

RCC Student Equity Plan 2019-2022

Executive Summary

The purpose of the Riverside City College Student Equity Plan is to address institutional and larger societal barriers that have resulted in inequitable outcomes for a significant number of societally marginalized groups. The majority of RCC students are from minoritized groups that have faced challenges to success due to policies and processes that were designed based upon cultural standards that have historically been exclusionary and largely an extension of middle class norms. This history has contributed to, among other things, class-based standardized testing that serves more as a proxy for middle class social capital than actual intellect or knowledge, a student-deficit model which absolves the institution of accountability and has rather suggested that students alone bear the responsibility for their successful matriculation and completion without regard to their capacity or to their ability to access the tools and resources that have conventionally been deemed necessary for academic success. Additional examples of the systemic barriers in place in conventional educational settings is that student discipline and conduct policies reward conformity to certain norms and castigate outliers as defiant and where an insistence on colorblindness negates the humanity of the student seated in the classroom.

This RCC Student Equity Plan has identified **American Indian and Alaskan Native, Pacific Islander and Native Hawaiian, Foster Youth and African American** students as the primary focus for intentional and deliberate student equity activities due to the degree of the proportionality gaps that exist across the five success metrics. Interestingly, on a few of the measures—transfer and math and English course-taking in the first year--there were wide disparities among males and females. **Hispanic/Latinx student disproportionality was prominent on two metrics— 1) transfer and 2) math and English course taking in the first year metrics**. Overall, the plan highlights thoughtfully-considered, group specific interventions in order to reach our ambition goals delineated in our Vision for Success Plan, the metrics follow:

1. Metric: **COMPLETION**: # of students who acquire associate degrees, certificates, or specific job-oriented skill sets.
 - Disproportionate impact: Foster Youth (m/f), Native Hawaiian/Pacific Islander (m), African American (m)
2. Metric: **RETENTION**: Completed Fall to Spring at the same college.
 - Disproportionate impact: Foster Youth (m/f), African American (m/f)
3. Metric: **ACCESS**: Successful enrollment in same community college from Fall to Fall.
 - Disproportionate Impact: Foster Youth (f); American Indian or Alaskan Native (f), African American (f)

4. Metric: **TRANSFER:** Transferred to a four year institution; CSU and UC Transfer (ADTs and IGETC curriculum)
 - Disproportionate Impact: Foster Youth (m/f), American Indian or Alaskan Native (m), Native Hawaiian or Pacific Islander (m/f), Hispanic or Latinx (m/f)
5. Metric: **MATH AND ENGLISH:** Completed both transfer-level Math and English within the district in the first year.
 - Disproportionate impact: Foster Youth (m), African American (m), Hispanic or Latino (m), Disabled (m)

Institutional Alignment, Priorities and Target Groups

Due to diligent efforts and significant restructuring of the college's strategic planning process, the college councils now mirror the strategic initiatives, framework and planning process for all departments, programs and services. The college has embedded student equity into all aspects of planning, program development, assessment, and evaluation. As a result, addressing Student Equity at RCC is now one of three strategic goals: Student Equity, Student Access and Student Success.

This 2019-2022 Student Equity Plan aligns with the Riverside City College Strategic Plan and adheres to the organizing principles of the four pillars of Guided Pathways (clarify the path, get on the path, stay on the path and ensure learning). The implementation of eight instructional pathways and development of program maps for majors will better inform our students for the academic road that lies ahead. Along with the informative course mapping for students' educational planning, the principles underlying the Promise Program and Guided Pathways are the foundational Student Equity strategies: cultural proficiency, integrated academic support, targeted interventions based on disaggregated student equity data, and discipline-based pedagogical practices for improved student outcomes at the curricular level.

Additionally, this plan is using the major findings of the RP group's, *Through the Gate* study as a foundation for organizing activities for the disproportionately impacted student groups. This study indicates that there are considerable opportunities at key momentum points in the students' academic progress that if adequately supported would yield greater transfer success. Especially of note is the finding that while many African American students do not arrive "near, at or through the gate," among those that do, approximately 75% achieve transfer. This is a greater rate of transfer than any other group. In other words, if we can identify successful strategies to support African American students to get to the transfer gate, they are highly likely to transfer. On the other hand, while all Latinx students were more likely to earn an ADT, Latino males and Native American females were less likely to transfer than other groups. The report indicates that "nearly 300,000 students attending CCCs completed all or most of their transfer requirements, yet did not make it 'through the gate' to a university ("Mapping the Transfer Landscape," RP Group, October 2017).

These so-called high-leverage learners wind up near or at the gate and then stall. Based on these students attaining 60 units but with an overall 2.0 GPA; or 60 units with a 2.0 GPA but not having taken math or English, key momentum points and themes, then, serve as the organizing basis for this Student Equity Plan. These are:

- transfer awareness (Guided Pathways pillars 1-4)
- GPA awareness (Guided Pathways pillars 3-4)
- transfer math and English course-taking in the first year (Guided Pathways pillars 3-4)
- course success and program progress at key momentum points (Guided Pathways pillars 3-4).

