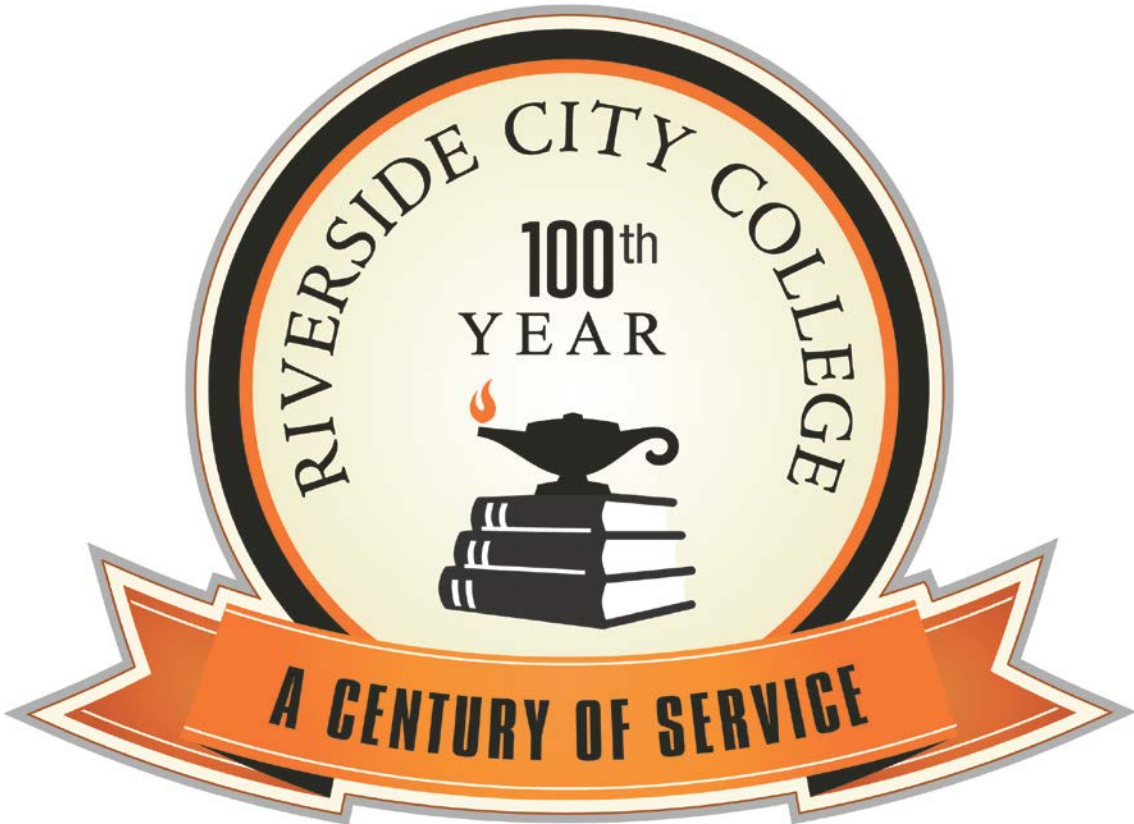


**Riverside City College
Student Equity Plan**



2015 - 2018

RIVERSIDE CITY COLLEGE STUDENT EQUITY PLAN

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Riverside City College

Student Equity Plan Signature Page

District: RCCD

Board of Trustees Approval Date: Dec 8, 2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

[Signature] 11/18/15 Wolde-Ab. Isaac @ rcc.edu
[College President Name] Email

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCC.

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[College Chief Business Officer Name] Email

[Signature]
[District Chief Business Officer¹] Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature] Cecilia Alvarado @ rcc.edu
[Chief Student Services Officer Name] Email

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature] Virginia McKee-Lone @ rcc.edu
[Chief Instructional Officer Name] Email

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature] mark.sellick @ rcc.edu
[Academic Senate President Name] Email

I certify that Classified Staff representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

¹ If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the College Chief Business Officer need sign.

