

An Update to the Report on Efforts to Recruit, Retain, and Support Black Students at Mills College Spring 2019

Mills College is committed to the ongoing documentation of policy, practice, and education to address the higher education climate. This document is a supplement to the [2016 report](#) that responded to initial student demands from 2014. Mills is committed to continuing the work beyond the initial report. To that end, the report is in three sections. The first highlights the recruitment efforts including enrollment management and marketing, the second is retention and the last section outlines support.

RECRUITMENT

Expansion of community college partnerships is designed to increase accessibility to Mills College for Black students. Mills has formal partnerships offering guaranteed transfer as well as State approved direct transfer (Associate Degree for Transfer, ADT). Like community college partnerships, the development of the Bachelor’s Degree Completion program and the online Educational Leadership program also make Mills a more accessible institution to Black students at various stages of their educational journey.

Updated Enrollment Trends for Black-Identified Students

Year	# of Applications/ Total Applications	# of Admits/ Total Admits	# of Enrolls/ Total Enrolls
Fall 2016	132/1108	79/871	18/176
Fall 2017	142/1040	100/827	17/178
Fall 2018	166/1081	94/835	20/165
Fall 2019*	131/1030	76/790	9/134

*In process- not complete numbers at this date. May 8, 2019

An important aspect of enrollment is yield rate. Yield rate is defined as the ratio of students who move from one step of the selection process to the next (e.g., the number of students who move from application to admit or from admit to enroll).

Yield Rates of First-Year Black Students at Mills

First-year undergraduate Black students			Yield rates		
	% of applications	% of admits	App to admit	Admit to enroll	App to enroll
Fall 2015	14.93	9.7	40.52	29.03	11.76
Fall 2016	11.91	9.07	59.85	10.22	13.64
Fall 2017	13.65	12.09	70.42	17.0	11.97
Fall 2018	15.36	11.26	56.63	21.28	12.05

Enrollment Rates of Black Students at Mills

	Undergraduate		Graduate	
	Number	% of Mills Enrollment	Number	% of Mills Enrollment
Fall 2015	62	7%	59	11%
Fall 2016	76	9%	65	12%
Fall 2017	72	9.45%	62	12%
Fall 2018	81	10.47%	65	13%

Enrollment Comparisons Black/African American Students (Total Enrollment)

UC- Berkeley 3% (25,181)

Dominican 6.6% (3,589)
Saint Mary's 4.9% (3,761)
University of San Francisco 5.4% (21,428)
Scripps 3.6% (1,057)

Test Optional

In fall 2015, the Office of Admissions updated an evaluation process that incorporated SAT score and GPA. This overall composite score has been used to offer merit-based scholarship awards. Students with lower composite scores are eligible to receive financial aid awards that meet a lower percentage of demonstrated need than those with higher academic ratings, depending on their federal expected family contribution (EFC).

From this research Mills was able to learn that overall score based on GPA and SAT has been lower for Black students than non-Black students. Therefore, the merit-based scholarship award available to Black students was lower than for non-Black students with a higher composite score based on SAT and high school GPA. SAT score and GPA are not the only two factors used for admissions, but they have historically been a large part of the decision process.

Beginning in fall 2016, the Office of Admissions adopted a test optional admission policy. This policy removed the SAT requirement within the admission process and implemented a holistic evaluation of academic strength, writing skills, determination, interaction with faculty/teachers based on the letter of recommendation, service to others, and leadership. This newer evaluation process has opened up the recruitment of Black students. Applications have increased: 2015 (101), 2016 (132), 2017 (142), and 2018(166).

Other General Recruitment Efforts

Even with staffing changes in the Enrollment Division, specifically in the Office of Admission, efforts to develop specific recruitment plans for various populations (including Black students) is ongoing and the Division of Enrollment Management has made a significant commitment to broadening access, equity, and affordability even in this time of transition. Since the fall 2015, Mills made commitments to enhance the admission process by offering a Mills-specific application, test score optional admission as was described and review of GPA requirements. Test score optional admission also addresses some of the concerns the Task Force raised about test score use in scholarship consideration.