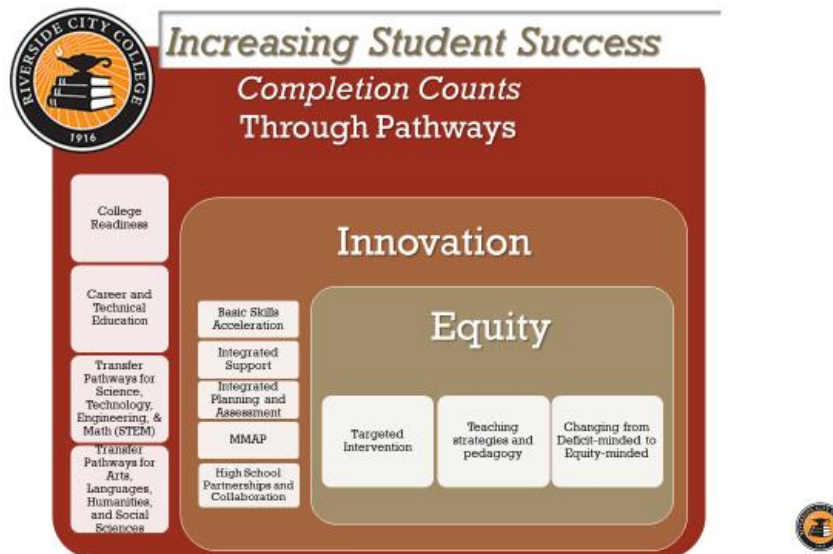
With well-balanced and complementary strategies and activities that will be intentionally and deliberately designed to be culturally-relevant for students and in support of equity-minded institution-wide policies and practices, many of the activities will be similar for the disproportionately impacted groups but tailored, based on best practices, for the particular needs of the groups that have documented proportionality gaps based on disaggregated student equity data and according to the Vision for Success metrics and goals. Finally, this student equity plan is based on the principle that targeted, intentional and deliberate strategies and activities are necessary for closing equity gaps for students in groups identified as being disproportionately impacted. It acknowledges that a significant aspect of the transformational institutional change that is needed in order to remedy achievement gaps must be in the professional learning component of faculty and staff development.

Of further note, this strategic alignment ensures that the responsibility for the implementation of strategies to combat proportional inequities for students in target equity groups rests not within one division nor within the hands of one group of administrators. Achieving Student Equity at RCC is reliant upon the intentional and collaborative efforts of all of our dedicated faculty, academic support and student services professionals, staff and administrators. Our faculty, though, are the linchpin of this plan. Our faculty are not just responsible for the students in their majors. They are not just responsible for the students in their respective classrooms on any given day. With Student Equity embedded into the Pathways structure and our Promise initiative, faculty become key members of the support teams that guide students through advising, mentoring, career and personal development. Faculty are also responsible for implementing best practices in pedagogy and curriculum design to increase student success and decrease disproportionate achievement gaps. And, as participants, along with students, in cultural proficiency retreats, mentoring and leadership development, interacting in Engagement Centers and other extracurricular activities—faculty and students alike will have opportunities to cultivate relationships outside of classroom walls.

2019-2022 Plan

Student Equity Committee and Institutional Responsibility for Closing Equity Gaps.

In the Spring of 2017, a team of RCC administrators, faculty and staff, including the VP of Planning and Development, Dean of Student Success and Support, Dean of Institutional Research, and the faculty leads for Student Equity and Strategic Planning, gave a presentation at the ACCJC conference sharing the process the college had undergone for utilizing Guided Pathways as a framework of equity-minded, team-based innovative practices for student success. The presentation was based on an analysis and evaluation of the three previous years' goals explicated in the college's Strategic Plan, Educational Master Plan and Student Equity plans. With "Completion Counts through Pathways," RCC established its commitment to student equity as the foundational principle of planning. Our core vision is Student Access, Student Success and Student Equity:



While a myriad of intentional strategies targeted for specific student groups exist within the metrics of this 2019-2022 plan, there is cohesive focus on Student Equity through Guided Pathways and momentum points. The strategies and activities that we propose herein are an extension of the efforts of prior years' student equity plans (summaries of those efforts are in the following sections). They are designed to support the four pillars of Guided Pathways and to improve upon the students' likelihood of timely reaching the key momentum points that will get them "through the gate" for degree and certificate completion and transfer. As stated in the opening paragraph, our student equity plan goals are ambitious. This is due to the level of urgency that has been brought to bear on our California Community College system. At RCC we are inspired by the challenge and wholly committed to Student Equity as the central focus of all that we do strategically and operationally. The students most

disproportionately impacted on the Vision for Success Metrics: Native Hawaiian/Pacific Islander, African American, American Indian, Foster Youth, Hispanic or Latinx students are our key focus. Students that are LGBTQ+, veterans, homeless and/or food insecure, and previously incarcerated also deserve targeted and deliberate attention from the college in order to support their success and maintain equitable outcomes.

