

November 16, 2020 | What we can do...Equity in Action

FALL 2020	Date received:	Department Program	Manager	One thing we will change about our procedures, policies, practices that will make us more student friendly, more equitable...	One thing that we will do to “think and act out of the box”... <ul style="list-style-type: none"> ➤ to better reach and engage our students ➤ to meet them more than half way ➤ to personalize the way we “do business.”
	9.17.2020	ACCESS	Grace	<ul style="list-style-type: none"> ▪ Zoom Drop In’s during 1st week of Fall semester ▪ Assisted students with class registration, accommodations, offered resources (tutoring) ▪ Front Desk personnel/Operations have been servicing students via phone and email. (March 2020--ongoing). They continue to answer the phone remotely during business hours, M-F., and constantly check department email (access@mtsac.edu) to assist students, redirect them to counselors, etc. ▪ The process for students to request accommodations has changed: ▪ Students are encouraged to obtain their Academic Accommodation Plan (A.A.P.) via their ACCESS Login and email it to professors directly ▪ More efficient way for professors to know which students need accommodations? This process 	<ul style="list-style-type: none"> ▪ Bigger social media presence to market our events, and post important information relevant to Mt. SAC campus ▪ Creating Videos so students know how to apply for our services, obtain accommodations, etc. ▪ Virtual High School events for incoming freshmen ▪ Surrounding school districts ▪ Special Population: DHH students ▪ DHH Counselor and staff passed out supplies to students (outdoors in automobile) ▪ Passed out books for English classes, whiteboards and markers for math classes ▪ Inviting University Representatives to DHH classes to encourage students, and provide information on transfer ▪ Events hosted by DHH to stay connected and increase student engagement: ▪ Campfire in August, Art/Painting Night coming soon, Pet Night

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				<p>can prevented delays in students receiving services.</p> <ul style="list-style-type: none"> ▪ Personalizing the way we do business, such as mailing out Alternate Media that cannot be digitally sent to students ▪ Collaborating with students who need to return equipment (such as recorders used for audio recording) by meeting them on campus (outdoors) and arrange drop off/pick up of equipment. ▪ Offering online, academic support through Non Credit Classes (LRND2) (ACCS 26) ▪ Students can receive “live” academic support through Canvas/Zoom ▪ Personalized/customized accommodations - DHH offers text translation English to ASL for DHH students upon request (standing hours and appointment). ▪ Testing Accommodation: Extended time, from Time ½ half to Double Time (1.5→ 2.0) for All DHH students due to the language issues in an English online environment ▪ Collaborating with Zoom to ensure equitable practices for students who need ASL interpreters (Example: Pinning an ASL Interpreter on Zoom) 	<p>coming soon, and University Virtual Tours</p>
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				<ul style="list-style-type: none">▪ “Ask ACCESS Q&A” Virtual space for students, faculty, and staff to connect with ACCESS, ask questions, discuss concerns, etc.▪ Offering different modalities for students to schedule counseling appointments (ESARS, Phone 4290, Email department or counselors directly)▪ Offering different modalities for remote counseling: Zoom, Cranium Café, Phone Calls (MiCollab App to continue using our Mt. SAC extension), Emails: Faculty/staff can be more efficient and respond quicker to students concerns▪ Collaborating with campus partners, like High School Outreach, Financial Aid, Transfer Center to:▪ Increase visibility of ACCESS department▪ Strengthen the transition between high school and college, and the path from community college to university▪ Financial Aid has collaborated with DHH and a representative is present during Study Groups via Zoom on Wednesdays with an ASL interpreter rather than students having to contact Financial Aid	
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				<ul style="list-style-type: none">• Counseling: Encouraging students to take late start class that begin in October to help improve student retention.• Guiding students on which learning modality works best given their educational limitations, and personal home-life situations (synchronous vs. asynchronous)• Educating students on the grading option for students to receive EW, P/NP grades• Moving Forward: Collaborating with Research to analyze data, discover any trends of how students with disabilities are performing in an online environment.	
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	11.9.2020	<p>ARISE</p> <p><i>During out team retreat on Friday, October 2, 2020 we also discussed how the staff and peer mentors thought about that “equity imperative” means, reflected on what we currently do that demonstrates that, discussed ways we can increase consistency, or consider ways to continue growing/adapting.</i></p> <p><i>Questions we asked of ourselves as part of processing:</i></p> <p>Defining Equity Imperative for ourselves:</p> <ul style="list-style-type: none"> • How do we collectively understand or define this? • What words/phrase do we associate it with? • What is in it for us as staff/for those we engage with (current students, alumni, those on break? Why is it important? <p>Reflecting on our work: What are we doing to demonstrate care, commitment, and/or community for our students and each other?</p> <ul style="list-style-type: none"> • “Who” are we talking about/referring to? Why is it important? • How are we currently addressing ? • What more can we do to increase our equitable practices? • How do we make things consistent? 	Aida	We are revisiting our procedures and practices for onboarding new applicants. The Arise Canvas hub has become one of our innovative practices to provide virtual access to resources that are not only essential (e.g., educational counseling and advisement) but are also culturally-relevant and strategic (e.g., students tell us how the hub is useful; hub analytics).	<p>Create a sense of welcome by:</p> <ol style="list-style-type: none"> 1. In-reach to students not already in the program (e.g., extract a list of SEA or Pacific Islander students who are enrolled but not officially enrolled in the program. The program will communicate with an Introduction email, staff/peer mentors to develop different video messages, and peer mentors will follow-up following the revised procedures for onboarding (application, hub invitation, hub introduction/navigation, access to staff and programming). 2. Mail/Deliver/provide an “Arise Welcome Package” containing educational supplies and a welcome note from the staff.”

