



RIVERSIDE CITY COLLEGE

Guided Pathways Plan 2020-2022

Committed to Closing Opportunity and Equity Gaps and Increasing Student Success

REFLECTION

Riverside City College (RCC) is committed to supporting the diversity of its students and communities. We want to be known for being an institution where equitable practices permeate every aspect of the college culture and every constituency group – from hiring practices, to committee appointments, to the inclusion and acceptance of all individuals. This work must include those marginalized by race and ethnicity, as well as by gender, sexual orientation, age, immigration and citizenship status, socioeconomic class, learning abilities, religion and more. As we continue to move forward in addressing racial and social inequities, we must also acknowledge all the ways inequity shows up at our institution.

The goal of this plan is to recognize and acknowledge practices that are working well, and address and fix the practices that keep us paralyzed and stagnant in our student success metrics. It is essential that Riverside City College break down barriers, build a sense of belonging and community for all students and engage in crucial conversations that promote the goal of being an anti-racist, anti-sexist, multi-cultural institution that eliminates deficit thinking and encourages restorative practices. We recognize that students' experiences at RCC may differ depending on the demographic of the student, however it should not be by luck that the students find the support and engagement necessary to keep them on track and successfully completing their educational goals.

This plan will not only serve as the foundation for Riverside City College redesign through the Guided Pathways framework but will also serve as a mechanism to embrace and instill equity minded practices in everything that RCC does. This plan was developed with the understanding that during the implementation process there may be emergent circumstances that will alter the direction of our action items, but our commitment and goals to equity and

student success will always be the primary focus. Our guided pathways implementation goals will not only align with our college-wide Strategic Plan with measurable outcomes, but also with our Student Equity Plan and metrics, and widely resourced 10-point plan (see Appendix 2) developed from San Diego State University to address the success of our Black Community and other marginalized groups through reformed institutional practices, policies, and support.

ESSENTIAL WORK

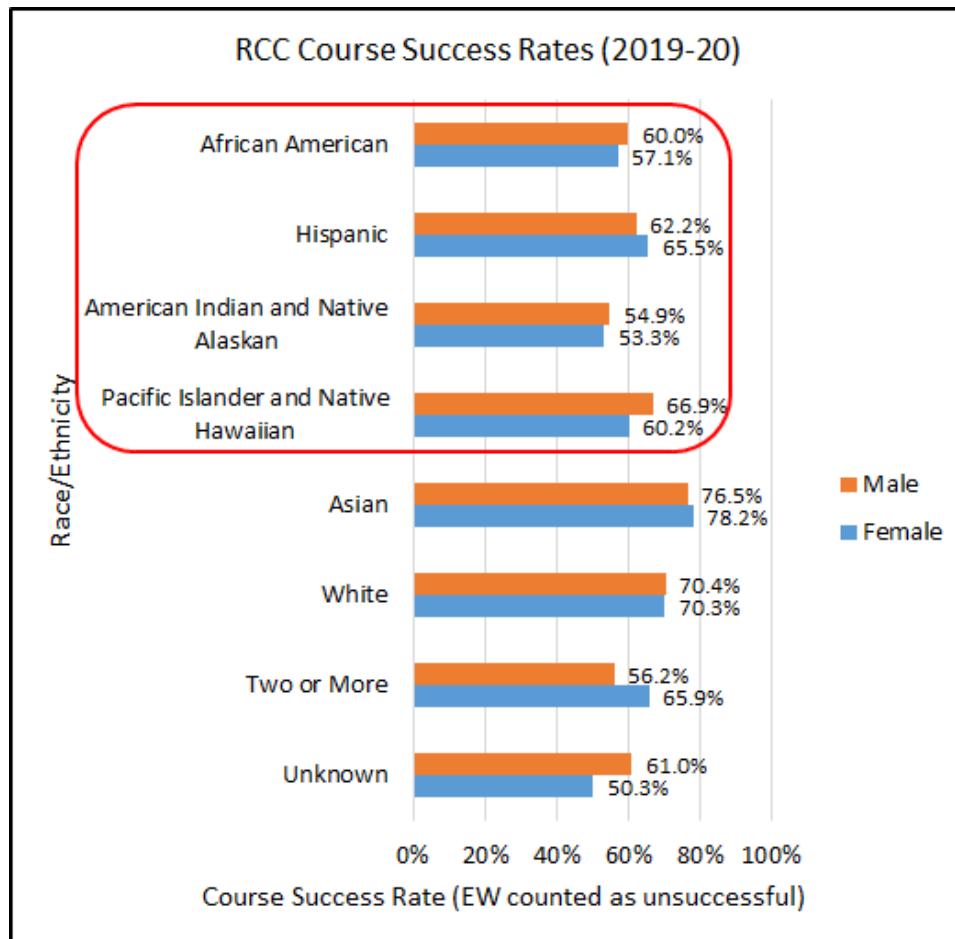
We define equity as an investment and commitment to achieving parity in academic outcomes by removing institutional barriers and creating an inclusive and culturally affirming learning environment. As such, we are dedicated to challenging our perceptions, biases, and blind spots through self-reflection, crucial conversations, and constant inquiry to identify and eliminate equity gaps and reinvest in our communities (10.1)

