



2022-2025 Student Equity Plan

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Message from the President

On behalf of Madera Community College (MCC), I am pleased to present our 2022-2025 Student Equity and Achievement Plan. This is our inaugural Plan, developed to guide our work in conjunction with MCC becoming the 116th and newest community college in the state. This plan was developed during the Spring and Fall Semesters of 2022 and was the result of reflection, discussion, and work facilitated by MCC and Oakhurst Community College Center constituents.

Always dedicated to the highest standards of equity and inclusivity, this plan documents our commitment to serve our students and strengthen our community. We will strive to provide our students, staff, faculty, and administration the support that each group needs through connection, collaboration, trust and accountability, as well as maintaining a safe and welcoming environment for each group. This plan will not only guide our continued equity work, but aid in our future development and equity efforts for our campus and students.

Dr. Angel Reyna



About Madera Community College

Located in the heart of California, Madera Community College is the newest college in the State Center Community College District (SCCCD) and in the state, approved in July 2020 by the California Community Colleges Board of Governors as California's 116th community college. The original Madera Center got its start as a Reedley College satellite campus in 1985 to meet growing needs in the northern part of the District. It began in portable buildings at Madera High School and Madison Elementary School, serving about 158 students in its first year and was formally established as the Madera County Educational Center in 1989. In 1996, the Madera Center moved to its current site just outside the City of Madera on 114 acres donated by five local Madera landowners—Logoluso Farms; Pistoresi Farms, Inc.; Richburg Properties, Inc.; Roy Spomer; and Ted Takahashi. We enrolled 1,500 students that year, and enrollments soared to over 6,700 in 2019-20. Madera Community College primarily serves the population of Madera County, the geographic center of California. The Oakhurst Community College (Outreach) Center is in a suburban setting along the southern Sierra Nevada Mountains, just a few miles from the south gate of the Yosemite National Forest. Madera Community College and Oakhurst Community College (Outreach) Center serve a remarkably diverse population in Madera County. Residents are young, primarily Hispanic, and predominantly female. The service area is also economically- and resource-challenged. MCC strives to reach underserved populations and to create programs to support their success while aligning with the Educational Master Plan, Strategic Goals, and Guided Pathway goals.

Madera Community College's Equity Journey

Equity and anti-racism are core institutional values at Madera Community College. We are passionate about building and sustaining an inclusive and equitable working and learning environment for students, staff, and faculty. We work towards comprehensive organizational effectiveness by providing diversity, equity, and inclusion training to all employees, reducing equity gaps for sensitive student groups, and increasing the feelings of inclusion for all students, staff, and faculty. The MCC Equity Committee provides a platform for leadership, communication, and coordination to maximize the integration of resources through a Guided Pathways framework. The Equity Committee continuously engages in reflective processes to identify and examine practices or policies that may create inequitable access or opportunity for students and throughout the campus community. MCC believes the implementation of the campus' first Student Equity and Achievement Plan, with coordination with campus constituents will increase alignment with MCC 2021-2026 Strategic Plan and Educational Master Plan to better serve students and move towards greater equity.

Mission

Members of Madera Community College are committed to our MISSION: *Empowering our students to succeed in an ever-changing world.* We proudly and collectively commit to empower students to transform their lives and to enrich our community by

- providing quality instruction and strong community partnerships that promote individual economic mobility and regional economic health;
- offering innovative and life-changing opportunities in a diverse, inclusive, and equitable learning environment;
- valuing our students' personal and social growth through responsive and interactive college experiences;

- inspiring hope and promoting a passion for learning; and
- transforming students' lives through high quality college programs and services resulting in degrees, certificates, transfer programs, and career skills.

