outcomes for groups that experience disproportionate impact.
West Valley College Anti-Racism Guiding Principles

• **Eradicating Racism:** Eradicating systemic racism, racial oppression, white fragility and white supremacy by changing cultures, policies, practices, and pedagogies.

• **Elevating Marginalized Voices:** Elevating and centering the stories, needs, and experiences of marginalized members of our community in our daily teaching, support practices, and employee engagements.

• **Honoring and Memorializing Contributions:** Honoring and memorializing the histories and contributions of marginalized communities and humanizing individuals and populations who have been negatively impacted by historical and systemic racism, dehumanizing language, microaggressions, and other exclusive practices.

• **Building an Inclusive Environment:** Building and sustaining an inclusive environment, in all areas of campus, where all students, faculty, campus professionals, and administrators feel at home, safe, welcomed, valued, and empowered.

• **Validating Truth of Harm:** Demonstrating compassion to students, campus professionals, faculty, administrators, and community members through actions that convey understanding, empathy, care, flexibility, and personal investment.
Anti-Racism and Inclusion Action Plan

Goal A:
Unearth, examine, acknowledge, and identify concrete actions to account for the racial history of West Valley College.

Goal B:
Address Anti-Blackness in the campus culture.

Goal C:
Implement sustainable actions to contribute to an anti-racist culture at West Valley College.

Goal D:
Create a cultural competency training for staff, students, faculty and administrators.

Goal E:
Create a welcoming, supportive, and inclusive campus climate.
**Goal A:** Unearth, examine, acknowledge, and identify concrete actions to account for the racial history of West Valley College.

A1. Authentically examine the racial history and expose and acknowledge past experiences
A2. Disaggregate student success data to reveal hidden patterns of racial inequity
A3. Lift Black/African-American voices; expose and acknowledge past experiences

**Goal B:** Address anti-Blackness in the campus culture.

B1. Conduct comprehensive formal review of all course outlines, syllabi, textbooks, pedagogies to ensure cultural competence and elimination of racially biased materials and methods
B2. Assess the current data demographic collection practices for each student service program regarding outreach recruitment and yield
**Goal B:** Address anti-Blackness in the campus culture (cont)

B3. Gain an understanding of student groups using the services and those not using and the why

B4. Review data on the treatment of Black/African American students in the student conduct process

B5. Create and implement a system where acts of bias can be reported

**Goal C.** Implement sustainable actions to contribute to an antiracist culture at West Valley College.

C1. Demonstrate commitment

C2. Establish a Black Resource Center

C3. Ongoing Open Dialogue Regarding Anti-Racist Behaviors, Policies & Practices at West Valley College. Lift Black/African American Students, Staff and Faculty Voices and Experiences
**Goal D.** Create a cultural competency training for faculty, staff, students and administrators

**D1.** Capacity building: Offer ongoing internal learning opportunities

**Goal E.** Create a welcoming, supportive, and inclusive campus climate

**E1.** Increase Efforts and Innovative Strategies to Attract and Retain Historically Underrepresented or Marginalized Communities and Examine the Selection Process

**E2.** Onboarding: Create an institutional onboarding process for People of Color (POC) faculty, staff and administrators grounded in creating an environment where one can feel welcomed, supported and set up for success

**E3.** Recruit & Retain a Greater Number of Historically Underrepresented, Under Served Students

**E4.** Campus Experience: Create and implement on-going programs to enhance connection to POC students, staff, faculty, and administrators
Goal E. Create a welcoming, supportive, and inclusive campus climate (cont)

E5. Develop a Campaign to Include Diverse Students, Staff, Faculty & Administrator Stories

E6. Equity and Inclusion Hall of Fame Award: Establish an equity and inclusion award to acknowledge campus members (student leaders, staff, faculty, administrators)

E7. Employee Resource Groups (ERGS): Implement a process for WVC employees from various employment groups, with attention to employees from historically underrepresented and under served backgrounds to build inclusive environments

Anti-Racism and Inclusion Action Plan

• 3 year plan (2021-2024)
• Implementation began January 2021
• Each objective has a work lead and working group members
• Progress reports and assessment twice a year by a task force
The Giants

Wade Ellis
Paulette Boudreaux
Rebecca Wong
Steve Juarez
Herlisa Hamp
Leslie Saito Lu
Lenore Harris
Carolyn Nash
Michael Cubie
Wanda Wong
Mel Pritchard
Phil Severe
Rebecca Cisneros
Diaz
Leticia Hernandez
Melissa Salcido
Dulce Maria Grey
Leigh Burrill
Angelica Bangle
Alicia Cardenas
Victor Castillo
Jolie Chevalier
Jasmine Colon
Elizabeth Ochoa
Chris Cruz
Mitra Fabian
Jen Ho
Marta Mora Evans
Danny Yoshikawa
Joe Bucher
Bickie Choy
Helen Pivk
West Valley College
Demonstrating a commitment to equity in principle and practice

Contact information:
Stephanie Kashima, President
stephanie.kashima@westvalley.edu

College webpage: https://www.westvalley.edu
College social justice resources: https://www.westvalley.edu/social-justice/
✓ Ask questions by using the Q&A button in Zoom.
✓ Once the Q&A is opened, you can drag on the borders to enlarge the screen or make it smaller.
✓ Check Q&A for answers to questions.
✓ Reminder: We are not monitoring the chat box.
Next Webinar:

Tuesday, October 19, 2021, 1:00 – 2:00 pm PDT

Demystifying Accreditation

Are you new to the world of accreditation? Do the standards and all the acronyms seem overwhelming or confusing? Then join Commission staff for a fun, yes we said FUN!, session where you can learn what the peer review process and the accreditation process is all about. This session will be highly interactive and energetic, so bring your friends and let's talk accreditation.

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