

| Diversity/Equity Plan 2018-19 | | | | | | | | | |
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| | AACU: Inst Viability (1.X) | AACU: Education & Scholarship (2.X) | AACU: Access (3.X) and Success (4.X) | AACU: Climate & Intergroup Relations (5.X) | Item | Goal | Action | Rank | |
| | X | | X | | 1.02 | Position the college to promote the success of a growing Latino population | Implement plan to become a Hispanic-Serving Institution in Op and SEM plans | | |
| | X | | X | | 3.01 | Assure that all instructional programs and student services functions provide equitable access and support equitable achievement of students | Analyze data disaggregated by underrepresented groups by program and major, intervention strategy, general education assessment and employment. Identify disparities and recommend corrective action. | High | |
| | X | | | X | 1.11 renumbered from 5.01 | College has coherent policy, guiding documents, and organizational structure to support equity and inclusion efforts | Review and update website/catalog to assure published materials accurately reflect college commitment to equity and inclusion. Review student rights and responsibilities to support anti-bias and inclusion efforts. | High | |
| | X | | | | 1.01 | College has coherent policy, guiding documents, and organizational structure to support equity and inclusion efforts | Develop policy and guiding documents to clarify roles, responsibilities, and terminology related to equity and student achievement, and anti-bias efforts. | | |
| | X | | | | 1.01 | College has coherent policy, guiding documents, and organizational structure to support equity and inclusion efforts | Develop policies for anti-bias incidence response and train bias incidence response team. | High | |
| | X | | | | 1.03 | Increase access and achievement of all underrepresented students | Evaluate Student Achievement systems and processes for equity | | |
| | X | X | | | 4.01 | Increase access and achievement of all underrepresented students | Review Care Team and Early Alert Process for Equity & Inclusion | | |
| | X | X | | | 4.01 | Increase access and achievement of all underrepresented students | Review Policies and Procedures for impact on undocumented students | | from LCE |
| | X | | | | 1.07 | Increase college capacity to create an equitable and inclusive campus climate | Integrate equity & inclusion training into New Student Orientation & New Employee Orientation; Train all employees in Green Dot/Safe Zone training; Train front line staff on inclusive practices; Train advisors in appreciative advising; Provide equity & inclusion training for College Leadership | High | |
| | X | | | | 1.09 | Create/implement professional development program offering to build faculty/staff competency to assure success of Latino students | Create variation of safe zone training for faculty and staff who support undocumented students. Train all advising faculty and staff on confidentiality requirements for undocumented students and resource availability for undocumented and DACA students | High | from LCE |
| | | X | X | X | 2.08 | Increase faculty/staff competency to foster success of diverse students | Create/implement professional development program to build faculty/staff competency to assure success of diverse students: Interrupting Bias; Inclusive Pedagogy FLC; integration in new tenure track PLC; | High | |
| | X | | | | 1.08 | Increase college capacity to create an equitable and inclusive campus climate | Build portal site of diversity/equity resources | | |
| | | X | | | 2.01 | Curriculum and learning is representative of identities of diverse students | Assure diversity becomes part of general education assessment | | |
| | | X | | | 2.02 | Curriculum and learning is representative of identities of diverse students | Assess degree to which curriculum is representative of student identity | | |
| | | X | | | 2.03 | Curriculum and learning is representative of identities of diverse students | Review criteria for "D" designated courses and evaluate "D" course offering | High | |
| | | X | | | 2.04 | Curriculum and learning is representative of identities of diverse students | Explore increased offerings in Chicano Studies, Ethnic Studies, LGBTQ | | |
| | | X | | | 2.14 | Increase faculty/staff competency to foster success of diverse students | Hire ethnic studies/Latino or Chicano studies faculty member | High | |
| | X | | | X | 1.04 | College employee demographics mirror the community | Review hiring procedures and documents for all positions to assure diversity and equity commitment is reflected; Participate in State faculty K/S/A development; | High | |
| | X | | | X | 1.05 | College employee demographics mirror the community | Create adequate recruitment fund to support outreach to diverse communities | | |
| | X | | | X | 1.05 | College employee demographics mirror the community | Provide support systems to retain diverse employees; Participate in State faculty mentoring initiative; Review staff mentoring for equity | | |
| | | | X | X | 3.03 | Strong relationships exist between college and tribal governments and tribal communities | Implement tribal engagement plan based on needs expressed by tribal leadership | | |
| | | | X | | 3.08 | Strong relationships exist between college and underrepresented communities | Provide stipend for Pow Wow planning | | |

Diversity FW and Plan XWalk

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| | X | | | 3.01 | Assure that all instructional programs and student services functions provide equitable access and support equitable achievement of students | Analyze data disaggregated by underrepresented groups by program and major, intervention strategy, general education assessment and employment. Identify disparities and recommend corrective action. | High | |
| | | | X | | Strong relationships exist between college and underrepresented communities | Purchase headsets for simultaneous translation for major events such as Latino Information Night & Champions of Diversity etc. | High | |
| | | X | X | 3.09 | Strong relationships exist between college and underrepresented communities | Explore avenues to support Farmworkers & Indigenous Communities | | |
| | | X | X | 1.09 New | Increase college capacity to create an equitable and inclusive campus climate for LGBTQ students | Assess needs and create support services, co-curricular programming to assure success of LGBTQ students. | High | |
| | | X | | 3.04 | Build relationships with high school students and create support system to ease transition to college | | | |
| | | X | | 3.10 New | Increase awareness of SVC instructional programs and support services in underrepresented communities | Promote existing Spanish-language videos, produce more videos, purchase more Canal 26 spots, professionalize KSVR infomercials and radio show hosts on KSVR | | |
| | | X | | 3.12 New | Remove financial barriers to college access for Latino students | Increase knowledge of financial planning and college funding options for Latina/o students and their families including undocumented students by hiring bilingual FINANCIAL AID COUNSELOR to offer financial aid & scholarship workshops in Spanish to students and families; Provide support in financial planning; Troubleshoot financial aid issues | | from LCE |
| | | X | | 3.13 New | Build rigorous, supportive pathways with inclusive pedagogy with a focus on STEM | Apply for S-STEM/MESA | High | |
| | | X | | 1.10 | College employee demographics mirror the community | Cabinet review diversity data from pool->interviews->hires and employment data disaggregated by underrepresented groups & recommend action | | |
| | | X | | 5.03 | Assure that employees experience a college environment that is inclusive, pluralistic and equitable | Analyze Community-related assessment data | | |
| | | X | | 5.06 | Promote inclusion across institutional boundaries | Schedule events that promote interaction across institutional boundaries (e.g. ESL with transfer students...) | | |
| | | X | | | Increase marketing and outreach to Latino community | Promote existing Spanish-language videos, produce more videos, purchase more Canal 26 spots, professionalize KSVR infomercials and radio show hosts on KSVR, Univision Tour | | from LCE |