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	9.23.2020	CalWORKs	Tesha	<ul style="list-style-type: none"> Utilize text messaging with google numbers verses email to send appointment reminders and updates Create more and utilize satisfaction/interest surveys to capture evolving student needs and ensure programming aligns accordingly Develop an exit interview and connect with all students that exit/purge from the program to us better understand best practices and potential gaps in services offered Offer in-person and virtual workshops and events for students Create digital welcome packets for all new and continuing students, including student testimonials from current program participants. 	<ul style="list-style-type: none"> to better reach and engage our students to meet them more than half way to personalize the way we "do business."

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	11.17.2020	DREAM	Dario	Encourage the use of discretion and exemptions from certain requirements, policies, and protocols while remaining in compliance. This is particular impactful when policies and practices create unnecessary barriers for our undocumented student population.	<ul style="list-style-type: none"> ➤ to better reach and engage our students ➤ to meet them more than half way ➤ to personalize the way we "do business."
					<ul style="list-style-type: none"> • Work with departments/areas to work towards language that is affirming of the undocumented student experiences and creates inroads to the DREAM Program and legal services, with a particular focus on sensitivity and inclusive language. • Implement a more comprehensive needs assessment survey at the time of program application. This will better inform our programs and services. It will also better structure our follow-up after the critical onboarding support is provided. Students' needs will inform scheduled communications as a group and individually, beyond the regularly scheduled communications based on counseling, financial aid, and legal services reminders. In this way, we can schedule out the communications for students, but

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					will be tailored to their self-identified, needs. So much of our work is reactive due to the changing political and legal landscape that this would provide a sense of predictability where we can anchor our evolving work.
	9.16.2020	EOPS	Julie	<ul style="list-style-type: none"> ▪ Create an eSARS schedule that meets the needs of all our students – including our evening students. ▪ Provide updates/reminders in the form of a video instead of just sending a typical e-mail. 	
	9.16.2020	Financial Aid	Jenny	<ul style="list-style-type: none"> ▪ Compliance with compassion—breaking down barriers and closing the gap. Reviewing and updating our internal policies and procedures to make financial aid more accessible and ensure timely completion of financial aid file. For example: ▪ Editing verification policies that will give students more options such as allowing students to either submit a signed 1040 form instead of requiring tax return transcripts. ▪ Editing our loan process to make it easier for students to submit a loan application and still get the information and guidance when applying for a loan. ▪ Editing our Change of Income Requests and Professional 	<ul style="list-style-type: none"> ▪ Making stronger connection with students by focusing on utilizing virtual resources to better provide assistance instead of relying on phone and email service. ▪ Financial Aid Specialist can create zoom appointments with students to assist students and be able to “share screen” to walk students through their financial aid concerns and questions. ▪ Launching Virtual Front Desk for our Financial Aid Administrative Specialist I to promote a stronger connection with students and enable students to “share screen”. Use this service at least once a week and expand as needed

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				Judgements to make it more user friendly and easier for students to complete these changes.	
	9.16.2929	Financial Aid VRC	Desiree	<ul style="list-style-type: none"> ▪ Enable <i>DocuSign</i> capabilities for GI Bill® campus-based docs (currently GI Bill® students are struggling with signing PDF's and submitting incomplete document packets which slows their certification process). 	<ul style="list-style-type: none"> ▪ Expand VIRTUAL FRONT DESK from one-day a week to every day during the week so we can enhance face-to-face engagement between VRC Team and military-connected students (currently live-assistance is very well received and Vets are expressing that they truly appreciate "seeing" or "speaking" with a live person.
	9.16.2020	Financial Aid Inreach & Outreach	Rosie	<ul style="list-style-type: none"> ▪ Compliance with compassion—breaking down barriers and closing the gap. Reviewing and updating our internal policies and procedures to make financial aid more accessible and ensure timely completion of financial aid file. For example: ▪ Editing verification policies that will give students more options such as allowing students to either submit a signed 1040 form instead of requiring tax return transcripts. ▪ Editing our loan process to make it easier for students to submit a loan application and still get the information and guidance when applying for a loan. ▪ Editing our Change of Income Requests and Professional Judgements to make it more user 	<ul style="list-style-type: none"> ▪ Making stronger connection with students by focusing on utilizing virtual resources to better provide assistance instead of relying on phone and email service. ▪ Financial Aid Specialist can create zoom appointments with students to assist students and be able to "share screen" to walk students through their financial aid concerns and questions. ▪ Launching Virtual Front Desk for our Financial Aid Administrative Specialist I to promote a stronger connection with students and enable students to "share screen". Use this service at least once a week and expand as needed.