The RCC Student Equity Committee is the primary conduit and monitor of the student equity Plan. The Committee has envisioned itself to be an active committee that represents the overarching institutional commitment to Student Equity (RCC Student Equity Committee Mission and Vision, Appendix I). This committee is both an actor and a watchdog for accountability for reaching Student Equity goals. A major part of that commitment is professional learning for cultural proficiency, discipline-based pedagogy for improved equity outcomes, implicit bias training, inquiry-based approaches to understanding our students and their needs and to understanding the institutional itself—particularly how the college may be operating with barriers that result in inequitable outcomes for students. Provided here are the overarching strategies that will contribute to transformational change as Riverside City College continues the practice of being a culturally proficient and equity-minded institution:

1. Faculty need many pedagogical tools to help their students succeed. Also necessary is self-reflection and institutional support for change from the level of the individual faculty and staff member to their program, discipline, department, division and indeed the entire institution. Demographic changes, state initiatives, changing technologies, career and labor forecasts all assure us that the one thing that is certain is change. Student equity recognizes that much learning, growth, inquiry, training will be necessary to meet the challenges of our students in order to meet the needs of our community. Trained facilitators for equity, pedagogy and cultural proficiency, motivational speakers that reflect the diversity of the student body within disciplines and instructional pathways, discipline-based learning opportunities, workshops, attendance at NCOR, AHSIE, Umoja, A2MEND, AAC&U, IEPI, 3CSN conferences all serve to provide faculty, staff and students with resources and tools to address systemic inequities in higher education.
2. Engage faculty in the development of rich learning environments that support culturally-relevant teaching in collaborative learning spaces.
3. The student equity plan supports a thoroughly embedded race-equity culture at RCC. Hand in hand with supporting faculty learning opportunities for developing culturally relevant pedagogies is our institutionalization of the requirement to review student equity outcomes data in the comprehensive and annual program reviews. The plan supports faculty and staff in the analysis of

their data for the purpose of engaging in purposeful practices to improve student success rates. One of the primary goals for the student equity committee for the 19/20 school year will be to support the writing of the comprehensive program reviews by facilitating discussion, analysis and evaluation of equity data.

4. Supporting and understanding student capacity necessitates supporting programs that envelop students in a cultural context that enables them to comfortably and assuredly navigate the campus environment. The foundational Student Equity programs at RCC are Umoja at RCC and the HOME Room Engagement Center, La Casa Engagement Center and the Puente program. These programs have demonstrated an above average success rate for students actively involved in these programs and will continue to be supported for staffing for academic and career advising, academic progress, activities programming, academic learning communities and important student college tours, cultural activities. Student Equity also supports programming for Guardian Scholars/Foster Youth, Disabled Resource Center, EOPS, Veterans, LGBTQ students, formerly incarcerated and homeless and food insecure students.
5. Faculty and Staff recruitment: Intentionally engage in equity-minded job posting and recruitment, committee selection and embedded equity training, candidate screening and interviewing and hiring processes that yield highly qualified and culturally proficient candidates for faculty, staff and administrative positions.
6. Coordination with Academic Support for the intentional hiring of Student Equity groups as peer advocates for evening and weekend students, as well as day students, as peer mentors, student group leaders, SI leaders and with student employment to help disproportionately impacted students find on campus jobs with on campus programs and services.
7. Address needs of part-time, evening and weekend students through policies and practices that might be posing systemic barriers to success—such as extension of hours of operation, evening child care and academic support.

Staffing Needs

In looking forward to the next three years of the plan, there are some evident gaps—due in part to the need for additional staff to support student equity needs that fall in the general category of direct student support, yet also address the great degree of mental health and social service needs of many of our equity students. For this reason, for 2019-2022, ***the Student Equity Plan calls for the recruitment and hiring of a Student Equity Social Worker.*** We propose hiring a college Social Worker to address student needs that extend beyond academic advising, mental or physical health or course success. As we learned from webinars and several conferences and workshops, our student have a range of needs that must be met in order to be successful in the classroom: many are food insecure, move in and out of homelessness, have physically demanding, high stress jobs, family obligations and financial stresses. We can support our students' efforts to stay in school and on track to transfer by having a well-informed and trained social worker as part of our student success team. This position can help students identify and connect to the resources they need that will allow them to stay engaged in their coursework and on track to complete a certificate or degree.

Another need is **the distribution of equity data to departments, disciplines and programs with the support needed to assess and evaluate the data.** The director of institutional research will take the lead in the dissemination of data as well as in providing support in the use of the data with the various departments. As stated earlier, as the faculty are the linchpin to student success, they need greater assistance in reviewing their data and using it to develop strategies to close student equity gaps.

Coincident with the ability for faculty to meaningfully use the data is the need for support for them to carry out small or large projects that are pedagogically sound and intentionally designed to close equity gaps. **RCC needs a Student Equity Program support specialist to assist in the carrying out of equity activities that are generated by faculty in disciplines and departments.** The program support specialist will also maintain a resource center accumulated from the growing body of literature, articles, notes from conferences, videos, links to web pages, podcasts, maintain a database of speakers, trainers and facilitators; keep track of key equity conferences that faculty and staff could potentially attend and amass other helpful resources for our faculty and staff to use when considering matters of student equity. This position would work closely with the Student Equity Faculty Chair, the Director of Institutional Research, the Dean of Academic Support and Student Success and instructional deans.

Previous Funding Years and Progress.

RCC's previous years' student equity budgets were guided by the six goals explained on the following pages. The RCC Student Equity Committee has evolved considerably in its management of the state allocations for Student Equity beginning in 2014-2015. The implementation of Integrated Planning for 2017-2018 and beyond has been beneficial as a tool that provides clarity in reviewing our previous efforts and in thinking ahead to more fully intertwine the efforts of student support programs and services funded by SSSP, BSI, and Student Equity. The Student Equity committee is better situated now as an intentional programming body that is integrated within the college planning structure. The Student Equity Committee is led by a faculty chair who works closely with the Vice President of Planning and Development, the Dean of Student Success and Support, the Dean of Institutional Effectiveness and the academic deans of the divisions of Career and Technical Education, Fine and Performing Arts, Math and Sciences and Languages, Humanities and Social Sciences.