Vision

Faculty, staff, students, administrators, community partners at MCC share responsibility for upholding and embodying these values to greater serve our students and the larger community of Madera County. Together, we move forward to bring to life the Madera Community College Vision: *Madera Community College builds effective partnerships, strengthens communities, and transforms lives.*

Core Values

Our shared values are our guiding principles for MCC's Student Equity and Achievement Plan and aid in our transformative learning community:

- *Connection & Collaboration*
- *Equity & Inclusivity*
- *Trust & Accountability*

2019-2022 Student Equity Plan Reflection

The history of Student Equity Plans in California Community Colleges dates back more than a half century. Equity was embedded throughout the 1960 Donahoe Act, which transitioned community colleges from part of the K-14 system to a segment within the structure of California higher education. Formal inquiry into the topic began in the mid-1980s and culminated in a 1992 action of the Board of Governors that required all community colleges to maintain student equity plans "that outlined and detailed...activities to address student outcome disparities among various student populations." Ten years later, this action was revised to require colleges to not only maintain but also file their plans with the California Community Colleges Chancellor's Office (CCCCO). This requirement was suspended in 2008 but was revised and reinstated in 2014. It was further revised in 2018, wrapping various programs and funding streams into the Student Equity and Achievement (SEA) Program. This program was legislatively formalized through Education Code (EC) 78222 with the intent of supporting Guided Pathways and the system wide goal to eliminate achievement gaps. SEA was part of the 2018 revision, and merged funding of three initiatives: Student Success and Support Program; the Basic Skills Initiative; and Student Equity. Integrating these efforts into a single program advances our goal of closing achievement gaps for students from traditionally underrepresented populations.

The reading of the 2022-2025 plan should be grounded in an understanding of the foundational work that has enabled the MCC to effectively drive change towards more equitable student outcomes, including, but not limited to:

- Dedicated spaces and regular opportunities for authentic dialog around racial climate and student equity (for example, Talking Circle, College Hour, and Dialogues on Race and Anti-Racism);
- Activities designed to build opportunities and mentorship for DI student groups. (for example, Men of Color Conference, college-wide equity summits, and workshops);

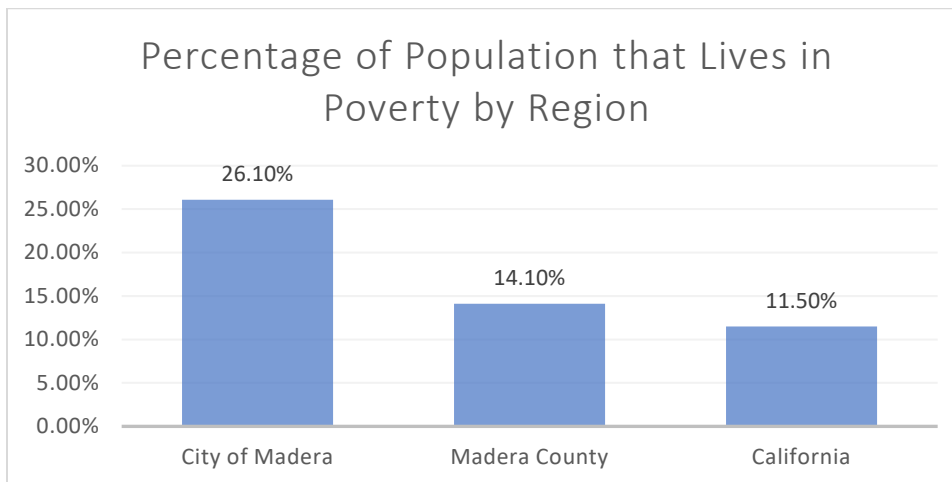
- Increased use of existing Student Support Services and implementation and development of new services and resources. (for example, increase of support and promotion of Health and Psychological Services, Academic Success Centers, Food Pantry, etc. Development of a Basic Needs Center);
- Increase of faculty and staff in professional development to promote equity minded teaching and advising practices. (Topics include trauma informed pedagogy, ZTC/OER implementation, and anti-racist practices.)

2022-25 Planning Efforts

Our writing team included subject matter experts from all college constituency groups. These included but were not limited to faculty (instructional and non-instructional), student services, and classified professionals. The MCC Student Equity Plan Ad-Hoc Committee held meetings throughout Summer 2022, both in person and virtual.

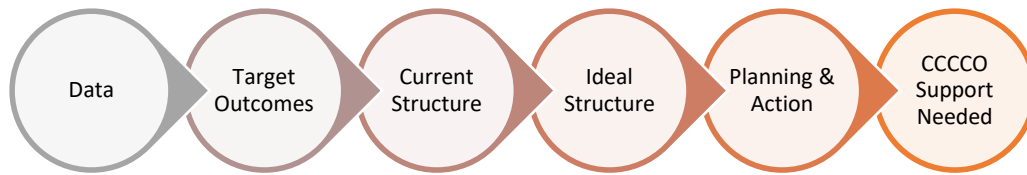
As a community college, it was imperative that we prefaced conversations about building an equitable institution by reviewing the community and county that we serve. Information reviewed included, but was not limited to: educational attainment, median household income, and poverty rates. In reviewing the data points, comparisons were aligned by the City of Madera, the County of Madera, and State of California data.

