



Board of Trustees

June 9, 2021

***Diversity Equity & Inclusion:  
The Faculty Response***

Catherine Indermill, Academic Senate President

Tascha Whetzel, Curriculum Committee Chair

Fernando Calderon & Emily Hashemian, Counseling Faculty

Ginny Buccelli, Academic Senate Vice President

# California Community Colleges Call to Action (Webinar, June 3, 2020)

## California Community Colleges Call to Action

- ★ 1. Systemwide review of police and first responder training and curriculum. (ASCCC, CTE Deans and Faculty)
- ★ 2. Campus leaders host open dialogue and address campus climate. (CEO's, District Leaders, Campus Police, CSSO's and their Student leaders)
- ★ 3. Campuses audit classroom climate and create an action plan to create inclusive classrooms and anti-racism curriculum. (Faculty, CIO's, CSSO's, ASCCC)
4. District Boards review and update your Equity plans with urgency. (Chancellor's Office, All Campus Leaders, and District Trustees)
- ★ 5. Shorten the time for the full implementation of the DEI Integration Plan (DEI Implementation Workgroup, Consultation Council and Chancellor's Office)
6. Engage in the Vision Resource Center "Community Colleges for Change." (Everyone)

# Academic Senate for California Community Colleges (ASCCC)

## *Call to Action*

(email June 1, 2020)

"Our country is protesting systemic oppression and racism that is most horrifically exemplified in this endless list of dead African-Americans. Find ways to lift these voices and carry them into the next term. *Use this effort as the impetus to address and educate ourselves and our students and change the parts of our systems we have the power to change.* This is a call to action."

In solidarity, John Stankas

(Note emphasis added)



# Overview / Highlights

- Academic Senate President Reports to the BOT
  - October, November, December, March & April
- [Resolution F'20 – 02](#): *Solidarity with the Black Lives Matter Movement and Commitment to Greater Equity and Anti-Racism*
- Led constituent group discussions about supporting the BLM Movement ([BOT, December 16, 2021](#))
- [Vision for Success: Diversity, Equity & Inclusion Task Force](#)



## Faculty Led Activities & Highlights

### Cultural Audit of Curriculum

- Professor **Tascha Whetzel**,  
Curriculum Committee Chair

### Counseling Services

- Assistant Professors, **Fernando Calderon & Emily Hashemian**,  
Counseling Faculty

### Credit for Prior Learning

- Professor **Ginny Buccelli**,  
Academic Senate Vice President
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# Developing a Cultural Audit of Curriculum

## Fall 2020 Inservice

- What should be considered when including diversity in the curriculum?
- What are successful activities and materials that promote diversity and inclusion?

## August-January 2021- Curriculum Committee

- Defined Cultural Audit- The process of reviewing courses with an equity lens by looking at the topics we teach, how we teach the topics, and how we support our students.
- Developed questions concerning equity and inclusion for the Course Outline of Record (COR) in the main areas of course title, course description, assignments, course outline, course objectives, student learning outcomes, textbooks

## Questions

- Equity and representation of diverse groups?
- Language is meaningful and accessible?
- Includes a variety and common forms of bias within subject matter?

## Process

- For new courses and for the 5-year review of curriculum
- Samples of completed cultural audits
- Faculty Resources

## Progress


- Spring 2021 Administrative Justice Department - 6 existing courses and 3 new courses
- Fall 2021- Astronomy, Automotive, Cooperative Work Experience, Engineering, Fire Science, Music, Physics, Physical Therapy Assistant, and Welding




# Cranium Café

## Virtual Student Services Platform


- Connect with all student services departments remotely/in real time
- FERPA/ADA compliant





● Online

 Knock on Door

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 SEND ME A MESSAGE

 SCHEDULE APPOINTMENT





● Away

I am currently in a meeting.

*Fri 8:42 AM*

**Emily Hashemian**  
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Office: 1000 Hensley Creek Rd.  
#EOPS

 SEND OFFLINE MESSAGE

 SCHEDULE MEETING

## Virtual Counseling Office

- Drop-in meetings
- Interdepartmental communication
- Video conferencing
- Screen sharing
- Type/chat feature





# Cranium Café Initial Goals and Moving Forward

## Initial Goals:

- Improve accessibility and quality counseling/services for *all* Mendocino College students
- Become Student Ready - Meeting students *where* they are

## Potential Exceeded the Expectations:

- Online counseling mirrors face-to-face counseling
- Quality counseling & accessibility is maintained and often *improve*

## Goal Moving Forward:

- Continue to provide quality counseling *and* meet individual communication needs
- Cranium Café
- Zoom
- Google voice

# Maintaining Support & Connection

## Communication & Accessibility

- Improved attendance across counseling appointments
- EOPS: Improved student contact & communication
- FYI: 89% retention rate
- CalWORKs: flexibility that truly meets student needs

## Cranium Café Expansion

- Software renewed
- Scheduling moved from SARS to Cranium Café
- Self-scheduling will be explored



# Credit for Prior Learning

## Definition:

Credit for prior learning is college credit awarded for validated college-level skills and knowledge gained outside of a college classroom.

- Regulation §55050 changed from Credit by Examination to Credit for Prior Learning

## Credit for Prior Learning is *NOT*:

- Awarded for knowledge and skills already assessed and awarded through formal education at regionally accredited in-state and out-of-state institutions.

# CPL Overview

- Affirming consistent and equitable practices
- A way to validate students' college-level skills and knowledge gained outside of the classroom
- Knowledge and experience that might be gained through
  - Military training
  - Industry training
  - State/federal government training
  - Apprenticeships, internships, work-based learning, etc.
  - Validated volunteer and civic activities (e.g. Peace Corps)

# CPL Benefits

- CPL students completed degrees at **twice the rate** of students with no CPL credit.
- African-American students with CPL credit graduated at **four times** the rate of those without CPL credit.
- Latino students with CPL graduated at **eight times** the rate of those without CPL credit.
- Increased degree completion = increased \$\$\$ through Student Center Funding Formula

This data is from the 2010 Council for Adult and Experiential Learning (CAEL) study of more than 60,000 students at 48 institutions

# Mendocino College's CPL Progress

- BP 4230: Grading and Academic Records (December 2020)
- AP 4235.1: Credit by Assessment (October 2020)
- Next Steps include faculty development of evaluation tools, rubrics etc.



Thank You