Additionally, Mills has a new partnership with the Oakland Promise and the Mayor of Oakland, which will bring the Oakland Promise to Mills. The Oakland Promise plans to triple the number of students from the Oakland Unified School District who graduate from college. By signing this

memorandum of understanding, Mills has committed to broader recruitment efforts in the Oakland Unified School District, including middle school programs, financial aid and affordability programs, and specific college preparedness activities. This partnership also includes a commitment to funding by both Mills and the Oakland Promise. This is considered part of the recruitment plan for various constituencies and we predict it can have a significant positive impact on Black students attending and graduating from Mills.

The Office of Admissions has increased outreach to the following communities with large African American populations in California, Oakland/Alameda County, Contra Costa County, and Compton. Targeted outreach includes high school visits, college fairs, off campus interviews, phone and Skype appointments. Students from outside the state of California have been recruited through online recruitment tools, phone/ Skype appointments, webinars, and chat sessions. Areas include but are not limited to Georgia, Tennessee, Louisiana, New York, and Chicago.

The Peralta Community College District (PCCD) and Mills College agree to partner in offering 2+2 program enhanced opportunities, for Peralta Community College District students to transfer to the undergraduate program at Mills College. A collective goal met was the establishment of guaranteed joint admission for Peralta College and Mills College for Peralta Promise students who desire to pursue both an associate degree and baccalaureate degree. These students will transfer to Mills College to complete their 3rd and 4th years of undergraduate study for majors at Mills that parallel majors at PCCD.

GPA minimum for transfer students

A holistic review process also acknowledges the relationship between lived experience and academic success while still maintaining academic quality. Mills no longer publishes a minimum GPA requirement and instead focuses efforts on a more holistic review process. This change in process encourages admissions staff to use their skills and experiences as well as the mission of Mills College to better recruit an entering class of diverse students from a variety of lived experiences.

Honoring our location and commitment to Oakland and the greater East Bay, we have intentionally formed partnerships with local community colleges. Easing the ability of students to transfer credit to Mills remains an area of improvement. The Office of Admissions, in partnership with the Provost Office, has created a major articulation document for the top feeder community colleges, namely Peralta Community College District Institutions, City College of San Francisco, and Diablo Valley College. In partnership with the Provost Office, the Office of Admissions has joined the University of California, Berkeley, to advise, counsel, and recruit

transfer students through the Pathways to Four-Year Universities Initiative. Mills participates in this program as the private, liberal arts representative for students.

Marketing

Since the 2014 report and 2016 update, the Marketing Department has implemented numerous items in support of Black student recruitment to address areas of concern. The following is a list of key milestones:

1. Began detailing the students of color demographic information on our primary census publication—[Facts About Mills](#)—both online and in print to better represent the student body by racial/ethnic group.
2. Adjusted our website and our marketing materials to ensure that we were not over representing Black students in our recruitment efforts and continue to evaluate as the College evolves.
3. Changed our approach to our [language regarding our location](#) to include Oakland and the San Francisco Bay Area in our marketing as well as in our college guidebooks/college search websites.
4. Created content to [highlight Oakland's strengths](#) and the opportunities students have here both online, in social media, and in printed materials, including Oakland-specific imagery.
5. Developed content that represented our location in California, and Oakland specifically, as part of Northern California, to demonstrate our [Oakland pride](#).
6. Created content to express our [commitment to inclusivity and social justice](#) and highlighted this messaging throughout all marketing materials and on our website.
7. Introduced the [Oakland Promise Program](#) (which expanded to include multiple local school districts) to encourage high school girls to attend college and offer scholarship opportunities.
8. Held a student photo contest to secure authentic imagery showing student life on campus and off, particularly in Oakland, creating a brochure for admitted students called Life@Mills.
9. Highlighted local [Oakland hotels and restaurants](#) of all types in our visit Mills section of the website.
10. Utilized hashtags in social media to connect with the most popular online conversations using #oakland (5.2 million Instagram posts), #oaklandca (89.2K Instagram posts) #oaklandloveit (67K Instagram posts), etc. so that we are part of celebrating Oakland with a wider audience and making connections with the community.

RETENTION

This section focuses specifically on the efforts to retain Black students including financial support, mental health support and training & campus climate.

