

GOAL	STRATEGY	TACTIC	STATUS	METRIC/Notes
<p>Goal A: To increase equity of service to students of historically and racially marginalized/minoritized populations with strategic emphases via the implementation of a CULTURALLY APPROPRIATE OUTREACH PROGRAM and culturally appropriate services to students.</p>	<p>Integrate this effort with Guided Pathways effort</p>	<p>Close the equity gap in completion of 30 college level credits in the first year to 70%</p>	<p>At Risk</p>	<p>Black/African-American Students (baseline AY2122 31%) AY2223 40%</p>
			<p>Strong</p>	<p>Hispanic/LatinX Students (baseline AY2122 39%) AY2223 55%</p>
		<p>Close the equity gap in college level math completion in the first year by increasing to 33%</p>	<p>Strong</p>	<p>Black/African-American Students (baseline AY2122 10%) AY2223 29%</p>
			<p>Of Concern</p>	<p>Hispanic/LatinX Students (baseline AY2122 28%) AY2223 36%</p>
		<p>Close the equity gap in completion rates and increase overall to 46%</p>	<p>In Progress</p>	<p>Black/African-American Students (baseline AY2122 16%) AY2223 17%</p>
			<p>In Progress</p>	<p>Hispanic/LatinX Students (baseline AY2122 19%) AY2223 32%</p>
		<p>Increase enrollment of Native-American, Alaska Native, Native Hawaiian and Pacific Islander Students</p>	<p>In Progress</p>	
		<p>Only one racial identity selected</p>	<p>In Progress</p>	<p>American-Indian, Alaska Native baseline of 1.88% in 2021 AY2223 1.7%</p>
		<p>One or more racial identity selected</p>	<p>In Progress</p>	<p>Native Hawaiian/Pac. Islander baseline of .54% in 2021 AY2223 .56%</p>
			<p>In Progress</p>	<p>Native-American baseline of 5.3% in 2021 AY2223 5.5%</p>
		<p>In Progress</p>	<p>Native-Hawaiian/Pac. Islander baseline of 1.42% in 2021 AY2223 1.6%</p>	
	<p>Implement a sustainable culturally appropriate student outreach program</p>	<p>Increase visits to target schools</p>	<p>In Progress</p>	<p>We are in the process of hiring an Indigenous Outreach and Support Manager</p>
		<p>Increase representation at community events</p>	<p>Completed</p>	<p>This has been a key piece of conversation in our community connection events and we have increased our profile by working directly with tribal bodies, inviting community organizations in through our resource fairs, and participating for the first time in the Pride events, and Unity in the Community</p>
		<p>Increase tracking of contacts and assign follow-up/outreach from peers</p>	<p>In Progress</p>	<p>This is part of the expectation of our new Indigenous outreach and support manager</p>
	<p>Peer Mentoring Program</p>	<p>Implement an ongoing peer mentor program coordinated between MOSAIC staff and the SFCC academic tutoring center</p>	<p>Completed</p>	<p>For our MOSAIC staff, we have chosen to express peer mentoring more through a peer mutual support network, which we are building through amplifying connective club activities and increasing support for our ongoing club activities. We are also increasing opportunities for club staff to participate in organized off campus activities such as travel to relevant conferences. We sent a group of students to the Students of Color Conference and are positioning ourselves to take a group of students to the NCORE conferene for the first time in SP2025</p>
		<p>For credit training program – utilizing paid mentors who will hire and train the incoming trainers</p>	<p>Not Started</p>	
	<p>Publish progress in recruiting, retention and graduation for historically marginalized students annually</p>	<p>Design and update webpage to mark progress on each piece of this plan on an annual basis, with 7/31 as the annual deadline to add measures of progress.</p>	<p>In Progress</p>	
	<p>Amplify culturally relevant programming targeting students and intentionally include</p>	<p>Increase publicity for annual events</p>	<p>Completed</p>	<p>We have increased both our regular communication with students and have also increased our communication with campus broadly, both in terms of targeted emails and campus wide promotions</p>
<p>Work with Associated Student Government and clubs to inform design of events through student participation in planning/implementation</p>		<p>Completed</p>	<p>We have worked closely with ASG to cross promote events and to continue to deepen our connection with student leadership at all levels. ASG students are very supportive of our efforts and have even allowed us to support some of their independent events which correspond with our larger efforts.</p>	