For example, when reviewing the percentage of the population that lives in poverty, we saw the following:



This powerfully demonstrates that in the City of Madera, where many of our students reside, the population has a 14.6% higher poverty rate than the state average. In building our inaugural equity plan, in addition to community/county data, various planning documents, data sets, and student voice artifacts were aligned and reviewed to inform our efforts.

Our key planning guide was the "[Planning Flowchart](#)" provided by Foundation for California Community Colleges. The flowchart moves our equity planning from transactional planning to transformational structures and is pictured below.



Utilizing the prepared information, county/community data, vision, mission and values, educational master plan, strategic plan, institutional sets standards along with disproportionate impact data, teams used the above “Planning Flowchart” to build structures.

Pandemic Acknowledgement

The COVID-19 pandemic has upended millions of lives worldwide and has impacted teaching, learning, and the way we meet student needs. Although, safe and effective vaccines and medications have significantly improved the management of COVID-19, many physical and mental effects have proven to be long-lasting. The COVID-19 pandemic has also been linked with an economic crisis and the awakening and increase in racial climate. Those hit hardest by these intertwined pandemics, both economic and racial forces, are highly present in our community. These forces continue to inform our work, specifically how they affect our students and community

Campus-Wide Equity Approach

MCC has embedded student equity into all aspects of planning, program development, assessment, and evaluation. MCC has maintained a commitment to equity by centering inclusive and anti-racist practices campus-wide, as well as assessing and addressing basic needs for impacted student groups. MCC offers such resources as the Welcome Center, the Dream Resource Center, and the Food Pantry for student needs. In addition to DEI training and professional development opportunities, two College Hours of each semester focus on MCC’s Dialogues on Race and Anti-Racism, a college-wide discussion with staff and faculty based around carefully chosen titles including *How to be an Anti-Racist*, *Lives on the Line: Dispatches from the Border*, and *Biased: Uncovering the hidden prejudices that shapes what we see, think, and do*. Events also occur for holidays such as Cinco de Mayo, Día de los Muertos, and other culturally affirming events. MCC’s commitment to equity can also be found in the 2021-2026 Strategic Plan Goal 1: Equity and Anti-Racism. MCC also acknowledges that the 2022-2025 Student Equity Plan focuses on racially minoritized and marginalized students, however there are several factors that are not currently addressed or emphasized in these metrics that reflect our student’s sense of self, individuality, and lived experiences.

Students Experiencing Disproportionate Impact

Disproportionately Impacted (DI) groups examined include Gender, Race/Ethnicity, Lesbian/Gay/Bisexual/Transgender (LGBT), Perkins Economically Disadvantaged (including Pell and/or BOG students), First-Generation, Foster Youth, DSPS or Students with Disabilities, Veterans, Homeless

Students. After reviewing the state provided DI data; we found that our communities of color, specifically male populations are a group of students that experience DI.

Populations of Focus Experiencing Disproportionate Impact

We currently have 17 DI groups on our campus. The committee discussed the state, local and community data. We reviewed planning documents; Educational Master Plan and Strategic Planning, while also accounting for student voice. Based on those findings, we selected groups that we feel have the most need and we can best serve at our local capacity.

Metric	Disproportionate Impact (DI)
Successful Enrollment in the First Year	Female
	Asian
	Hispanic and Female
Completed Both Transfer-Level Math and English within the District in the First Year	Unknown/Non-respondent (Gender)
	Black or African American
	Hispanic
	Two or more races
	NOT Perkins Economically Disadvantaged
	First Generation Student
	Foster Youth and Male
Persisted (one term)	African American
	Hispanic and Male
	African American and Male
	Asian and Male
	First Generation Student
Completion	Male
	Asian
	Hispanic and Male
	African American Male
	First Gen and Male
Transfer	African American
	African American Male
	Perkins Economically Disadvantaged
	Hispanic and Male

Summary of Student Equity and Achievement Outcomes and Actions

For our SEA Plan outcomes, the priority DI groups are **Hispanic/Latino Males** and **African American Males**. Other DI groups may be stated as needed.