Financial Aid

Pell grants are an important aspect of aid to all Mills student and certainly to the students with the higher financial needs. Pell Grants do not have to be repaid and are awarded via Mills from Federal Student Aid. The percentage of Black students at Mills who receive Pell Grants is outlined in the following chart.

Pell Recipient Data

	Fall 2016	Fall 2017	Fall 2018
Percentage of undergraduate enrollment identifying as African American	9.9%	10.1%	11.4%
Percentage of Pell recipients identifying as African American	12.7%	13.0%	14.5%
Percentage of African American undergraduates who are Pell recipients	59%	64.5%	66.7%

Fundraising

As part of the commitment to Black students, Mills fundraises for scholarships and programs that specifically support students of color. These following funds support direct scholarships and programs like SAW that focus on first generation students of color. These funds are endowments which means the interest awarded each year which is 5.0% is then used for scholarships/program support.

New Funds raised in Fiscal year 19 which is from July 2018 to June 2019.

- Audrey Gibney Endowed Scholarship for Mills Promise Students: \$4,745.00
- Alumnae of Color Endowed Scholarship in Honor of Alecia A. DeCoudreaux: \$14,325.00
- Summer Academic Workshop (Current Use): \$152,140.35

Current Market Value for Endowed Funds as of 12/31/18:

- Audrey Gibney Endowed Scholarship for Mills Promise Students \$107,005.00
- Alumnae of Color Endowed Scholarship in Honor of Alecia A. DeCoudreaux : \$109,485.44
- Summer Academic Workshop - 3 Endowed Funds totaling: \$924,279.15

To celebrate the 30th year of SAW, a special fundraising effort will be made at the Fall 2019 reception to further support this program. This is part of the efforts of the College to engage alums of color in their support of current students.

Mills data parallels national data that show Black student retention and graduation rates are higher than those of non-Black students. Mills data also reports a better than national average for the retention of Black identified students.

Fall 1 to Fall 2 Retention Rates of Black Identified Students

Entering Cohort Year	Retention Fall 2015	Retention Fall 2016	Retention Fall 2017
Mills Black Identified Students	74%	83%	86%
Mills College (overall avg.)	80%	78%	78%
National- Overall/ 4YR Private*	62.4/54.5%	--/52.5%	

* National Student Clearinghouse Research Center

+ National Center for Education Statistics (To provide a more accurate comparison the national data included here is for Black, Women, attending Non-Profit Institutions)

Entering Cohort Year	6 YR Grad 2012 Cohort	5 YR Grad 2013 Cohort	4 YR Grad 2014 Cohort
Mills College (overall avg.)	57%	56%	45%
National- Overall/ 4YR Private*	43.2/48.2%	No Data Available	25.0/33.9%

* National Student Clearinghouse Research Center

SUPPORT & ACTIVE ALLYSHIP

Responding to the direct student requests for the support they need is vital; simultaneously, Mills must look ahead and take leadership for other areas that may better serve marginalized students in the campus community. Below are updates on the initiatives that provide both proactive and reactive support for students of color and some uniquely specific to Black students in the efforts to address systemic barriers in students' capacity to apply, be admitted, enroll, engage, and graduate.

Mental Health Support

Counseling and Psychological Services (CAPS) within the Division of Student Life restructured its staffing model to permanently include counselors with a focus on Black student needs. In 2018, the College hired a clinician with expertise in working with Black identified students and with a strong commitment to social justice and passionate about providing services to a diverse, primarily young adult population. The job description is attached at the end of this document in Appendix A. Other forms of support include the Black Healing Circle-- which continues to meet on a bi-weekly basis.

Training for Faculty and Staff

- Inclusive Workplace training in Everfi to be launched across campus.
- DSL is participating in a multi-year program to increase the Multicultural Organizational Development of the entire division to better serve the community and our students.
- EISJC has a subcommittee committed to Faculty & Staff Development & Onboarding with a focus on diversity/cultural awareness training.

Restorative Justice as a resource for Conflict Resolution and Disciplinary Procedures.

Through our community partnership with OUSD's Restorative Justice Program, we continue to explore ways to make restorative practices and trainings accessible to Mills Campus Community.

