

A Call to Action
2020
“And Now What?”
What Are We Going to Do as an Institution to
Address Black and Other Minoritized Students’ Needs?”

Perspectives

Mt. SAC likes to pride itself on embracing equity, diversity, inclusion and social justice. Beyond these goals, the College must affirmatively embrace an action-oriented agenda with support structures and resources. This agenda can’t wait until “the time is right” as the time to act is now.

No longer are there clear “black neighborhoods” in our local communities. The Black student enrollment at Mt. SAC has continued to decline. There have been no intentional outreach effort to reach Black students in over 25 years. Mt. SAC plays a pivotal role in providing educational opportunities to all communities, especially communities that are historically disenfranchised.

Data has shown an unacceptable downward trend in success rates for African American students at Mt. SAC that is both compelling as well as condemning. Simply talking about research findings will not change the dynamics nor move the needle. Mt. SAC is in the perfect place to make a difference for Black families and individuals. We have established resources and a small but focused cadre of professionals committed to create change.

In addition to the national focus on creating change to address 400 years of discriminatory and racist treatment, Mt. SAC’s focus on Black and African American is designed to address the decreased enrollment levels and disparagingly low success rates.

The lack of diversity hires at Mt. SAC, especially in the faculty and management ranks is outrageously unacceptable. Campus-wide awareness and a commitment to change is necessary and appropriate. Mt. SAC can be *that place* that is open, accepting, and supportive of African Americans, Latinx, and other students of color.

The aim is not to be a trend or a #tag.

| Perspective | Action | Specifics |
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| Creating an open, welcoming, approachable, safe space for Black and Latinx students on campus | Establish a “Black Culture and Student Support Center” that will be clearinghouse for students, faculty and the community. Establish an “El Centro” location on campus to solidify the college’s support for Latinx students. | Look at 9G for the Black Culture and Support Center, including Aspire/Umoja program. Assist ACCESS in obtaining another classroom and reallocate their classroom in 9E to El Centro. Function of both centers will be to receive services, access resource materials, strengthen faculty/student and staff interaction and involvement |
| Intentionally creating | Establish intentional inroads and outreach efforts into the Black | Host community events on campus |

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| community to ensure enrollment of African American students | community to build up trust, connections, relationships | Develop a community advisory committee Host special events for K-12 students on campus |
| Developing a purposeful system to monitor Black students' progress through the college | Using research data and reports (Power BI) and the EAB system, utilize and "intentional but not explicit" form of tracking and monitoring Black students' approach to the college, enrollment, access to services, specific course enrollment, follow through services, and assistance to graduate and transfer | Using existing "point person" staff in specific offices, a caseload approach will be used and integrated with key office and staff in OUTREACH FINANCIAL AID COUNSELING ENGLISH MATH SCIENCE such that a networked system of support is provided to Black students at every aspect |
| Develop a Guided Pathways Framework for Success – Caring Through Monitoring for African American Students | Dividing students into 4 cohort groups: First time students 2 nd semester students Student with 30 units Students with 45 units Peer coaches will be assigned a caseload of students for constant engagement and follow through support Implement Momentum Point Recognitions to reinforce positive progress | First time students -- to welcome/reach and assist incoming students to complete the matriculation process, meet with a counselor, register for classes, develop an ed plan, apply for financial aid 2 nd semester students -- Currently enrolled students—to measure progress in course enrollment, completion and success 30 units: Review of ed plan to determine if students are on track, completion of English, Math, Science. Momentum Point activity 45 units: Completion review to determine what specifically is needed to graduate and transfer; provide support services; transfer field trips and experiences; resume preparation. Momentum Point recognition— <i>almost across the finish line!</i> |
| Support for Ethnic Studies Courses | Making specific ethnic studies courses available; support the development of new ethnic studies courses; develop courses of special interest to minoritized students; develop cohort courses with common themes | Develop and implement learning communities linked courses as well as stand-alone courses with specific cultural/ethnic/diversity topics and themes |

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| Enhance Ethnic Studies and Support the Inclusion of Ethnic Studies content into courses | <p>Enhance the awareness of ethnic studies classes and increase the course offerings.</p> <p>Develop and make course content related to ethnic studies available to all faculty with facilitation for inclusion into course curriculum and syllabi.</p> | Collaborate with the Academic Senate, Curriculum Committee, college departments to develop course materials, instructional units, and co-curricular activities to enhance ethnic/diversity inclusion into all courses. |
| Student Equity Reports: Telling the Truth | Host campus-wide dialogs to review Student Equity trend data and to develop intentional interventions | RIE will collaborate with the Student Equity Committee and SPEAC to host campus-wide dialogs to confront the ugly truth: that our Black students and in many cases Latinx students are failing to make progress at Mt. SAC. Special focus/attention will be on students completing English, math and science courses. |
| Faculty/Staff/ Management Training | To provide training programs that are less theoretical and more interactive. | Develop a model that utilizes students as key participants in interactive training modalities. Topics range from hiring priorities to classroom strategies. |
| Student Development: EMBRACE LEAD Certificate | Explore the development of a leadership development program for students resulting in the development of specific skills and roles for students to play on campus | A new LEAD Certificate Track, EMBRACE - Educating Myself for Better Racial Awareness and Cultural Enrichment. I can explain more but it is a leadership development program that provides workshops for students. Students that complete the certificate are eligible to apply to be an EMBRACE Peer Facilitator. |
| Review of policies and procedures that lead to lack of support | Review various college policies and procedures that have prevented or inhibited minoritized students from accessing a more supportive and successful college experience | Have a thoughtful and intrusive review of all college, program and department policies and procedures, a review of how students are responded to and treated, in order to improve service delivery and to provide meaningful assistance and support services to students. |