Outcome: Persisted

TARGET OUTCOMES

To meet the district standard (76%) of Hispanic/Latino and African American Males persisting...

- **Hispanic/Latino AND Male:** Average of 1% annual growth
- **African American AND Male:** Average of 4.5% annual growth

STRUCTURAL ANALYSIS

<i>Current Structure</i>	<i>Ideal Structure</i>
<ul style="list-style-type: none">• Starfish, including Early Alert• Expanded course offerings in diverse formats• Guided Pathways integration	<ul style="list-style-type: none">• Student mentoring and engagement opportunities grounded in community• Proactive and culturally relevant advising practices• Basic needs support services• Inclusive teaching and advising practices

PLANNING AND ACTION

- Create course schedules based on student needs, with attention to those unable to take courses during traditional hours and locations. Increase or expand the number of sections offered per pathway.
- Provide culturally relevant student engagement opportunities (Cinco de Mayo, Día de los Muertos, Las Posadas, Men of Color Conference) and campus wide activities with student programs and special groups.
- Promote equity-minded teaching and advising practices to create inclusive classroom and antiracist curricula through professional development opportunities for faculty and staff topics include ZTC/OER, anti-racist practices, and trauma informed pedagogy.
- Engage President's Community Advisory Council (PCAC) to develop partnerships with local businesses, employers, and Madera Workforce Assistance Center to create mentorship and career opportunities to reflect labor market needs and opportunities.
- Engage faculty and student services to support Student Success Teams and Pathway Counselors to provide student support, guidance, and early alert strategies as well as integrated Training and professional development in support areas and strategies.
- Research and identify student's basic needs and solutions to address them by engaging in the #RealCollege (HOPE) Survey, a basic needs assessment of the campus Spring 2023. The basic needs survey gleans a better understanding of food insecurity, housing and transportation needs of students. Aid in Support Student Services planning and development of the Basic Needs Center in coordination with the Food Pantry, and Health and Psychological Services.

- Continue to support and grow the MCC Student Welcome Center to aid in student awareness and access to relevant information both in-person and virtually.

Outcome: Completion

TARGET OUTCOMES

To meet the district completion average (21%) of Hispanic Male and African American Male Completion...

- **Hispanic Male:** Average of 1.5% percent annual growth
- **African American Male:** Average of 4.5% percent annual growth

STRUCTURAL ANALYSIS

Current Structure	Ideal Structure
<ul style="list-style-type: none"> • Starfish, including tracking flags • Academic counseling for clarifying, entering, and staying on the path • Guided Pathways integration • Student support programs 	<ul style="list-style-type: none"> • Mentoring from faculty, local professionals, peers, and alumni • Student-led events • More holistic student supports and “warm handoffs” • DI populations reflected in student support service areas • Student-centered scheduling

PLANNING AND ACTION

- Continue to promote Starfish Early Alert Referral process to increase faculty participation and improve intervention strategies through Counseling and Student Services. Participation will be collected and reviewed annually.
- Support the use of peer mentors, tutors, and embedded counselors, and librarians in corequisite and GE courses to aid in completion.
- Increase Student Workshops and Orientations offered through the Reading and Writing Center and Library to inform students on the skills needed to succeed in college and the workplace, such as exam preparation, reading, note taking, managing stress and time management.
- Leverage Marketing, Communication, and College Relations/Outreach to increase and refine signage and college directories for accessibility and student awareness.
- Research and identify student’s basic needs and solutions to address them by engaging in the #RealCollege (HOPE) Survey, a basic needs assessment of the campus Spring 2023. The basic needs survey gleans a better understanding of food insecurity, housing and transportation needs of students. Aid in Support Student Services planning and development of the Basic Needs Center in coordination with the Food Pantry, and Health and Psychological Services.
- Support development of open educational resources (OER) and Zero Textbook Cost (ZTC) degrees to reduce costs to students and encourage completion.

Outcome: Completion of Transfer- level math and English in the first year

TARGET OUTCOMES

To meet the district average (24%) of Hispanic and African American completing transfer-level math and English in the first year of enrollment...