- Continue data driven conversations that lift black voices and link this with faculty, administration, and classified professionals support– ex. Equity Coaches (10.2.2)
- Aligning completion data and strategic goals with Vision for Success metrics – Integrated Academic Support, Equitable placement strategies and supports (GP 1.4)
- Providing supportive learning environments for all students – seeking their voices and experiences and being transparent in publishing findings (10.2.1, 10.2.3, 10.2.4, GP 1.1, GP 1.5, GP 2.1)
- Becoming a hub of student success by providing clear onboarding and exit strategies (GP 1.2, 2.3.7)
- Providing supporting campus culture and climate where all employees feel valued, included, acknowledged, and supported (GP 2.8, 3.2)
- Cultivating teaching, student services and human resources practices to address Anti-Blackness in our campus culture (10.3.1, 10.3.2, 10.3.3, GP 1.3)
- Continue to improve on our efforts to become a Hispanic Serving Institution that values and acknowledges the cultural wealth that our students bring to the classroom and our campus community.
- Equity-minded Counseling and Advising Strategies that support student development and increased social and economic mobility opportunities for students (GP 2.3.3)

OUR WHY?

Certain student groups have been historically minoritized by higher education institutions, and Riverside City College has had a similar history. Across many different success metrics, students of color (African American, Hispanic, American Indian and Native Alaskan, Pacific Islander and Native Hawaiian) have succeeded at lower rates than their peers. Further, African American, and Hispanic student consistently make up the majority (60.8% Hispanic and 8% African American in 2019-2020) of RCC’s student population, meaning RCC is underserving about two-thirds of its student population each year.

Table 1. The overall course success rates for RCC students during the 2019-2020 academic year disaggregated by gender and race/ethnicity.



- As an example, African American, Hispanic, American Indian and Native Alaskan, Pacific Islander and Native Hawaiian had lower course success rate during the 2019-2020 academic year. In fact, the overall success rate for African American, Hispanic, American Indian and Native Alaskan, Pacific Islander and Native Hawaiian was 8.8% lower than Asian and White students. These gaps in success metrics are one of the

reasons RCC has placed a large focus on addressing student equity, directing resources to identify, develop, and implement targeted and intentional activities to start to close these gaps. Similar equity gaps exist for other student momentum and outcome metrics. As the college implements these activities, student success for these groups will increase. While these activities will intentionally target specific groups, the activities and shared best practices will also have a positive impact on all RCC students.

Student Equity Plan and metrics – Building on years of prior work, RCC’s most recent Student Equity plan was written in 2019. The plan intentionally lays out how RCC can address institutional barriers that have led to inequitable student outcomes and to develop targeted activities to address these barriers. The Student Equity plan identifies disproportionately impacted student groups through five metrics as defined by the state’s Student Equity metrics definitions:

1. Completion: the number of RCC students who earned a degree (AA/AS or ADT (Associate Degree for Transfer)), certificate, or specific job-oriented skillset
2. Retention: the number of students who enrolled in the Fall and subsequent Spring term at RCC.
3. Access: the number of applicants who enrolled at RCC (access as defined by the state).
4. Transfer: the number of RCC students who transferred to a 4-year institution.
5. Math and English: The number of RCC students who complete transfer-level English and math in their first year of credit enrollments.

The six specific groups identified by the college’s Student Equity and Achievement Plan (SEAP) are American Indian and Alaskan Native, Pacific Islander and Native Hawaiian, Foster Youth, African American, and Hispanic student groups as well as Students with Disabilities.

The activities within the Student Equity plan heavily focus on the influence faculty have on student success due to their high level of interaction. The Student Equity plan emphasizes the need to provide culturally relevant teaching development opportunities for faculty, while also encouraging faculty and staff to analyze student equity data to improve student success at RCC. To do this effectively, the Student Equity plan states the need to hire several positions that would support faculty and staff with this activity. The Student Equity plan also stresses the importance of updating job postings to include equity-minded language to attract candidates that will yield administrative, classified professionals, and faculty hires that are both highly qualified and culturally proficient.