Equity, Inclusion & Social Justice Committee

The committee, charged by the President, promotes equity, inclusion and social justice within every aspect of the academic, co-curricular, residential and administrative life of Mills College. This committee is comprised of students, faculty, staff and alumni. The committee, representing the breadth of Mills College, is able to identify possible changes within programs and departments to address equity and inclusion concerns and to forward broader campus-wide policy, practices and changes to the college leadership for consideration.

- Meeting weekly as a core group and monthly as a committee
- EISJC is working to increase student voice on the committee through recruitment and outreach.
- In spring 2019, EISJC co-sponsored the UCLA's Higher Education Research Institute (HERI) Survey to assess student experience at Mills College and will utilize the data to further focus on EISJ's support in trainings, programs and recommendations.
- The EISJC is currently building on its 1st Forum on Racial Justice in 2018, by planning and organizing the 2nd Annual **Forum on Racial Justice** (which, under the theme of "Voicing Justice," this coming academic year will be a series of events and discussions) to take place here at Mills College throughout the year. The committee actively sought and obtained student input and participation in planning and executing these events.
- There are currently 3 subcommittees addressing communication, training and Intersectionality.

For more information please contact: diversitycommittee@mills.edu

Faculty Development

In five academic programs, faculty took advantage of the Mellon Presidential grant awarded to President Hillman for faculty professional development for three academic years 2017-2018, 2018-2019, and 2019-2020. The resulting Mellon Teaching Inquiry Seminars have led faculty to focus on improving classroom climates, cultural competency training, diversifying curricular offerings for twenty-first century relevance (including relevance to students of color), recruiting students of color (especially Black students), conducting focus groups with Black students, and inviting speakers to campus to address the increasing diversity in these disciplines.

In addition to the Teaching Inquiry Seminars, Mellon funds have also provided opportunities for faculty to attend conferences, workshops, and institutes that promote recruiting students, for example, in STEM areas; increasing the success of students of color (and thereby improving their retention and graduation rates); and providing students with a sense of belonging in the majors and graduate disciplines in which they study.

The Director of the Center for Teaching and Scholarship (CTS) facilitated the online American College and University Educators (ACUE) Effective Teaching Practices one-year course leading to a certificate in effective teaching for 17 of our faculty members. The course included significant discussion of pedagogies that lend themselves to promoting educational equity and,

thereby, increasing faculty awareness of the impact of their pedagogies on all students, particularly on Black and other students of color.

Working with the College's Equity, Inclusion, and Social Justice Committee, the CTS will be moving next year to bring speakers to campus to address educational access and equity for first-generation and students of color. The CTS is keen to launch discussions next academic year of anti-racist as well as trauma-informed pedagogies and reflective practices that speak to Black students and other students of color.

The Provost continues to review the demographic status of all Mills College faculty with a commitment to an increasingly diverse faculty body. In our 2018-2019 report of demographics, 40% of Mills full time faculty and 43% of Mills part time faculty self-identify as people of color, compared to a 2015 national average of approximately 15.0% at other post-secondary institutions. This is a 5% increase at Mills from 2016–17. Additionally, 73% of Mills full time faculty identify as women. Mills will continue to hire faculty of color when there are opportunities to do so and will strive to cultivate a more diverse applicant pool in all searches across campus. In addition to undertaking these efforts in hiring and retaining a diverse, full time faculty, each academic department is also charged with prioritizing a diverse pool of applicants in the adjunct hiring process. Statistics available at the National Center for Education Statistics www.nces.ed.gov.

A revision of the Social Justice Mission statement will be underway. This revision will explore innovative mechanisms and best practices in supporting the institution's efforts to address incidents, practice accountability and encouraging growth and alignment towards the institution's mission statement.

Appendix A

Part-time Counselor with a focus on working with Black students - Counseling and Psychological Services (CAPS)

Job Description:

Mills College, Counseling and Psychological Services (CAPS), is looking to hire one part-time, hourly, therapist with expertise in working with Black identified clients. We are seeking clinicians who are strongly committed to social justice and passionate about providing services to a diverse, primarily young adult population. This role entails working 10-14 hours per week during the academic year.