- **Hispanic:** Average of 1.5 percent annual growth
- **African American:** Average of 3 percent annual growth

STRUCTURAL ANALYSIS

<i>Current Structure</i>	<i>Ideal Structure</i>
<ul style="list-style-type: none">• Transfer-level English and Math sections• Data-driven and guided placement• Embedded tutoring• Starfish, including just-in-time intervention	<ul style="list-style-type: none">• Culturally responsive PD• AB705 alignment• Expanded tutoring services• Normalized, routine Starfish use

PLANNING AND ACTION

- Offer Transfer Level Composition designed to meet the needs of multilingual students.
- Increased professional development opportunities for Equity Committee can emphasize best practices in accelerated learning. Administrators and Staff Development Committee can encourage more professional development opportunities.
- Increase all communication with Committees and College Constituents to research and develop strategies that align with appropriate legislation, Board of Governors actions, and Chancellor's office directives.
- Continue to increase course offerings and awareness of corequisite courses by engaging Dept Chairs of CLL, STEM and Counselors.
- Support the use of peer mentors, tutors, and embedded counselors, librarians in corequisite courses to aid in transfer-level English and Math courses.
- Continue to promote Starfish Early Alert Referral process to increase faculty participation and improve intervention strategies through Counseling and Student Services. Participation will be collected and reviewed annually.

Outcome: Successful Enrollment in the First Year

TARGET OUTCOMES

To meet the district average (50%) of **Hispanic/Latino and Female** students applying and enrolling...

- Average of 2.5 percent annual growth

STRUCTURAL ANALYSIS

<i>Current Structure</i>	<i>Ideal Structure</i>
<ul style="list-style-type: none">• Dual enrollment with MUSD• Reg-to-Go with feeder high schools• “Extreme Registration” event• Community outreach	<ul style="list-style-type: none">• Engage the family unit for outreach• Multilingual outreach• Mentorship and professional support for student learning and job readiness• Basic needs services

PLANNING AND ACTION

- Leverage Marketing and Communication to improve marketing to reach underserved populations. (i.e. adult learners, speakers of English as a second language, DI populations)
- In Coordination with Guided Pathways, Counseling, College Relations/Outreach, and Marketing and Communications work to clarify student on-boarding process with clear instructions and expanded support for students that are experiencing difficulties or in need of advising.
- In Coordination with College Relations/Outreach, Counseling, and Marketing and Communication increase community outreach and engagement to increase campus awareness. Specifically, at faith centers, family centers, and community centers.
- Research and identify student’s basic needs and solutions to address them by engaging in the #RealCollege (HOPE) Survey, a basic needs assessment of the campus Spring 2023. The basic needs survey gleans a better understanding of food insecurity, housing and transportation needs of students. Aid in Support Student Services planning and development of the Basic Needs Center in coordination with the Food Pantry, and Health and Psychological Services.
- Engage President’s Community Advisory Council (PCAC) to develop partnerships with local businesses, employers, and Madera Workforce Assistance Center to create mentorship and career opportunities to reflect labor market needs and opportunities.

Outcome: Transfer

TARGET OUTCOMES

("Transfer" is also CCCCCO Vision for Success, Goal 2)

To meet the district Transfer average (16%) of **Hispanic or Latino Male** students

- Increase by approximately 3% annually.

STRUCTURAL ANALYSIS

Current Structure	Ideal Structure
<ul style="list-style-type: none">• Guided Pathways structure (MCC Ed Master Plan, p. 17)• Completion of student education plans (SEPs)• Dissemination of information regarding available AD-T degrees• Transfer center• College day(s)• Sponsored college visits	<ul style="list-style-type: none">• Robust and student-centered marketing materials• Expanded and student-centered Transfer Center• Instructional faculty mentoring• Effective communication of transfer requirements and deadlines

PLANNING AND ACTION

- Increase professional development opportunities for counselors in evidence-based practices which facilitate transfer and articulation agreements between various colleges and universities.
- Increase efforts by Transfer Center in develop outreach strategies that adequately address student financial and academic needs related to transfer.
- Develop connections with four-year institutions to increase marketing and university tour opportunities to MCC students including HSI's.
- Instructional faculty in transfer-focused disciplines embed Transfer Center Information links on Course Canvas pages.