The Student Equity budgets for 2014-2015, 2015-2016 and 2016-2017 included the establishment of an Office of Equity Support to develop equity focused trainings, support for professional development and to support faculty and staff requests for activities directed toward students in the targeted equity groups. The budgets also provided support for RCC's established programs and services for equity students, such as Puente and Ujima. The committee budgeted for strategies, programs and activities within the required Student Equity Plan budget categories: Outreach, Student Services/Categoricals, Research and Evaluation, Student Equity Coordination and Planning, Curriculum/Course Development or Adaptation, Professional Development, Instructional Support and Direct Student Support. The Student Equity Plan was written to overlay RCC goals for student equity onto these established categories. What follows are the foundational principles from previous years' plans and strategy highlights:

1. *Understand students and the root causes of student underachievement.*

Through inquiry, the college will research best practices and support professional development opportunities that will aid faculty and staff to be able to identify and implement processes to address systemic institutional barriers that impede student success. The college must put students at the center of the inquiry and assess students' phenomenological experiences through qualitative sources.

- RCC hired the RP Group to conduct male students of color focus groups in March 2017. The resulting report was widely shared and discussed. Participating students' feedback is informing how faculty interact with students and in alignment with the California Guided Pathways, helping to frame RCC's redesign of Integrated Academic Support.

- Riverside City College is tracking students' progress and outcomes disaggregated in many different ways including gender, race/ethnicity, full-time/part-time, special populations (students with disabilities, foster youth, veterans, athletes, etc.). Course outcome data including an institutional set standard for course success has been distributed at the academic discipline level to inform conversations about student success including equity-focused discussions. As part of this discussion, RCC is using the State Equity Plan's Proportionality Index to frame discussions about student success. Presentations to increase awareness of student equity achievement gaps were included in Fall 2015 and Spring 2016 FLEX days.
- RCC has fully implemented Multiple Measures Placement beginning with a piloting of MMAP in Summer 2016. The college is tracking and reporting on the success of these students including disaggregating by equity categories to better understand student success and implement targeted interventions as needed.

2. ***Support professional development for internal capacity building.*** In order to reframe the conversation about student success away from the student-deficit model towards a model of institutional change and curricular and pedagogical renewal, the Student Equity Plan supported activities that would help shape an equity-minded dialogue of student success and engage faculty to view their curriculum through new lenses. In support of this goal, the Student Equity plan supported attendance at relevant meetings, conferences and colloquiums, participation in working groups and communities of practice and dissemination of available research literature in order to support the development of instructionally-centered, discipline-based strategies to narrow the equity gap for targeted student groups.

Curriculum and Pedagogy:

- Multiple Measures and Cultural Proficiency Retreat – September 2016. Coincided with the initial data outcomes from our summer piloting of using Multiple Measures for student placement into college-level math and English. Attended by fifty math and English faculty, Student Equity committee members and several academic deans, the purpose of the retreat was to examine current placement data and have frank discussions about constraints upon equitable outcomes resulting from high-stakes placement tests. The Cultural Proficiency segment of the retreat was to share strategies with faculty of how to use a cultural proficiency lens to consider institutional barriers that will be needed to overcome resistance to changes that will come from placing more first-time, first-generation students directly into college-level math and English courses.

- Supported by a Student Equity mini-grant, eight math faculty attended the 2017 Carnegie Math Pathways Forum – a multi-day conference designed to provide training and best practices for math acceleration primarily for non-STEM students. Based on an analysis of course registration, RCC’s acceleration courses have a higher representation of our targeted equity groups versus the college’s overall population. The Math Department has now developed a working group to develop curricular changes and address math course sequencing for better alignment with college pathways leading to shorter remediation and reduction in time to transfer.
- Through its work with the California Acceleration Project (CAP), part of the California Community College Success Network (3CSN), more than two dozen RCC faculty have attended 3CSN training. The faculty developed and offered English 80, Preparatory Composition, and Math 37, a pre-statistics course, to shorten the time needed for remediation. CAP data reveals that courses such as these reduce students’ time in remediation by at least a semester; align remediation with college-level requirements; use high-challenge, high support pedagogy; and make no changes to outcomes in transfer-level courses. For most of the acceleration courses, there is a higher percentage of enrollment for disproportionately affected students in these courses than in the college overall.
- Student Equity funding supported a Student Equity Retreat in Fall 2015 for the Library and Learning Support Division. The faculty and staff developed a plan to establish a Student Equity Collection to be used by students, faculty, and staff in the RCC Rotella Digital Library. This collection, along with books on the subject of student equity, diversity and cultural proficiency in Higher education, included an expansion of the main collection of books by and/or about the identified Student Equity groups. Seed money was also provided to broaden the library’s data bases for resources for ethnic studies courses, software for students to evaluate career interests and digital tutoring services. Working with the coordinators of campus student equity programs, the library hosts course textbooks on reserve for a book lending program. Finally, one of the most significant outcomes of the Student Equity efforts of the library is the hiring of a full-time Outreach Librarian in Fall 2017. Student-equity funded research databases are highlighted on the home page of the RCC library.