WHAT WE HAVE DONE SO FAR

- **Current Equity Data** – transitioned commonly used datasets into interactive Power BI dashboards, including course retention and success rate data, enrollment data, and completion data. These dashboards are disaggregated by gender, race/ethnicity, and student groups including foster youth, students with disabilities, and veterans to allow college stakeholders to view these data with a student equity lens. The new format was developed to increase data access and encourage data exploration to start closing student equity gaps. These dashboards allow faculty to view student success data at the course, department, pathway, and college levels to evaluate student equity activities and help identify best practices. Additionally, RCC’s data coaches included faculty, administrators, and classified professionals. These data coaches are working to not only have a robust understanding of the data but facilitate data-informed conversations. An important facet of data coaches is that they can help identify resources, best practices, and support when equity gaps are identified.
- **Increased Support** – directly as a result of student feedback through multiple surveys in 2020, the college has developed additional strategies and activities to support students. This includes increased adoption of Online Educational Resources (OER), increased access to online support for counseling, admissions, financial aid, tutoring, and other services as well as direct aid to students through technology support and financial support.
- **SENSE (Survey of Entering Student Engagement) in Fall 2018** – provided baseline data for student engagement as the college moves forward with the Guided Pathways framework with a particular focus on Pillars 1 and 2.
- **Student qualitative data from internal student support survey in Spring 2020** – provided information on what students needed as the college progressed to a distance learning environment and allowed faculty as well as student support departments to reach out directly and support these students’ needs.
- **Student qualitative data from RP Group, state-wide student Spring 2020** – provided updated information on what students need for support as the college progresses into the fall term and continues in a primarily distance-learning environment. Which was used to support teaching and learning areas of focus.
- **Student-level Conversations** – student panels and student surveys have been conducted to gain in depth knowledge about the student experience and how to redesign with their needs in mind. Questions were developed to understand the need

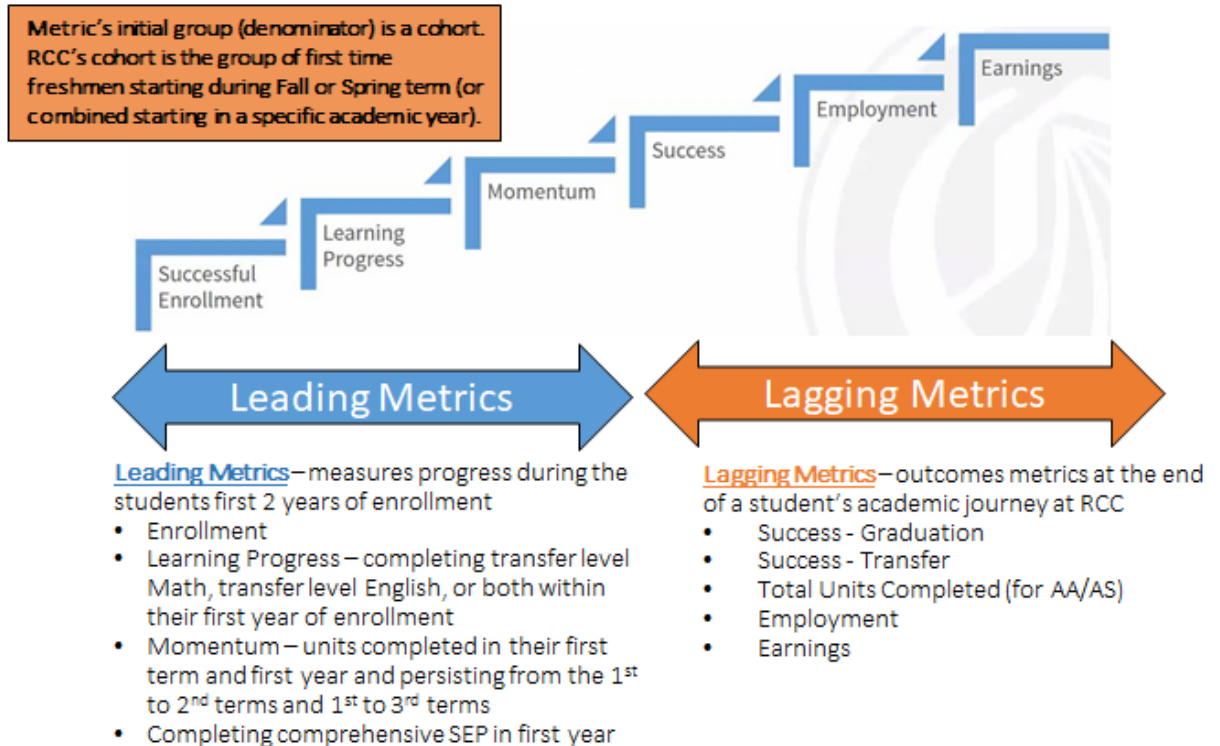
for community building, best practices, supportive services, and the importance of student engagement as it relates to student success.

