

**Do these Action Steps get at root causes?  
Are they race-conscious?  
Are they rooted in best practices based in research?  
How are we going to assess the effectiveness of these “activities”?  
What should be our top priorities/projects over the next 3 years?**

You can write directly in if you want to, you do you

As an institution, we need to recognize who our students are and know that they are brilliant and amazing and are resilient in that they have gotten this far. We need to humanize our eco-system.

### **Instructional Policies, Practices, and/or Processes**

#### **Successful Enrollment (What does this mean? How do we measure? Difference between applying and successful enrollment)**

- Departments could message students who declare majors, welcoming them to a program.
  - Root cause: sense of isolation (BIPOC, 1st gen)
  - Research/Assessment: open rates (emails), click rates, control group to measure success (what is success? Increased units? Sign up for orientation (if new students))
  - Prioritizing efforts: GP will address some of this in ACP. DO we need to wait until that is implemented?
    - Clearly define who is responsible for contacting students, managing outreach efforts
- Come up with creative ways to interact with students (not just emails).
  - Root cause: BIPOC feel unwelcome on campus/at college?
  - Students may not engage with email. Train students on how we engage?
  - Canvas Shell for ACP/Programs? In-person or virtual events
  - Peer-to-Peer communications (could be race-conscious)
- Invite students in cohort or acp to a “welcome” event to facilitate connections with students and faculty.
- Collaborate with the outreach team to adult Ed Reentry.

#### **Completion of Math & English**

- Do students know they should complete Math/English in 1st year?
  - Outreach with HS: Make clear the expectation/recommendation to take Engl/Math within first year
  - Looking at curricular alignment
  - Research: internal scan shows students who take Engl in 1st year have higher rates of success than other 1st time in college students (*can't remember if true in Math*)
  - Root cause: expectation that students coming in will fail in transfer-level Math/Engl
  - Root cause: Generally accepted idea that students will just cheat, especially in online courses
- Tutoring and support

- Root cause:
    - Perception that students aren't prepared and disparate K-12 experience, particularly by race
      - Why can't we accommodate this?
        - We don't know yet how to deal with it (need for data, research, and discussion)
      - How can we collaborate with high schools?
        - Ensure this is discussed through Counselor Breakfast and East County Alliance
    - Instruction can be more supportive for students in their first year
      - Example: not scaring students on their first day about failing
    - Bell-curve mentality that some students will/should fail
  - More PD for faculty related to culturally responsive teaching and learning.
- Root cause: We are a sick climate, we need to stop blaming the students and employees
- Create a safe space for employees to ask questions, make mistakes (teaching & learning center?)
  - How do we operationalize love and care with each other and with students?
  - Re-humanize the work that we do - we've forgotten that students are whole beings
  - Recognizing who students are, we (employees) are here to serve them (students)

### Retention (aka Persistence)

- Priority: Consistent Accessible Software across district
  - Root issue: we create barriers by not standardizing expectations and implementation of software programs
  - Buy good software with **cashmoney \$\$\$** -bug Eric Klein until he finds a good one
    - The good software will make progress reports available
- Cashmoney \$\$\$ for attending trainings
- micro-grants for realization of PD learning
- Intentionally choose PD offerings that embed anti-racism
- Professional development committee review process
- Targeted recruitment for Black/AA faculty and tutors.
  - [Pipeline 2 Possibilities](#) - state recruitment program to get HBCU graduates to teach in California
- Implement equitable hiring practices that give Black/AA applicants a fair chance
- Plan with part-time students in mind

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## **Student Services Policies, Practices, and/or Processes**

### **Successful Enrollment**

- Assist with FAFSA
- Make SelfService more user friendly
- Have staff to sit down with students and register (expand Outreach table). Registration appointments?
- Send welcome email even students even if they have applied before
- Expand “Welcome to Grossmont” email to include more student services, especially black support resources
- Additional Welcome email to students who identified as black/African American
- Establish Black Resource/Significantly expand Umoja/A2MEND
- Case management for new applications?

### **Completion of Math & English**

- Post-application email, or contact encouraging, and informing students of English/Math tutoring resources
- Hire more counselors, tutors, and support staff, revive and expand tutoring services
  - We already offer a lot of tutoring that goes unused. We need to look at making sure students that need tutors are actually being connected to the services that are already available and make sure that the students that need help OTHER than tutoring are getting directed to what they need.

### **Retention (aka Persistence)**

- Offer trauma-informed & equity-minded PD
- Offer customer service PD
- Umoja Certificate program to help train Umoja allies (probably with cash money incentives)
- Review counseling policies and system for appointments
  - Review for A&R and Fin Aid too
- Case management within Student Services
- Targeted outreach to students on probation (A&R, Success Coach)
- Automatic academic renewal policy?
- Create trained positions for students to advocate for students and help navigate the complaint process
- Plan with part-time students in mind - provide work opportunities for pt students
- Work group to review student code of conduct with paid student input
- Figure out best way to compensate for student time (if cannot be paid position, discounted books/class)