

APPENDIX E: Summary of DI Group Recommendations

Shown below are the recommendations that overarch ARC's most disproportionately impacted (DI) student populations. They have been mapped to the Guided Pathway pillars (Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning). They have also been mapped to the appropriate ARC Strategic goals and Equity Plan recommendations to show how they are in alignment with the direction and goals of the institution. As an organization we will work to implement these as practitioners who are employing the equity framework and lens from the and with explicit racial consciousness.

Governance and Guidance

Recommendations	Guided Pathway Pillar	ARC Strategic Goal	ARC Equity Plan Recommendation
Add a component to faculty performance reviews that focuses on minimizing achievement gaps.	Ensure Learning	S3	IEP 6
Utilize systems like orientations and syllabi to publicize process for students to report abusive, incompetent, etc. administration, faculty, and staff		S1	IEP 4, 23
Utilize systems like orientations and syllabi to ensure that students are aware and informed of their rights, particularly LatinX students			IEP 4
Utilize systems like orientations and syllabi to publicize the role of the Office of Equity and Inclusion		S1	IEP 4
Establish and utilize community or campus peer mentoring to support the DI groups. Could be part of the Home Base program with training related to the above recommendations	Stay on the Path	S1	IEP 1
Support faculty inquiry groups to support success in the DI communities (create a spirit of innovation).	Stay on the Path	S4	IEP 15, 16, 17 5,13
Establish campus African American, Latinx, Native American, API and LGBTQIA+ Advisory Councils which provide advisement on issues regarding DI success and student needs			IEP 5, 13, 14

Teaching and Learning

Recommendations	Guided Pathway Pillar	ARC Strategic Goal	ARC Equity Plan Recomm.
Increase the capacity of (HCD 310 College Success course(s)) with DI Emphasis with financial literacy, career planning, job skills and Racial Identity development as part of the SLOs.	Enter the Path	S2	IEP1,15
Embed tutors of color in classes, mentors, and technology assistants in the context of their courses/majors/areas of interest.	Stay on the Path	S2	IEP 10, 15
Require accurate culturally reflective and relevant curriculum	Ensure Learning	S3	IEP 15, 16, 17 IEP13,14
Create a transformative syllabi (use transformative curriculum training)	Ensure Learning	S3	IEP13,14, 15
Create academic communities.	Clarify the Path; Stay on the Path; Ensure Learning	S1	IEP 15
Increase validation and a sense of belonging	All	S3	IEP 1, 3,5,6,7,8,9,10, 13, 14, 17,18, 22

Community

Recommendations	Guided Pathway Pillar	ARC Strategic Goal	ARC Equity Plan Rec.
Provide space for individual DI affinity students to study, get counseling, get career advice, do extracurricular activities, receive tutoring, and relax (what would make study, counseling, career advice, etc., places we want to go?)	Enter the Path; Stay on the Path	S2	IEP 1, 5, 16, 18, 20, 21,22,23, 25, 27
Begin the shift to a Sovereignty Frame by recognizing the implications		S2	
Focus on early outreach/recruitment and financial aid information	Clarify the Path	S1	IEP 1,5,6,8
Deploy financial aid specialist(s) when our DI students need help (just before semester starts and two weeks into semester)	Clarify the Path	S1	IEP 1,6,,21,22 24
Create African American, LatinX and Native American staff/faculty support network. Will there also be API and LGBTQIA+ supports?	Enter the Path	S2	IEP 1,3,7,8,10

Campus Resources

Recommendations	Guided Pathway Pillar	ARC Strategic Goal	ARC Equity Plan Recomm.
Provide appropriate staffing and budgeting for individual DI centers		S3	IEP 9,10, 23, 28
Create technology loan programs.	Stay on the Path	S2	IEP 21, 26
Administer financial needs assessment and provide financial aid and other workshops to prospective students and family members. Provide outreach early and often.	Clarify the Path	S1	IEP 1, 21, 26
Initiate warm hand-offs to other faculty/staff/students in Financial Aid, Library, Tutoring. Connect students to people, not to departments.	Enter the Path	S2	IEP 1,5, 6, 22
Create dedicated textbook book funds, and other college funds separate from the college emergency fund for students in need. The funds will be administered by an <i>advisory committee</i> .	Stay on the Path	S2	IEP 15, 21, 26
Create Integrated Success Teams that include instructional faculty, counseling faculty, Student Personnel Assistants, a Librarian, peer mentors, peer tutors, Financial Aid Specialist, Work experience/Internship staff, to provide case management support to students.	Enter the Path	S1, S2	IEP 1, 7