- **Stability** – Assess the relative stability of those equity practices being conducted within disciplines like English within their Community of Practice “From Equity Talk to Equity Walk”.
- **Equity Engagement Activities** – give examples of the multiple activities that different disciplines are currently doing, including student success teams, caseload model, integrated academic support and career advising (GP 2.2, GP 2.3, GP 2.5).
- **Strategic Plan** - RCC’s 2020-2025 Strategic plan includes an assessment of progress in closing equity gaps. The plan includes specific, intentional commitments to actions aimed at closing equity gaps. The plan states that:

As the college community continues working to address and decrease equity gaps, central to this endeavor will be an inquiry-based approach that facilitates on-going conversations about services and changes to pedagogy that will help the college address and close these gaps. The college has hired a Director of Institutional Research whose specific charge is helping facilitate this data-informed, inquiry-based approach. Having made headway on large structural changes, the college’s focus must turn intensively to the best practices for teaching and learning and the highest impact interventions and supports to improve student outcomes. (RCC Strategic Plan, 2020, pg. 23).

The College is using the state’s Vision for Success metrics to track and report on progress for the strategic planning goals. These metrics including leading and lagging metrics can be disaggregated in a variety of ways. Because the metrics use a cohort model, the college will also be able to track progress year after year as the college continues its equity-focused and guided pathways implementation.

Vision for Success Metrics



COMMITMENT TO INSTITUTIONAL REFORM

The College spent the last three years (2017-2020) discussing the *why* and the need for reform to increase student success. RCC was one of 20 colleges participating in the California Guided Pathways Project's Cohort 1. RCC's GP team spent months being trained and having critical conversations around leadership for transformational change, mapping and developing pathways, redesigning onboarding/intake and student support, as well as ensuring learning and equity through guided pathways. Through crucial conversations, the team has realized that as an institution we must firmly stand on our ethical commitment to equity if we want to profoundly move the needle. Collectively, we know that reform is necessary, we know that dismantling systemic forms of oppression is necessary and we know that we must do better not only for ourselves, but specifically for our students and the community in which we serve. We have made tremendous strides at addressing equity issues in higher education in terms of facilitating conversations around increased academic support and wrap around services to support our equity groups, we have pocket areas of excellence in teaching and learning, but we must fully scale our work to serve and provide the best student experience from point of connection until the advancement stage of our students' academic journey as we hand them off to transfer institutions and into the workforce.

The following practices and objectives will be addressed and implemented by pillars to ensure that RCC meets our vision for success goals. This plan provides an overview of what actions are needed. The college's Leadership Councils will be responsible for creating the systems and structures to implement these actions along with developing implementation timelines. An assessment of the college's progress on these pillars will be included in the Annual Report Card, developed in winter of each academic year.

Connection Stage (Pillar I- Clarify the Path)

- **Program Map and Trailhead Development** - Ensure that all program maps are updated on an annual review cycle and presented to students in advance of registration and program of study selection (GP 1.1)
 - **ACTION: All disciplines will submit an updated program map during the program review process and review the trailhead that aligns to their pathway.**
 - **ACTION: Career Center Educational Advisor in collaboration with CTE (Career Technical Education) Educational Advisor will update employment information including salaries annually on program maps.**
 - **ACTION: Guided Pathways Coordinator and Instructional Programs Support Coordinator will work with website development team to ensure all program maps and trailheads are updated on the college webpage.**
- **Onboarding and early engagement within Instructional Pathways for entering students-** Intentional outreach and orientation for incoming students connecting them to support teams and campus resources (GP 1.2)
 - **ACTION: Continue to offer summer engagement sessions by pathway, with early outreach and planning for the event during the winter to ensure increased percentage of faculty involvement and communication with high school seniors before they graduate.**
 - **ACTION: Capitalize on enrollment by encouraging ALL incoming Promise program students to attend mini summer engagement sessions.**
 - **ACTION: Continue working with local high schools to and enhance support early college learning opportunities including CCAP (College and Career Access Pathways), dual enrollment, early middle college, etc.**
- **Basic Needs Assessment-** housing, nutrition, transportation, technology, childcare with connection to the appropriate resources (GP 1.2.11)

- **ACTION: Incorporate a basic needs assessment into the onboarding and application process with direct alignment to resources when applicable.**
- **Intentional Community Outreach-** bridging connections from various pathways to college through adult education programs, Gateway to College, non-credit programs, local high schools/ dual enrollment, formerly incarcerated and former foster youth programs (GP 1.2.7, 1.5)
 - **ACTION: Guided Pathways coordinator and SAS LC with facilitate conversations with different areas on campus that will do outreach to specific and targeted groups in the community to aid in increased enrollment, intrusive onboarding support, and connection to employment or networking resources after completion of education goals at RCC.**
 - **ACTION: CTE outreach focusing on educating area high school students on the career training and opportunities the college offers and inviting them to complete their career certificates at RCC.**

Entry Stage (Pillar 2- Enter the Path)