Databases Supported by Student Equity
Each One, Reach One



[African American History](#)



[African American Newspapers](#)



[American Indian History Online](#)



[Ethnic NewsWatch](#)



[Hispanic Documentaries](#)



[Hispanic American Periodicals Index](#)

Organizational Capacity-building: Confronting deficit-mindsets and reviving the institutional culture anew is the purpose of internal capacity building.

- In Spring 2016, a core group of forty faculty, staff, and administrators participated in three multi-day Cultural Proficiency workshops creating a Champions for Change cohort. These workshops focused on training the group how to use tools and techniques including equity-minded inquiry to change internal perceptions from a deficit-minded “it’s the students’ fault” to an equity minded “how we can change the policies and practices that perpetuate equity gaps.” With the final training completed in October 2016, the Cultural Proficiency Champions for Change cohort is now a cadre of trained facilitators with tools and strategies to encourage equity-minded discussions about student success, focusing on discipline and department level assessment and program review and planning.


- RCC's second Champions for Change cohort began training in September 2017. This group is largely made up of faculty, which will continue to encourage implementation of techniques in the classroom.
 - Since the 2014-15 budget year, the college has offered numerous workshops offering interpretation of disaggregated Student Equity data and its significance for faculty and staff in their program planning. An interactive session on cultural proficiency was also facilitated during the faculty's Flex Days in February 2017 and August 2017.
 - Trained faculty and staff have incorporated the principles into their teaching and services, have led discussions at department meetings, college brown bags and division retreats and student leadership retreats. We will be assessing the college-wide knowledge of cultural proficiency and equity in Spring 2018.
- Communities of Practice: *Growth Mindset* and *Whistling Vivaldi*.
 - The Growth Mindset working group, Spring 2016, led to five faculty being trained in Growth Mindset practices through 3CSN in Fall 2016. Two faculty leads conducted a series of workshops for student leaders in Summer 2016 and Summer 2017. In Fall 2017, trained student GRIT/Mindset Ambassadors now go into classrooms to conduct cognitive science exercises with their peers.
 - The *Whistling Vivaldi* group read and discussed the landmark Claude Steele book discussing the concept of stereotype threat. The challenge to understand how this impacts what occurs in the classroom is part of our ongoing dialogue at RCC in support of cultural and pedagogical change for equitable student outcomes.
- Participation in programs sponsored by the University of Southern California Center for Urban Education (CUE): Equity funding allowed more than seven faculty, administrators, and staff to attend USC Center for Urban Education: Equity Institute for Men of Color in Community Colleges in April 2017. Twelve faculty, staff and administrators to attend the Equity in Faculty Hiring Institute in October 2017. CUE is well-known for its current research on systemic barriers to student equity. In its April 14, 2017 research publication titled, "Supporting Men of Color in Community Colleges: An Examination of Promising Practices and California Student Equity Plans," which was presented at the April CUE meeting, RCC was acknowledged for our explicit commitment to devising success strategies for male students of color. The report states:
 - *Riverside City College stood out for numerous reasons: (a) it allocated the greatest amount of funding toward basic skills support for males of color; (b) it specifically named African American and Latino males as the target groups; (c) the activity specifically addressed providing specific support for basic skills; and (d) it was very specific in mentioning the use of high school transcripts to evaluate placement in*

English and math, a strategy which we assume is intended to supplement or substitute for the use of traditional placement tests.”¹

- CUE institutes are working meetings for teams from the participating schools to identify challenges and barriers to student equity and develop goals to eliminate them. Participation in the Fall 2017 Equity in Hiring institute resulted in several changes to language in current open faculty job postings that asserts that candidates should value and provide evidence of demonstrated commitment to equity-mindedness as a requirement for the position.
 - Equity funding allowed more than twenty faculty, administrators, and staff to attend the Riverside County Office of Education Excellence in Equity conference in 2016 and 2017. This conference brought in nationally renowned speakers with expertise in issues of Student Equity, Access and Success. The RCOE also hosts single and multi-day retreats which are facilitated working sessions on addressing systemic barriers to equitable outcomes for all students. Participating with the Riverside County Office of Education equity conferences and retreats allows RCC to leverage its resources for faculty development—one of our key Student Equity goals—and expose our faculty and administrators to the current best practices for addressing Student Equity at large public institutions.
 - Additional capacity-building engagements include the following:
 - i. Male Minority College Consortium Workgroup – June 2015
 - ii. UC Riverside Diversity in Higher Education event – Summer 2015
 - iii. Student Equity/SSSP Coordinator training September 2015, 2016
 - iv. California Community College League Student Equity Summit – March 2016
 - v. A2MEND Conference – March 2016 and March 2017
 - vi. 3CSN Building Leadership Networks Conference on Equity – April 2017
3. ***Provide support for instructors*** in Basic Skills courses, but also across the college in Transfer and CTE Pathways, in ***pedagogical training for learner-centered strategies for teaching adult students (andragogy) and for targeted student populations.***
- In Spring 2016, Dr. Andrew Wall, a recognized scholar in adult education, presented a workshop on strategies for teaching adult learners. Through student equity, we are exploring the development of best practices for teaching strategies best suited for adult students. While the percentage of traditional-aged first-time college students has increased upward from 30% over the last few years, a significant majority

¹ Community College Equity Assessment Lab, San Diego State University and Center for Urban Education, University of Southern California, “Supporting Men of Color in Community Colleges: An Examination of Promising Practices and California Student Equity Plans, 2017: California Futures Foundation.

of our students over the past two school years, (55% - 68%) are between the ages of 20-39. Some of these are also first-time students. Additionally, we have a program of adult education, for non-traditionally-aged students, housed within our CTE Division. In alignment with practices of cultural proficiency, equity-minded instruction and principles of Guided Pathways, andragogy suggests that 1) adults need to be involved in the planning and evaluation of their instruction;



“RCC’s commitment to improving outcomes for our students is enhanced by continued and ongoing professional development for college-wide and discipline-specific pedagogies and andragogy suitable for today’s learners. We will support faculty-driven strategies that have been developed as a result of inquiry and analysis of data and training per discipline/program expectations.”