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Student Support Integration Survey

Integration 1: Previous Equity Efforts

MCC offers such resources as the Welcome Center, the Dream Resource Center, and the Food Pantry. Two of the College Hours each semester focuses on Dialogues on Race and Anti-Racism. Cultural events also occur for holidays such as Cinco de Mayo and Dia de los Muertos. MCC's commitment to Guided Pathways includes focus on the pillars "Clarifying the Path" and "Staying on the Path." The College is participating in the REACH Initiative. Additional support services for students include CAMP, EOPS, and DSP&S.

Integration 2: Guided Pathways

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of the Vision for Success and Call to Action. Each college in the system has submitted an annual Scale of Adoption Assessment detailing progress and goals to improve the student experience.

Examples of equity efforts within the Guided Pathways framework include:

- Providing program maps with local labor market data to guide students to enter further education and employment;
- Pathway counselor support throughout student experience, including outreach and onboarding;
- Pathway communication through Canvas;
- Program Mapper and Career Coach on the website, with programs organized by student interest areas;
- Utilization of Starfish, including training of faculty and "Raise Your Hand" function for students;
- Dual Enrollment

Integration 3: General Accessibility

There are several areas that we can mention in the equity plan surrounding disability services. In terms of positions, we recently hired a part-time alternate media specialist and learning disability specialist, both of whom are assisting students daily with accessing their curriculum and technology across campus. They are also able to provide specialized training to students on equipment (i.e. smart pens) and software (Dragon Naturally Speaking, Kurzweil) that are highly useful to accommodate various disabilities. Additionally, they will be working on conducting in-person group trainings as well as recording video trainings that we will be able to post on the website.

We also offer developmental services courses with a specialized instructor that assists with adaptive computer literacy, communication skills, job placement, and a variety of other topics which change by semester. These courses are designed to support students in their education

and develop skills which enhance employability. We are hoping to expand our partnership with California Department of Rehabilitation in the future, in hopes that we can establish a grant that would include staff on the Madera campus designated for job development and job placement of students with disabilities. Additionally, we are in the process of updating our website with direct links to campus and community-based services, DSP&S disability verification forms, the MCC DSP&S application, and a deaf and hard of hearing student tab.

We are also in the process of recruiting and hiring a full-time ASL interpreter to assist our deaf and hearing-impaired students at MCC with interpreting for in-person classes, counseling appointments, financial aid appointments, and any campus events. Although all interpreting services are based out of FCC, we have established a streamlined process in which the students are meeting on Zoom with the Interpreter Coordinator to review all interpreting policies and procedures including interpreter requests and scheduling any specialized evaluations that are needed including those for deaf interpreters. Many of our deaf students communicate with various campus areas using UbiDuos. We have ordered and received updated UbiDuos and are in the process of distributing those to various areas of campus for use with our students who are deaf and hard of hearing.

In addition, we have expanded our shared testing center to include an increased number of testing stations and group work areas due to growth in our student population and have communicated with our IT Director, Teng Her, about the need for updated computers that will meet the needs of our students for the shared testing center and DSP&S Lab. The shared testing center also accommodates ESL guided self-placement. The Technology Committee will continue to address the accessibility and technology needs of our students from that perspective as well.

Finally, MCC has increased the number of online courses available to provide students with access to courses that may be unable to take courses during traditional hours and locations and enhancing access to distance learners. In Fall 2022, MCC has loaned 390 laptops that are available to students on semester long loan, and 158 mobile internet hotspots to remove any technology barriers students are experiencing. MCC has also improved transportation to our campus through the Madera County transit system, extending the pick-up times to meet the needs of students that are enrolled in evening classes.

[Integration 4: Financial Aid](#)

FAFSA Participation

MCC plans to increase FAFSA participation by extending office hours at the beginning of every semester. This will allow the FAO to assist students in applying for Financial Aid, assist in completion of their financial aid files and answer student questions. Recognizing that not all students have access to a computer and/or printer, students can utilize the Financial Aid Computer Lab to apply for financial aid scholarships and check their status. The Financial Aid Department will actively educate high school students, current and prospective students and the community on financial aid throughout the school year through our College Relations/Outreach department. Through the new Dynamic Forms Process, students and parents will be able to complete and sign needed documents to complete their Financial Aid Files and submit them electronically, increasing the ease and accessibility of the application process.