- **Early introduction to resources and networking to support the informed decision-making process-** resources for selection of program of study aligned to career exploration as well as information provided on the length of study tied to total financial cost of program (GP 1.1.6)
 - **ACTION: Develop an onboarding process that includes educational advisor support for early resource sharing and connecting students to the career center for assessments that align future career path to major and educational goals. Ensure that this process meets the needs of both CTE and transfer students equally.**
 - **ACTION: Update online education planning system to inform students on total financial cost of program on their educational plan. Ensure that students are given objective information so that they can weigh their options when choosing between a career certificate, two-year associates degree, or transfer degree when creating their educational plans.**
 - **ACTION: As the new Anthology (CampusNexus) ERP (Enterprise Resource Planning) is implemented, ensure that its onboarding support is structured to support students.**
- **All students have a comprehensive student education plan** (based on proposed enrollment status)- Identify a plan to ensure that courses being offered meet the

demands of the student's education plan. Ideally the course schedule is determined by an enrollment management platform using predictive analytics based on completed educational plans, not by rollover methods from previous semesters (GP 2.3.8).

- **ACTION: Secure PRT (Partnership Resource Team) funding and identify technology support to create an enrollment management dashboard in collaboration with Norco and Moreno Valley College to identify a three-year course schedule that meets the demands of student needs.**
- **Review of Student Services structures** – Review processes and protocols to ensure that we are supporting the diverse needs of our student populations. Recruitment and intentional outreach to equity groups for support in services (10.4.1, 10.4.2, GP 3.4)
 - **ACTION: Each area of student services will review intentional recruitment strategies to increase equity group enrollment and retention within special programs.**

Progress/Completion Stage (Pillar 3-Stay on Path)

- **Ensure a safe and inclusive environment** - to be reflective and open to crucial conversations and ensure actionable and assessable plans that lead to change in campus climate for faculty, staff, students, and administrators as well as change in the success rates of historically marginalized populations (10.2, GP 2.8)
 - **ACTION: Increase professional development opportunities on equity for classified professionals, faculty, administrators, and students, building a sense of belonging, Allyship training and understanding the student experience.**
 - **ACTION: Conduct a campus climate survey through the Call-to-Action Taskforce. Utilize survey results to implement a plan of action that capitalizes on anti-racist practices and addressing anti-Blackness.**
- **Identification and Integration of best practices from one engagement center to another-** Work with Umoja, La Casa, Guardian Scholars, and Athletic Engagement teams to establish concrete action plans to help close the equity gap for African American, Native Alaskan/American Indian, Native Hawaiian/Pacific Islander, Students with Disabilities, Hispanic students and , current and former Foster Youth students, LGBTQIA2+ students, formerly incarcerated students, and students who are food and/or housing insecure. (10.7.1, GP 1.3)
 - **ACTION: Collaboration of efforts between all Student Success Teams including those which are instructional pathways based as well as those**

supporting specific groups. Intentional outreach and support to connect students to faculty members, classified professionals, success workshops and other necessary resources.

- **ACTION:** Develop a persistence assessment process that surveys students, assesses the results, and correlates the information to intervene on behalf of struggling students. Create a proactive strategy that helps students complete their program of study through the group effort of counselors, peer mentors, faculty advisors, and career placement specialists.
- **Equity in Counseling/Advising Practices-** In addition to counselors, educational advisors will continue to examine counseling and advising practices from a social justice and equity lens. Encouraging students to pursue educational goals that will increase their economic and social mobility. Advising strategies that promote an inclusive, welcoming environment that aids in the personal and academic growth of all students. Unconscious racist policies and practices will be evaluated to alleviate and / or eliminate barriers and challenges for students regarding persistence, retention, and completion (GP 2.3)
 - **ACTION:** Interrogate and review all policies and procedures that may be a barrier to student success (official education plan creation, matriculation process, transcript evaluations, pre-requisite clearances, dismissal, and probation procedures, etc.).
 - **ACTION:** Each semester review the percentage of first-time students who have completed a Comprehensive SEP (Student Education Plan). Counselors and Student Success Teams will intentionally outreach to students to increase this completion rate.
 - **ACTION:** Develop a process to monitor, evaluate, and assess students' progress on their academic plans.
 - **ACTION:** Increase discipline-specific faculty advising with particular attention to addressing equity concerns in those disciplines or fields of study.
- **Review of equitable access to educational resources for students–** Review and integrate low cost or zero cost texts and other educational resources for students (with data and flex opportunities) (GP 2.7)
 - **ACTION:** The Identify courses and sections using OER, low cost or zero cost texts and resources and increase awareness and participation.