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	community organizations/leaders	Work with Community Advisory Boards to increase participation by community and increase connection with students	Completed	Although they are not yet formal "advisory boards", we have hosted quarterly "Community Connection" events, targeting off campus community leaders representing populations we seek to deepen relationships with. This year that was the local tribal communities, the Hispanic/LatinX community and the Black/African-American community. This may eventually serve as the basis for community advisory boards, but it is early yet in this relationship development.
	Work directly with students to follow up on listening sessions	Host ongoing "Coffee Talks" in student spaces to offer updates and invitations	Completed	We have converted these to a direct feedback format called "Lunch with the Dean" and have hosted at least two of these per quarter for the entire 2023/24 academic year
		Provide regular updates on outcomes of ongoing conversations with students	Completed	The "Lunch with the Dean" format allows for this bilateral communication on a regular basis
	Invest in continuation, improvement of and broadening the reach/participation of our existing faculty diversity program, such as the Safe Campus Advocates Program	Incentivize participation and amplify recognition	Completed	We partnered with the Arbinger Institute to provide a comprehensive "Safe Campus Advocates" experience - including an eight hour training broken out over 4-2 hour sessions. We plan on continuing this work and branching out to work with the Intercultural Development Institute to broaden our content options. We also are working closely with the district to design a process to recognize training opportunities and offer EDI-AR credit district wide on programs with validated content.
		Invest in external voices and participation of community members involved in external advisory boards	Completed	These voices are regular participants now in our Community Connection events
	Design and implement employee diversity program tailored to meet the needs of staff and administrators, with the design input of representative voices from these groups oriented towards the safety/retention of these groups.	Work with employee groups to design/support creation of employee affinity groups	Completed	We have developed a healthy and active affinity group with monthly meetings and regular participation. The next step is to formalize these bodies and operations.
		Work with affinity groups to inform design and implementation of employee diversity program	Completed	The operation of the affinity group on the SFCC campus has served as an active participant and sounding board for the work of the EDI office. Additionally, the EDI office has enlisted members of the affinity group to attend the annual NCORE conference as well as more local opportunities such as the Faculty and Staff of Color Conference.
	Design and track impact of these programs for their target populations (faculty, staff, administrators).	Work with the Office of Institutional Research staff to design and implement tools to measure outcomes of Safe Campus Advocates program for faculty	Completed	The EDI and PIER office meet on a weekly basis to design this work
		Work with the Office of Institutional Research staff to design and implement tools to measure outcomes of staff diversity program	Completed	The EDI and PIER office meet on a weekly basis to design this work
		Work with the Office of Institutional Research staff to design and implement tools to measure outcomes for diversity program for administrators	Completed	The EDI and PIER office meet on a weekly basis to design this work
GOAL B: To increase equity of outcomes/professional opportunity/development for faculty/staff from historically and racially marginalized/minoritized populations through the implementation of an employee DIVERSITY PROGRAM which will be designed to meet the specialized needs of faculty, staff and administrators.	Design and implement faculty/community mentors/networking program	Work with community advisory boards to identify potential mentors	Completed	Through the "Community Connection" days offered three times per quarter, the EDI office has established relationships with many potential members.
		Create event to introduce potential community mentors to interested faculty	Completed	"Community Connection" days are these opportunities
		Provide ongoing events designed to facilitate continued/ongoing contact	Completed	Based on the relationships and conversations begun at our "Community Connection" days, we have designed and implemented several smaller follow-up activities.
		Ask participants to report in on impact on an annual basis	Not Started	We are early in the development of these relationships and although we have created some follow-up, the superstructure predicated on mentoring/networking is not yet in place.
		Work with community advisory boards to identify potential mentors	Completed	This is why the "Community Connection" events were created. We have hosted three of these events per quarter for the 2023/2024 academic year and will be continuing these in the 2024/25 academic year.

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	Design and implement staff/community mentors/networking program	Create event to introduce potential community mentors to interested staff	Completed	This is why the "Community Connection" events were created. We have hosted three of these events per quarter for the 2023/2024 academic year and will be continuing these in the 2024/25 academic year.	
		Provide ongoing events designed to facilitate continued/ongoing contact	Completed	We will continue to work with all participants to identify opportunities to invest in working together more and deepening relation	
		Ask participants to report in on impact on an annual basis	Not Started	It is early in these relationships for this kind of structure to be imposed	
	Invest in growth of participation and expertise in Search Advocates program for hiring processes	Increase number of trainers by increasing the number of trainings	Completed	We have increased both the number of trainings offered online (2x a year), the participants in the training, and even offered an in-person session to Big Bend Community College	
		Utilize past evaluation of program to build in ongoing tracking of impact	Completed	We have undergone significant redesign based on feedback	
		Gain feedback directly from each search committee chair on the specific impact of each process	In Progress		
		Share results to shared governance bodies to gain feedback/guidance on how to amplify impact across institution	In Progress		
	Use the Center for Engaged Teaching and Learning (CETL) to continually challenge faculty to adopt inclusive practices (and content) in the classroom and advising through a consistently refreshed pool of visiting expertise	Work directly with CETL staff to design program schedule	Completed	Worked closely with CETL staff in the 2023/2024 year on a regular basis and have begun working with new CETL leadership to organize regular and ongoing support.	
		Coordinate themes of content schedule with the student facing programming schedule	Completed	We are in regular and ongoing contact with new CETL leadership	
		Utilize community advisory boards to increase faculty connection with voices from particular communities	Completed		
	Goal C: To create a self-sustaining climate of continually improving inclusive practices informed by deepening relationships in community	Develop community based advisory boards to meet twice a year with campus leadership for target populations	Year one target groups (2022-2023)	Completed	
			Local Indigenous tribes	Completed In Progress	Outreach plan (collect contacts and schedule exploratory discussion for fall quarter) Date for first meeting (schedule first meeting in winter quarter)
Black/African American community			Completed Completed	Outreach plan (collect contacts and schedule exploratory discussion for fall quarter) Date for first meeting (schedule first meeting in winter quarter)	
Asian-American/Native Hawaiian and Pacific Islander Community			Not Started Not Started	Outreach plan (collect contacts and schedule exploratory discussion for fall quarter) Date for first meeting (schedule first meeting in winter quarter)	
Year two target groups (2023-2024)			In Progress		
The LatinX Community			Completed Completed	Outreach plan (collect contacts and schedule exploratory discussion for fall quarter) Date for first meeting (schedule first meeting in winter quarter)	
The LGBTQ+ community			Not Started Not Started	Outreach plan (collect contacts and schedule exploratory discussion for fall quarter) Date for first meeting (schedule first meeting in winter quarter)	
Persons with disabilities			Not Started Not Started	Outreach plan Date for first meeting	