2) experience (including mistakes) provides the basis for learning activities; 3) adults are most interested in learning subjects that have immediate relevance to their job or personal life; 4) adult learning is problem-centered rather than content-oriented. RCC supports innovation in classroom teaching. The incorporation of proven best practices for classrooms populated by adult learners should result in improvement in course success rates and increased degree certificate and degree attainment.

- In Spring 2016, Dr. Todd Zakrajseck, co-author of the book, *The New Science of Learning* was brought to campus for a day where he met with faculty, the college president, academic deans and students to discuss his research and for students to share, in a very engaging presentation, how the brain works and how to align the brain with their studies. The book is being used as part of a project in the math department to develop a pedagogy for the basic skills math courses which is more adaptable to how students learn.
- Student Equity hosted a group of 12 faculty, staff and students to participate in the Black Minds Matter webinar series in Fall 2017. The eight week course is taught by Professor Luke Wood in the Graduate School of Education at San Diego State University. The course focuses on best practices for teaching and providing institutional support to African American male college students. Student Equity is preparing to host a similar series of webinars in Spring 2018 focused on Hispanic students.

4. ***Facilitate ongoing engagement of equity students and cultivate faculty-student interaction*** in order to develop skills and understanding of

multiculturalism, cultural proficiency and respect. Foster the value of and celebrate and support diverse students as individuals and as members of our college community deserving of an equitable educational experience.

- Student-based activities include:
 - Historically Black Colleges and Universities Tours in Fall 2015, Fall 2016, Fall 2017 and Fall 2018. These tours align with the Chancellor's HBCU Transfer Agreements, increase awareness of four year opportunities beyond CSU and UC systems and promote better understanding of transfer requirements and therefore motivate students to complete their coursework leading to increased success and engagement, degree attainment and transfer.
 - Direct student support through meal tickets, gas cards, book vouchers and lending library. Research shows that community college students with economic challenges outside of the classroom sometimes has an effect on course success. Some of these challenges could be mitigated by support for books, meals and transportation aid.
 - Student leadership and personal development through GRIT and Growth Mindset training, New Science of Learning training, HOUSE Method of Student Empowerment, cultural proficiency. Over 200 students have been trained in several cohorts beginning in Summer 2016. These students use the tools as Supplemental Instruction leaders, peer mentors and student government and club leaders. Student Equity will continue to support these trainings as they contribute to increased engagement and course success both for the trained students and the students with whom they work as peer mentors and student leaders.
 - Purchasing books by authors (or on the topics of speakers) who come to campus for public lectures and providing the opportunity for students to meet the authors and get autographs contributes to an intellectually rich campus environment. Student Equity supported the appearance and purchase of books by the authors and scholars, Victor Villasenor and Elizabeth Hinton in Spring 2017. Educator Jane Elliot, known for the 1968 "blue eyes/brown eyes" activity with her third graders in an Iowa classroom after the assassination of Martin Luther King, Jr., spoke to a standing room only crowd on campus in Spring 2019.

- On-going support of specific programs designed to provide targeted intervention:
 - Foster Youth/Guardian Scholars program was expanded with the support of Student Equity. The program now has a full-time program specialist to provide assistance to the increased number of self-identified former foster youth attending RCC.
 - EOPS hired an African American male counselor in Fall 2016 to engage in outreach activities. The program has seen an increase in the number of African American male students participating EOPS. EOPS works closely with Ujima and La Casa to continue to support equity efforts in reaching and supporting male students of color.
 - Ujima Project, with Student Equity support, has expanded the number and frequency of classes in its learning communities, hired a part-time counselor to create Student Educational Plans, lead workshops and teach a guidance course in the learning communities. Student Equity funds also provided for the hiring of an educational advisor for Ujima who provides program support to track student success and coordinate programs in its designated engagement center called the HOME Room. The program has expanded from fewer than 100 students to about 400 students in all facets of the program today.
 - Puente Project, with student equity support, was able provide time for its program faculty to prepare for courses and program planning over the summer term.
 - La Casa is a Latino student-focused engagement center supported by Student Equity. The engagement center serves over 400 students and has a full-time educational advisor to track student success and counselors to create Student Educational Plans for students enrolled in the program. In Spring 2017, La Casa took students to a Latino Student Leadership Conference in northern California.

5. ***Integrate and embed student equity goals*** into the college's strategic planning and program planning documents.

- RCC has placed Student Equity at the core of its Completion Counts through Pathways guided pathways architecture.
- RCC is assessing and evaluating student achievement at the course as well as outcomes level include disaggregating by the equity categories. Program Review and Planning for all academic disciplines now includes a prompt about student equity activities. Program Review and Plans from the last two review cycles indicate that faculty are actively identifying and discussing equity gaps at course and program levels and developing strategies to close these gaps. For example, in mathematics, an analysis of course outcomes showed that African American students did slightly better in the hybrid math course with cognitive science lessons built into the curriculum. (The New Science of Learning project) That course was attached to the Ujima

Project learning community. Another example is that the Humanities and Philosophy disciplines noted the lower success rates of equity students in their survey courses and wrote a job announcement for a combined faculty position in Humanities and Philosophy with an emphasis in nonwestern thought and cultures.