- **Implement Equitable Placement Strategies and Supports (AB705) to maximize the probability that a student will enter and complete transfer-level coursework within a one-year timeframe (GP 1.4)**
 - **ACTION: Continue to offer co-requisite support courses in English and Math. In addition, collect and analyze data about success among students in transfer-level English and Math with and without co-requisite support to maximize student success and identify areas that need further study and/or intervention to increase success and close equity gaps. We also continue to offer professional development opportunities for faculty in English and Math towards all these goals.**
 - **ACTION: Assess co-curricular support including tutoring, the Writing and Reading Center, the Math Center, study groups, supplemental instruction, etc.**
 - **ACTION: Increase percentage of students completing transfer-level English and Math in first year. Ensure students schedule transfer-level English and Math in the first year.**
- **Commitment to hiring and training a diverse population of student employees (Peer Mentors) to support the progress and completion of other students – Expand Cultural Proficiency, Ally and Anti-Sexist trainings for all student employees. Intentional Outreach and recruitment to hire students from equity groups to participate and build leadership and transferable skills for future career opportunities and advancement. (GP 2.8)**
 - **ACTION: Academic Support will implement and assess the effectiveness of peer mentors in supporting students and increased retention efforts.**
 - **ACTION: Academic Support will expand the Peer Mentor program to provide equitable support across all pathways.**
- **The RCC Cares Team (formerly known as the Behavioral Intervention Resource Team, or BIRT) will review and assess all discipline reports and disaggregate data by race, ethnicity, and gender. The RCC Cares referral form ([here](#)) Provides current reporting guidelines.**
 - **ACTION: The RCC Cares team will review and assess all care reports and disaggregate data by race, ethnicity, and gender.**
 - **ACTION: The RCC Cares team will develop a plan of action to address excessive behavioral issues in the classroom and on campus that can be**

deescalated with the goal to provide targeted and timely interventions with faculty, staff, and students. Based on Cares Reports related to behavioral issues, professional development opportunities will be identified to provide support for faculty and staff.

- **ACTION:** The RCC Cares team will work to develop a plan that helps to decrease the amount of Cares reports related to behavioral issues on campus and in the classroom.
- **ACTION:** The RCC Cares team will work to develop a plan that encourages faculty and staff to complete Cares reports for students who need referral to wellness, emotional health, and other resources that may assist in the success of the student.

Advancement Stage (Pillar 4-Ensure Learning)

- **Data and Equity Coaching** - create and implement Data Coaching program in Fall 2020. This program is led by the Director of Institutional Research and coordinated with all Instructional Deans and the Faculty Development Coordinator. The program ties together data literacy and cultural proficiency training and provides the data coaches the tools to facilitate data conversations surrounding student equity. Data coaches will primarily include faculty and classified professionals, with an occasional administrator. The data coaching program will increase data literacy, data analysis, and data communication surrounding student equity data with the specific intention of closing opportunity gaps for our African American and Hispanic students. We anticipate that data coaches will be able to leverage their existing relationships to have data conversations that were previously inaccessible. The program will create leaders for data analysis and increase the ability for faculty to link data analysis to support for Ensuring Learning through strong linkages with faculty development. (10.8)
 - **ACTION:** Office of Institutional Effectiveness will develop and implement the Data Coaching program, will increase the amount of data coaches in future years, and assess the effectiveness of data coaching in closing student equity gaps.
- **Faculty Development** – Alignment of all professional learning opportunities to equity and guided pathways redesign. Redesign of Glenn Hunt Faculty Innovation Center to support faculty collaboration and innovation (10.6, 10.10, GP 3.2, 3.5)
 - **ACTION:** Faculty Development committee will develop a plan and create a space where faculty can engage and share best practices across disciplines.

- **ACTION: Departments will identify areas of improvement and the necessary faculty development opportunities needed to support effective instruction.**
- **Professional Development-** Alignment of all professional learning opportunities for staff and management to equity and guided pathways implementation.
 - **ACTION: Professional Development Coordinator will assess the needs of staff and management as it relates to project management, change management, customer service, and departmental learning opportunities that will create effective and efficient processes.**
- **Integrate more effective communication strategies both internally and externally–** Review service hours, expand student support in new environment, consider current and future barriers (both for students and staff) – be proactive – communicate this information in more effective fashions (GP 1.3, 2.2, 3.4)
 - **ACTION: Every division, department, leadership council, committee will have conversations about guided pathways and their role in providing access, resources, improved instruction, or services that directly align to increased student success. As part of the annual Program Review and Planning process, the Annual Report Card will provide an assessment of progress.**
 - **ACTION: Office of Vice President, Planning and Development will develop a yearly calendar of events, dates and deadlines that will provide timely information to the campus community.**
 - **ACTION: Develop a Communication Plan to provide framework / structure to improve communication internally and externally.**
- **Faculty Flex- Commitment to Equity-** Cultural Proficiency sessions, Ally and students with disability training, Basic Needs Awareness, and other student focus groups. A minimum 3 hours of FLEX are encouraged to be completed around trainings and development related to Equity. All scheduled FLEX sessions will be based in Equity. (10.5.5)
 - **ACTION: Consideration of Union negotiation of embedding equity professional development hours into the new faculty contract.**
 - **ACTION: The Academic Senate will encourage faculty to participate in equity-based training centered around culturally and socially relevant teaching practices.**