Pell Grant Participation

MCC plans to increase Pell Grant recipient participation and completion by identifying students who has not completed their financial aid file, but who may be eligible for financial aid and invite them to complete their file with intentional communication through the Financial Aid Office. The Financial Aid Office will identify students who lose their financial aid eligibility because their overall Satisfactory Academic Progress (SAP) does not meet Federal regulations and invite students to submit an appeal for students that have made recent progress in their courses to have their financial aid reinstated. Improve the evaluation of the FAFSA within our Student Management System (Colleague). Through the rule-writing process in Colleague, the number of students with missing documents will be reduced. Fewer students will be required to submit verification documents as permitted by federal regulations on an exception basis.

Financial Aid

MCC continues to research and identify various opportunities to provide additional student aid other than Federal Aid and Pell Grant funding. Current additional student aid programs are listed below:

- Cal-Grants: Offered by the state of California to students attending eligible California institutions of higher education.
- Student Success completion Grant: Provides students with additional financial aid to help offset the cost of California Community College attendance and encourages completion at a faster pace.
- Chafee Grant: Foster Youth Grant
- Dream Act: For those who have attended a California High School for three full years and graduated from a California High School or received a GED or passed the high school equivalency exam in California
- Scholarships: Institutional, District, outside private donors
- California College Promise Grant: awarded to those who are Residents of CA and meet financial and academic requirements.
- Golden State Education & Training Grant: offers one-time grants to eligible California resident workers who lost their jobs due to the COVID-19 pandemic and are enrolling in public education or training programs to learn new skills and get back into the workforce.
- Finish Line Scholars: provides scholarships to community college students who are halfway through their course of study to enable them to finish their goal of completing a certificate or degree or transferring to a college or university. It also provides emergency financial aid to students facing unexpected financial hardships.
- Learning-Aligned Employment: provides eligible underrepresented college and university students with the opportunity to earn money to help defray their educational costs, while gaining education-aligned, career-related experience.
- Bureau of Indian Affairs: Tribal grants available to eligible Native American students.
- AmeriCorps Education Award: process requests for students to use for educational purposes.

Integration 5: Basic Needs

Basic Needs Center

MCC does not yet have a Basic Needs Center, nor have we hired a staff person as the coordinator yet. We have budgeted for an adjunct coordinator to be hired this semester. We currently have a temporary Food Pantry Coordinator who has filled this role in part and we are hiring the permanent Food Pantry Coordinator within the next month if all goes well with the district classified hiring processes. We hope to have a physical center identified as part of the secondary effects of opening AV2.

Services

In addition to the Food Pantry that contains not only food but personal necessity items, we hope to have a clothing closet and a resource center for transportation, child care, financial assistance, and housing information in our local community. We will coordinate with our Health and Psychological Services office to ensure physical and mental health resources are also available and provided to our students.

Student Participation

We plan to market the Basic Needs Center to students as we have done with our Food Pantry – we have flyers, open houses, and attend events to give out food and sign students up for CalFRESH. We will collaborate with our Health and Psychological Services, Counseling Programs, and Financial Aid Office to make sure students who are identified as in need will be personally referred and served. We also plan to include the available services as Starfish Referrals so faculty and staff can refer and students will be able to request supports via Starfish or in person at any MCC office.

Another plan is to purchase a mobile food cart we can take across campus to be where students are and deliver food and information about Basic Needs. The cart will be able to serve Oakhurst students and possibly go into communities where our students live as well.

Food Pantry

As we all know, hunger and food insecurity are a big problem everywhere, especially on a college campus. As prices everywhere skyrocket and everything becomes less affordable students are forced to live on a shoestring budget. Madera Community College has established a food pantry filled with both nonperishable and frozen foods accessible to the students. There are diapers and hygiene products for those students who are also parents. Food drives and food box giveaways will also be available throughout the semester as a partnership effort with the Madera County Food Bank.

Students can also come into the food pantry and get help filling out a CALFRESH application that can assist them with purchasing groceries at their local supermarket. The food pantry is open and available to the students Monday-Friday from 8:30am-5:00pm. Having ingredients to be able to put meals together alleviates some of the stressors that come with being a student.

Ultimately the food pantry and food drive events are designed to help students meet their basic needs in their journey toward graduation.