Representative Duties:

Under the supervision of the Director of Counseling and Psychological Services (CAPS), the counselor provides a variety of mental health services in conjunction with the Division of Student Life. This position includes three general areas of responsibility, with a primary focus on providing direct service to Black students:

1) Clinical Services

Be part of a team committed to providing culturally affirming and responsive treatment to a diverse student population. Responsibilities include:

- Provide short-term individual psychotherapy, crisis intervention services, and risk assessments
- Plan, coordinate, and facilitate group therapy
- Provide after-hours on-call responsibilities on a rare, as-needed basis
- Provide appropriate off-campus referrals, as needed
- Prepare and maintain confidential records in accordance to legal and professional guidelines

2) Teaching and Supervision in our Training Program

Prepare the next generation of therapists to provide individualized treatment through a social justice lens:

- Provide direct supervision and feedback to predoctoral psychology trainees
- Cultivate a training environment in which power, privilege, and marginalization are explored
- Model reflective practice around your identities/experiences and their impact on treatment
- Teach and help develop didactic curriculum

3) Coordination of Outreach and Community Engagement

- Work with Coordinator of Outreach and Community Based Intervention to conduct needs assessments and implement initiatives to enhance access to and the provision of culturally affirming services for Black students on campus
- Facilitate and/or support the work of community healing spaces such as the Black Healing Circle
- Provide outreach and training to students, faculty, and staff; and build liaison relationships on and off campus, including with outside community based mental health providers

Additional Duties and Responsibilities

- Be part of a team committed to: communicating openly and directly, giving and receiving growth-oriented feedback to colleagues, working towards cultural humility
- Perform related duties as assigned

Requirements:

Candidates must first and foremost demonstrate a commitment to the Mills student population and to learning and understanding about the communities and backgrounds of the school's students.

- Expertise, experience with, and affinity for providing culturally responsive and affirming clinical services to Black identified clients
- Experience with and commitment to providing culturally affirming services to historically marginalized groups including, Students of Color, LGBTQIA+ / gender nonconforming populations, and students of all abilities
- Experience providing psychotherapy to adolescent and/or young adult client populations
- Skills in assessing risk and providing services to high risk client populations
- General understanding of APA or related professional standards, guidelines, laws and ethics

Skills/Abilities

- Excellent oral and written communication skills and interpersonal skills
- Effective time management, ability to meet deadlines, and work independently
- Organized, detail-oriented, able to take initiative and multitask
- Creative, resourceful, and able to problem-solve
- Be open, positive, and respectful to others with the intention of creating an inclusive environment
- Knowledge of basic computer skills and willingness to learn new computer programs

Preferred Qualifications:

- Experience providing supervision to trainees
- Expertise in areas related to young adult populations
- Experience providing clinical services on a college campus preferred, but not required
- Experience providing mental health related outreach programming
- Clinicians of diverse backgrounds including: clinicians of color, particularly Black identified clinicians, first generation college graduates, and clinicians who identify as part of the LGBTQIA+ community including genderqueer/gender non-conforming clinicians strongly encouraged to apply

Education and Training

- Ph.D. or Psy.D. in Clinical/ Counseling Psychology preferred (for supervision of predoctoral trainees); however, LCSW's and LMFT's are encouraged to apply

- Active California license to provide psychotherapy is strongly preferred. However, applicants who are in the process of getting their license within the next six months will be considered. The expectation is that the applicant will be able to practice independently within six months of submitting their application.

Physical, Mental, and Environmental Demands

- Office environment
- Hearing and speaking to exchange information; seeing to read and prepare a variety of materials
- Sitting for extended periods of time
- Reasonable accommodations will be provided, as needed, so job functions can be performed

Additional Information:

Compensation for this position is \$50 per hour. This position includes benefits including FICA, Medicare, Workers' Compensation Insurance, and State Disability Insurance.

Mills College does not permit discrimination based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sex, sexual orientation, or gender identity. For more information on Mills' non-discrimination policy, please go to http://www.mills.edu/administration/administrative_offices/policies/nondiscrimination.php.

Application Instructions:

Please submit a resume/CV, cover letter, and contact information for three references. Cover letter should indicate 1) interest working specifically at Mills College and 2) interest in working at a center with a social justice focused mission 3) description of expertise, experience with, and affinity for providing culturally responsive and affirming clinical services to Black clients

This job is a part-time, contract position subject to renewal at the end of each academic year.