- **Embedded Experiential Learning Opportunities across Disciplines-** Increase applied learning and work-based learning opportunities for students to deepen their knowledge and skill sets while mastering learning outcomes (GP 2.4)
 - **ACTION: Department Leadership Council will develop a plan of action to explore the ability of all students having at least one experiential learning opportunity across their program of study.**
 - **ACTION: Work with CTE programs, leveraging their expertise in experiential learning to develop and enhance experiential learning opportunities within CTE as well as across the college.**
- **Review of college policies, procedures, and planning documents –** Review all college policies, procedures, and documents to ensure that we are supporting the needs of our student populations in efficient and effective ways. (10.6, GP 3.3)
 - **ACTION: EPOC/ASC will identify policies and procedures that will be assessed to better serve student populations.**
 - **ACTION: Caring Campus will develop a process in which employees can report daily policies and procedures that create barriers to student success. These reports will be filtered through caring campus and brought to the leadership team where they can be addressed.**
- **Integrate Student Engagement and Ownership in college design efforts to improve campus culture, student persistence and achievement and within teaching and learning–** Hiring of a diverse body of student workers to participate in participatory governance which includes committee work in the leadership councils, academic senate, and the Guided Pathways Committee (GP 3.4)
 - **ACTION: The Guided Pathways Coordinator in collaboration with the Vice President of Planning and Development will hire a small group of student workers whose sole role is to provide feedback and facilitate discussion around the student experience and assist in the strategic planning process to address specific student populations and their needs.**
- **Career and Transfer Transition-** System will be established to ensure that students are prepared to transfer and/or find employment in the workforce after completion of their educational goals (GP 2.3)
 - **ACTION: In collaboration with the Career and Transfer Center, Job Placement and Engagement Centers, EPOC (in coordination with the Senate and the PLT) will identify relevant departments, committees, and**

leadership councils to develop procedures, reporting structures, and success metrics in to ensure the academic divisions prepare students to transfer and/or find employment in the workforce after completion of their educational goals (GP 2.3)

CONCLUSION

It has been, and continues to be, time for action. We must move beyond simply talking about equity and towards taking concrete steps by fully implementing equitable practices in every aspect of our institution. There are four distinct areas of the aspirational student experience that RCC addresses in the implementation of Guided Pathways to make sure that equity is built in systemically by focusing specifically on the experiences of underserved students, which historically includes students of color, first-generation, and low-income students.

We must also continue to demonstrate the value of staff, faculty, managers, and students by investing in the support of and encouraging professional development – to ensure that all feel empowered to speak up and help advance the culture and success of RCC. We are dedicated to this work and this plan will become an actionable and assessable baseline to the beginning of our institutional change.

Draft Review and Support	Date	Information Item - Committee or Group	Date
Leadership Councils (first read via email)	11/06/2020	EPOC/ASC (Informational Item)	11/04/2020
Academic Senate (first read)	11/16/2020	Student Success Teams	11/10/2020
Leadership Councils (second read)	11/30/2020	Guided Pathways Committee	11/13/2020
EPOC (first read)	11/09/2020		
EPOC (final)	12/04/2020		
Academic Senate (second read)	03/01/2021		

APPENDIX 1

The following commitments have been made by faculty leadership, administration, staff, district office and community stakeholders to advance the success of the Black community who have been marginalized, underrepresented, underserved and for years have been at the bottom of the success rates in our institution:

We stand to demand change to systemic racism in American institutions. We stand in solidarity with all people of color in our community and within our institution. We stand to say we will support all our students of color and increase our efforts to provide a safe and equitable learning environment for all our students. We stand to say in solidarity that we will remain on the side of justice for all people of color in our community and across the U.S (United States). - Riverside Community College District Statement, July 9, 2020

We reject hate, racism, and intolerance and uphold every individual's right to dignity, justice, and respect. We unequivocally believe that Black Lives Matter. - Riverside City College Public Affairs Statement, June 10, 2020

We also continue to embrace the College's mission and value of promoting social justice and equity. Our sacred mission is to provide equitable access to education. And, today, that is why we must recommit ourselves to eliminating the stain of racism and achieving equity in how justice is administered. - Dr. Gregory Anderson, President, Riverside City College, June 1, 2020

We are committed to stamping out racism in our college and in our community, and we stand with those who share our principles of equity, fairness, and social justice. We provide the members of our institution with a platform to address historical inequities and to work tirelessly to achieve our goals of empowering our students and transforming our community. - Riverside City College, Academic Senate, June 2, 2020

We stand to say we will support our students of color and increase our efforts to provide a safe, equitable learning environment for them. - Riverside Community College District Faculty Association, June 3, 2020