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	9.22.2020	HEALTH SERVICES	Seth	<ul style="list-style-type: none"> • Write a commitment to diversity and inclusion as part of our mission statement. (Thank you Dr. Livier Martinez, a suggestion that is at the core of our entire purpose as providers at Student Health Services, and more proof why we all heart you.) • Allow students to add and use their preferred name in their charts when they see medical and mental health provider. (Thank you Dr. Diana Chou, a suggestion we value because of your own experience as a non-native English speaker-turned American-based doctor from Taiwan!). ▪ Include a one sentence inclusion statement when front desk staff answer the phone to Student Health Services (e.g., “Hello, Student Health Services. We are an open and inclusionary space for you,” or something similar). 	<ul style="list-style-type: none"> ▪ Podcasts, pre-recordings on various mental health topics with subtitles to make it accessible to all students including students with disabilities (eq. deaf and hard of hearing). ▪ Specifically, offer a pre-recorded workshop on unique deaf/hard-of-hearing-related emotional/psychological challenges. (Thank you Dr. Diana Chou, my favorite idea of all). ▪ Provide FAQ section on our website on mental health-related questions. ▪ Include staff bios with information about staff members’ interests and specializations, and photos to increase a sense of connection with Student Health Services. (Thank you nurse practitioner Mindy Mc Kinley-Throop, an idea so good we have no choice but to not implement this.)

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	10.12.2020	HSO	Tannia	<ul style="list-style-type: none"> • HSO: Find engaging resources such as pollev, kahotts, google emoji, etc. to make our virtual presentations/workshops more engaging and enjoyable for students. • Promise: Students have a better understanding of what students need. We will increase our peer-to-peer support by providing continuous training of our Peer Coaches and increasing their interactions with students. 	<ul style="list-style-type: none"> ➤ to better reach and engage our students ➤ to meet them more than half way ➤ to personalize the way we "do business."
	*Update received 11.17.2020 9.21.2020	REACH	Jeze	<ul style="list-style-type: none"> ▪ In the past we have always required returning students to complete an orientation at the beginning of the school year. However, this many times was not as effective as our returning students came with various needs that were not being adequately met with one single orientation. Some students 	<ul style="list-style-type: none"> ▪ Once we are on campus we will retain some things that we implemented during our remote assignment based on the feedback we have received from students. For example, for most in person workshops we will continue to allow students to join virtually. While virtual services are not the same as in person, it does offer

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				<p>needed very little guidance while others needed just as much as a new student. Therefore, moving forward all returning students will no longer need to complete an orientation, and instead will be given an online assessment to evaluate their basic needs and depending on their academic standing will receive more or less requirements to continue in the program. This will allow staff to concentrate on those students needing a higher level of assistance.</p>	<p>students that have difficulties with transportation or conflicting events to still engage and participate. This will make it easier for students to attend program functions by making it more convenient for them.</p> <ul style="list-style-type: none"> *How can we create one application for all special programs, so students only have to complete one application. Similar to how the EOP application is embedded into the main Cal State Application.
	11.16.2020	STUDENT LIFE	Andi	<ul style="list-style-type: none"> Additional communication and follow ups, open to meetings via phone, not just zoom. Admittance to LEAD workshops 15 minutes late – rather than the usual in person 5 minute rule Creating an office day where we are open on zoom and students can drop in Check in personally with AS leaders – maybe more meetings with advisors and officers to answer questions and for them to feel less intimidated about their job duties 	<ul style="list-style-type: none"> Use of social media, personal emails, frequent individual outreach to student leaders periodically to stay connected, Creating care packages to send promo items to student homes Making sure we have events both in the morning and later towards the evening to engage with both morning & night students Have an “open house” day where we are open to answer any questions, have some games, etc.

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				<ul style="list-style-type: none"> • Be more inclusive with our practices, maybe ask ourselves, “does this work for all students”. One example I thought of was for Join-A-Club, I asked RSCOs to submit videos, but the videos were not captioned. 	<ul style="list-style-type: none"> • Stay connected, sometimes emailing back and forth is not enough. Offer to meet via Zoom or check in later in the semester to see how they are doing. • Host virtual AS Officer drop in hours
	9.15.2020	TRIO	Victor	<ul style="list-style-type: none"> ▪ One thing our team discussed is making ALL our forms fillable online forms that are easy to find on our website. 	<ul style="list-style-type: none"> ▪ We talked about the possibility of reaching out to students (one-by-one) just to say hi via phone. Do it randomly just so that they know we are thinking about them. It would also allow them to vent to someone.