Integration 6: Zero-Textbook Cost

In addition to the \$115 million one-time funds, the college plans to identify additional supplemental funds to support this effort.

Madera Community College's Zero Textbook Course / Open Educational Resources adoptions have been increasing each year. In Fall 2020, MCC had 76 class sections that carried a OER/ZTC tag, representing 37 different courses. In Fall 2021, 80 sections had the OER/ZTC tag with 48 different courses identified. For Fall 2022, 123 sections representing 55 different courses have the OER/ZTC tag resulting in roughly 3,757 students not having to purchase a textbook (on average saving \$375, 700). Since becoming an independent college, Madera Community College has seen a growth of 62% in the number of sections with OER/ZTC being offered, reflecting an increase of 49% of different courses with OER/ZTC options.

Integration 7: LGBTQ+ Supports

For the Spring 2022 semester, MCC hosted a Flex Day presentation from the president of PFLAG Fresno titled "Trans 101: Moving from the Basics of the T in LGBTQ+ to Allyship within the Educational Setting." MCC also hosted a Title IV discussion on Transgender rights during Academic Senate meeting in April 2022. MCC now has now designated single stall bathrooms as all-gender. The MCC Psychological Services also provides supports and resources to students with LGTBQ+ concerns.

Integration 8: Mental Health Supports

We hired a Psych Services Coordinator this summer for MCC who will focus on the needs and services for MCC populations. The Coordinator will work to expand local community partnerships for mental health resources for students and to identify doctoral interns to hire who can provide specialized services to meet the identified needs of our students. The Coordinator will also provide workshops and professional development to the MCC employees on identifying and serving the hard-to-reach population. MCC Psychological Services has also partnered with ProtoCall, INC. to provide emergency mental health services for students.

Integration 9: Institutional Planning

Ongoing Engagement

MCC marketing will entail outreach on local television and radio stations along with social media and streaming services. The College will also display ads via billboards and have a presence at community events. In addition to advertising, MCC will reduce the complexity of such processes as applying to the College and for financial aid. Materials and workshops will be provided in Spanish and other identified languages. Additionally, MCC will provide robust mental health support.

Integrated Budgeting

MCC will continue to leverage funding by cross-matching current grants on campus to identify similar goals and outcomes related to equity, as well identify and apply for new funding opportunities related to equity. MCC will also continue to track disaggregated data to ensure accountability and evaluate progress towards achieving all equity goals. Coordination with campus constituents and committees including Academic Senate, Equity Committee, and Guided Pathways Committee will continue to support and offer evaluation and guidance towards improving equity on our campus.

Student Voice

MCC conducted its first student-centered focus group sessions during the Fall 2021 semester. Feedback sessions centered on men of color, re-entry students, first-generation and/or low-income students, and men overall. We also held a general session focus group.

A presentation of findings was provided to campus committees, and a final report was made available during the Spring 2022 semester. That final report and presentation is available for program review completers as qualitative information that can be used within reviews (two-year cycle). Feedback from those groups was used to build our equity plan and aligned with our mission, vision, and current strategic and educational master plans. MCC plans to continue to share and reflect upon the responses of students as we move forward in advancing our equity goals.

Moreover, MCC in the Spring 2023 semester will disseminate a second campus climate survey titled “Revealing Institutional Strengths and Challenges” (RISC). RISC identifies functional areas that excel in helping students succeed in college as well as about the problems students they face in college. Students evaluated academic advising, course registration, financial aid, online classes, and tutoring. RISC was first implemented during the Spring 2021 semester; therefore, a baseline of indicators was developed. We look forward to seeing if progress was made as well as identifying areas that need more support.

Lastly, MCC will engage in the #RealCollege (HOPE) Survey, a basic needs assessment of the campus Spring 2023. The basic needs survey gleans a better understanding of food insecurity, housing and transportation needs of students. Currently a version of the survey is available as an “intake form” on our student engagement portal (Starfish). The intake form helps to mitigate specific and acute issues a student may have. However, it was imperative to get a baseline of data for the campus to have a clear understanding of student needs as we continue to work to meet the needs of our students. Less formal forms of student voice collection are also gleaned from campus events, such as “Pizza with the President”, events for specific populations, and ongoing engagement activities on campus.