6. **Operationalize Student Equity principles:** Promote institutionalization of equity goals:

- “Each one, Reach One” is the motto of the Student Equity Committee, which class for a campus-wide commitment to improved interpersonal contact with students.
- Expect that each proposed strategy and activity ‘moves the needle’ for the target group(s). This calls for the pertinent question of “who does this program help and how” to be asked of each proposed Student Equity initiative and strategy.
- Analyze campus policies and practices, programs and equity strategies and activities from the perspective of whether or not they reinforce or change systemic inequities.
 - i. Over time, campus conversations across various shared governance bodies revealed that many students are simply unaware of the wealth of programs and services that are offered in support of student success. With the creation of three faculty advisor liaisons, the college is cultivating a new practice of intentional faculty-student interaction. In Fall 2017, the faculty liaisons have hosted student-faculty meet and greets, major information sessions and have instated college-wide weekly “five-minute advising” memos that go out to the entire campus with pertinent college information to share with students in class and in their respective service areas.

In addressing the need to hear the student voice, in March 2017, the Student Equity Committee arranged for the RP group to facilitate focus groups of males from four target student equity groups: Latinx, African American, Pacific Islander and Native American to gather their thoughts about their experiences as male students of color at RCC. Two of the six key findings were that the college 1) should foster social connections among students and that the college should 2) regularly capture student feedback that can be used to inform and modify processes, practices, and policies throughout the institution. The questions and challenges that arose from the students’ responses to focus group questions resulted in a commitment to more support for faculty and staff professional development for addressing and understanding the challenges and barriers that contribute to persistent achievement gaps among our students.

- Trainings: In 2017-18 and 2018-19, the Student Equity Committee focused primarily on providing training and conference or workshop opportunities for teams of faculty from the same department or discipline to learn together in order to more cohesively implement new strategies for addressing student equity outcomes in their departments.
 - September 2017, a team of faculty, staff and administrators attended the Institute on Equity in Faculty Hiring by the University of Southern California Center for Urban Education. Faculty, working together with staff professionals from human resources, returned to campus with new language to utilize in job postings in order to attract a more diverse pool of applicants.
 - September 2017: Champions for Change II – the second cohort of faculty and staff was trained in Cultural Proficiency practices.
 - September 2017: Elevating Equity for Social Mobility – Attendees college president, vice president of planning and development, staff from programs for Foster youth, several life science faculty and the chair of the Student Equity Committee attended this summit put on by the Community College League of California. The summit features presentations that identify state and system-wide issues and initiatives that support social mobility by focusing on equitable outcomes.
 - September-November, 2017: Black Minds Matter – the Student Equity Committee hosted the six week webinar from San Diego State University and provided handouts and facilitated discussion with campus colleagues.
 - March 2018: American Association of Colleges and Universities Equity and Diversity Conference, San Diego was attended by Humanities and Behavioral Sciences Faculty, Promise Peer Mentors, and educational advisor and the LHSS Dean of Instruction. These teams came back with the goal to agendize Student Equity data in their respective department meetings; promote equity-minded pedagogy and make changes to curriculum based on strategies learned at the conference.
 - April 2018: The Student Equity Committee sent a group of faculty to attend the IEPI workshop titled, Leading the Nation: Building Excellence for California's Incarcerated and Formerly Incarcerated College Students.

- May 2018, Dean of LHSS and Dean of Counseling, Library and Academic Support attended the National Conference on Race and Ethnicity in New Orleans, LA. This pair assessed the value of the conference for college-wide participation of faculty and students. Recommendation is to support a large cohort to attend the 2019 conference which will be held in Portland.
- June 2018, a team of faculty from the library, CTE, humanities and social sciences, and the respective deans from these areas attended the USC Center for Urban Education Equity in Pedagogy Institute. One of the most significant strategies learned at this conference was that the language of the course syllabus matters and that minor tweaks to wording can have a big impact on equity outcomes. One of the attendees at this conference in turn led a workshop session on Constructing Equity in the Course Syllabus at the fall retreat for the Division of Languages, Humanities and Social Sciences. The dean of LHSS and the Student Equity Chair are planning to bring one of the speakers from this conference to do a joint training with LHSS and STEM faculty at a Fall 2019 retreat.
- In October 2018, the three RCCD colleges collectively held the first of a pair of Student Equity Summits led by facilitators, Dr. Luke Wood and Dr. Frank Harris of the Community College Equity Assessment Lab at California State University, San Diego. The second is scheduled for March 15, 2019. Over 100 faculty, staff and administrators including two of the college presidents, many deans and directors of student service programs, counselors, educational advisors attended this event. Three male equity students were highlighted as they introduced each of the day's sessions.
- February 2019 - IEPI Training: A team of faculty, staff and administrators attended the Diversity in Faculty Hiring Training in Los Angeles. Much like those who attended the CUE training in September 2017, this group has made a commitment to being advocates for implementing equity-minded practices in all phases of hiring from job recruitment, to application screening to interviewing in order to create a diverse faculty and staff that will best serve our students' diverse needs and capacities in the coming decades. A delegation of this group met with the RCC President's Leadership Team in March to report on what they gained from this training.