APPENDIX 2

SDSU's TEN Point plan to address Anti-Blackness on Campus

1. Acknowledge the past and revisit the history of anti-blackness

1. Addressing anti-Blackness begins with an authentic reconciliation of an institution's history and legacy of racism
2. Identify and remove campus rituals, symbols, and artifacts that express racism and anti-Blackness
3. Identify tangible and concrete ways to account for the history of the legacy of racism against Black people

2. Lift Black Voices

1. Proactively seek students and employees' voices and experiences of anti-blackness in and out of the classroom and in the workforce
 1. Questions to explore
 1. What is it like to be a Black student here?
 2. How has racism impacted your health and wellbeing?
 3. What are some ways in which anti-blackness has limited the advancement of your career?
 4. How can the college school university do a better job of supporting Black employees?
 2. Intentionally explore the intersection of black racial-ethnic identity with other salient identities: Black LGBT students, parents, adult learners, disabilities, foster youth, student-athletes, veterans, transfer students and others
 3. Believe what they say
 4. Make findings public

3. Address Anti-Blackness in the Campus Culture

1. The context of teaching and learning
 1. Curricula
 2. Invisibility and hyper-surveillance
 3. Unchecked racial microaggressions
2. Student Services
 1. Underserved - "there's nothing more I can do for you"
 2. Under challenged - "this is a very rigorous major, I am not sure it's best for you"
 3. Unwelcome - "why are you here?"
3. Human Resources
 1. Position descriptions

2. Hiring committees
3. Campus visits
4. Employee grievances
5. Performance evaluations

4. Critically Examine Student Conduct and Discipline Data

1. School Discipline

1. Are black students overrepresented amongst those who are suspended and expelled?
2. For what offenses are black students being referred
3. Are de facto “suspensions” occurring?
4. Are interrogation strategies being used?

2. Student Conduct

1. Are Black students overrepresented amongst those referred to student conduct for campus policy violations?
2. Who are the sources of referrals for Black students (faculty, campus police)?
3. Do students have access to an advocate?

5. Address Anti-Blackness on Campus and School Policing

1. Conduct an analysis of campus arrest data, citations, referrals/calls from faculty
2. A comprehensive review of complaints filed by students - particularly those alleged mistreatments based on race
3. Assess cultural proficiency in the hiring process (ask for concrete examples)
4. Include culturally responsive policing as a criterion in performance evaluation
5. Intrusive and ongoing professional development that focuses on Racism and anti-blackness
6. Convene an advisory board that includes black students, faculty, staff, and community members
7. Provide opportunities for humanizing and relationship building (open houses, intramural sports)

6. Devise a comprehensive strategy for addressing anti-Blackness

1. Statements of solidarity absent of concrete solutions are symbolic and performative, but not meaningful
2. Make addressing anti-Blackness a strategic priority with measurable goals and resources
3. Add anti-racism to the institutional mission statement
4. Engage the governing board on a consistent basis
 1. Add addressing anti-Blackness as a standing agenda item
 2. Advocate for black representation on governing boards

3. Hold special governing board meetings that focus on professional learning
5. Engage parent-teacher associations and school site councils
6. Develop clear policies on hate crimes and hate speech
- 7. Establish a black resource center**
 1. To preserve and celebrate Black culture, history, and life through programmatic and service efforts beneficial to the entire campus community (Patton, 2006, p.3)
- 8. Disaggregate student's success data to reveal hidden patterns of racial inequity**
 1. Access- enrolled in AP (Advance Placement), Black student confirmed major/program of study
 2. Retention- fall to spring persistence rate for black first year students and fall to fall persistence rates
 3. Campus effort: Black student to faculty ratio, students transferred to university, Black student rep in student government, black students accessing on campus resources, black student involved in high impact programs
 4. Excellence- students who graduate with honors, 4-year graduation rates, students awarded competitive fellowships, students awarded merit-based scholarships
 5. Bensimon, E.M., and Malcom, L (2012) Confronting equity issues ...
- 9. Engage in intrusive outreach to Black students when racist incidents occur**
 1. When racist incidents occur on campus or in the local community contact every black student to check-in and offer support
 1. Deploy a response team of Black faculty and staff

Send a message to the black community that says: we are aware of the incident, we are concerned about your wellbeing, these acts are not acceptable and not aligned to our values, who we are, and who we aspire to be as an institution, these are concrete actions we are taking, there is immediate support available to you.
- 10. Build a culture of commitment to eliminating anti-Blackness**
 1. Pursue ongoing professional learning opportunities on anti-blackness
ex: Black minds matter course

Book Club- Reading list

- o Revolutionary pedagogy - Molefi Asante
- o The history of white people- Nell Painter
- o How to be anti-racist- Ibrahm Kendi
- o Teaching to transgress- Bell Hooks