- March 2019: An ad hoc committee of the Student Equity Plan Task force attended the USC CUE Student Equity Plan Institute for training on how to take our drafts and finalize a Student Equity Plan in alignment with the new Student Equity Plan Template, our own college Strategic Plan and the California Community College Vision for Success.

In 2018 and 2019 the RCC Student Equity Committee focused on developing its core mission for which the members of the committee can now advocate across the institution and also reached out in partnership with our local unified school district and also with the student equity counterparts at our neighboring community colleges. The mission will direct the work of the committee, especially with respect to accountability for fostering an equity-minded college culture through culturally proficient policies and practices.

- The committee spent several meetings in the Fall of 2018 undergoing a visioning process for the work and role of the committee. Out of this came a working mission and goals. The mission statement was adopted at the Student Equity Meeting of March 8, 2019.
- January and February 2019 – Student Equity Plan Writing Task Force – meets to prepare draft working document of 2020 Student Equity Plan. The Task Force spent several weeks incorporating the work of our visioning process and the strategic data goals of the college Vision for Success into the new Student Equity Plan Template.
- In May 2018, the faculty chair of the Student Equity Committee coordinated with the Director of Student Equity at Chaffey College to convene quarterly meetings of Region IX Student Equity Coordinators. The first meeting was hosted by Chaffey College, followed subsequently by Riverside City College, Victor Valley College and College of the Desert. These meetings have been beneficial for information sharing and networking for the student equity leads throughout the region.
- January 2018, the leads of the Student Equity Committee joined the Riverside Unified School District Student Equity Task Force. This group met throughout the year to engage in discussion and as an advisory committee to RUSD for the creation and implementation of its own Student Equity Plan. The Task Force continues to meet on a quarterly basis.

In summary, the efforts and capacity for fulfilling the goals of the Student Equity Plan are supported by the college's work to embed principles of equity in the college structure, planning, integrated academic support, and through significant ongoing professional development. The college is deeply committed to recognizing and addressing issues of equity and inclusion for all members of our college community. The faculty chair for Student Equity, Dean of Student Success and Support, Deans of Instruction, Student Equity Committee members, and trained faculty, staff, and students, all promote a culture of equity and are supporting the implementation of the necessary infrastructure for a broader college-wide appraisal of student equity needs and ongoing evaluation of progress. Importantly, these faculty, administrators, and staff are modeling and advocating for equity-mindedness on campus. The Office of Institutional Effectiveness, the Vice President of Planning and Development and the college Strategic Planning Councils provide leadership in the dissemination of student equity data to all disciplines, departments and programs. The Student Equity Committee takes the lead in developing, offering and disseminating information about opportunities for off campus and campus-wide dialogues about student equity-related issues and concerns. The Student Equity Plan envisions a shift in awareness for each member of the campus community in each of our respective roles so that we can effectively collaborate and coordinate efforts to ensure equitable outcomes for all RCC students. A review of student equity expenditures over the past few years revealed that almost two thirds (62%) of Student Equity funding has provided Professional Development including guest speakers, conference opportunities, facilitated workshops and presentations, and Student Equity-sponsored activities, programs and retreats for faculty, staff, and student groups. Given the focus, as described over the preceding pages of this summary, we can see that this plan was effectively put into practice.

Appendix I.

The mission and goals of the Student Equity committee at RCC are foundational to the strategies outlined in this document.

Riverside Student Equity Committee Mission and Goals

The Riverside City College Student Equity Committee strives to promote a just, fair and inclusive equity-minded college community. Through strategic planning, with the development and implementation of inclusive race-equity policies and practices and by promoting the use of learner-centered pedagogies in the classroom, the Student Equity Committee models the reflective practice of cultural proficiency for the purpose of eliminating systemic barriers and to challenge student-deficit thinking and practices. We value and support each student in the successful attainment of their academic, career and personal development goals.

With students and the policies and practices of the institution at the center of inquiry, the seven goals of this mission are:

1. Understand student capacity and learn the root causes of inequitable student achievement outcomes.
2. Acknowledge and understand the root causes of systemic barriers to student engagement and achievement; and then dismantle them for equitable student outcomes.
3. Support institution-wide organizational and professional development programs and services in support of internal capacity building in order to reframe an operational mindset of student-deficit thinking to one of institutional transformation where each student is valued and supported in their goals with programs and activities that are intentionally created to support their needs.
4. Provide faculty with support for training, research and inquiry into socio-cultural and brain-based pedagogies that are specific to the learning styles of adult students of all equity groups within appropriate disciplinary and programmatic methodologies.
5. Facilitate ongoing engagement on the topics that result in the creation of a district-wide and college-based race equity culture. Provide opportunities that cultivate faculty-student-staff interactions which develop skills and understanding of the positive outcomes of an inclusive, culturally proficient, just and respectful environment for learning.
6. Integrate and embed student equity outcomes goals in district and college strategic planning documents.
7. Operationalize student equity goals (for closing achievement gaps) with the expectation 1) of campus-wide improved interpersonal contact with students; 2) that each strategy is targeted and intentional for a specific outcome; and 3) that there is continuous monitoring, evaluation and assessment of policies, practices, programs, strategies to ensure reduction of systemic inequities.