[Signature]
[Classified Staff Representative Name]

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I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

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Riverside City College

Student Equity Plan Signature Page

District: Riverside City College District **Board of Trustees Approval Date:** 12/8/2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

[Signature] _____ Wolde-ab.Isaac@rcc.edu
Wolde-Ab Isaac, PhD Email
College President

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

[Signature] _____ Mazie.Brewington@rcc.edu
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Vice President, Business Services

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature] _____ Cecilia.Alvarado@rcc.edu
Cecilia Alvarado, Email
Interim Vice President, Student Services

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

[Signature] _____ Virginia.McKee-Leone@rcc.edu
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Acting Vice President, Academic Affairs

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[Signature] _____ Mark.Sellick@rcc.edu
Mark Sellick, Ph.D., Academic Senate President Email

I certify that Classified Staff representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

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I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

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Executive Summary

“Each one, reach one.”

We begin with a basic equity principle—*don’t lose the student*. RCC is first committed to establishing an effective, campus-wide culture of outreach that will allow us to surround students in targeted equity groups with the academic, instructional, self-affirming and direct support they may need in order to stay engaged in campus life, successfully enrolled in courses and to ultimately receive degrees and certificates and transfer to colleges and universities in a timely manner. Counselors, educational advisors, faculty and peer equity advocates will be trained to work together as Equity Teams with a caseload of students along discipline, departmental and/ or program lines or according to a student’s participation in a campus equity program. When we make this intentional outreach our mission, then we are all responsible for our students’ successful completion of their educational goals. Through intrusive and deliberate support services, students

1. will be guided into RCC’s “1+2+2” educational pathways;
2. will become engaged in academic and equity activities within a supportive campus community, and;
3. will be provided many opportunities to explore their unique academic and professional interests in the best traditions of Riverside City College.

Institutional Alignment, Priorities and Target Groups

Due to diligent efforts, our college Educational Master Plan and Strategic Planning processes have elevated the discourse concerning student equity in all aspects of planning, program development, assessment and evaluation. As a result, addressing Student Equity gaps at RCC is now in alignment with strategic college-wide goals and principles for student success. Most significantly, as the college pursues its Educational Pathways initiative—graduation through a two or three year path to completion with Basic Skills, CTE and Transfer paths—we will be constantly evaluating our progress based on student success data by race/ethnicity, gender and special populations. This strategic alignment provides an opportunity for RCC to ensure that responsibility for the implementation of strategies to combat proportional inequities for students in target groups is not solely in the hands of our dedicated academic support and student services professionals. With student equity being embedded into the Pathways initiative, college teaching faculty, who, within their own disciplines and departments, are offering general education electives and major courses in these Pathways are also committed to and become accountable for academic success for *all students* with whom they come in contact in their classes. *The RCC Student Equity Plan will mirror the Pathways model by prioritizing strategies and activities to narrow the proportionality gap for targeted student groups on the Student Success Indicators of Course Completion, ESL and Basic Skills Completion, and Degree and Certificate Completion. The targeted student groups for this plan are primarily African American, Native Alaskan/American Indian, Native Hawaiian/Pacific Islander, Students with Disabilities, Hispanic students and Foster Youth. These groups were consistently among the groups with the widest or most persistent proportionality gaps across success indicators.*

Adjustments in Approach

What we have learned from our previous student equity plans is that while some of our campus programs have been successful, the overall impact of our efforts have been hindered by inconsistent distribution of limited resources, low levels of faculty involvement in discussions about equity and low levels of college-wide participation in actual programs and/or activities addressing student equity. Finally, the numbers of students touched by a program or service is too often dependent on available resources and on faculty and staff willing to put in additional time to make such programs work effectively. These are some of the reasons that equity outcomes for Native American, Hispanic/Latino and African American students have not shown any significant gains from one planning cycle to the next. In other words, we continued to be reliant on work that was already being done to be continued in the same manner while expecting that concomitant changes in outcomes would occur simply because we desired that change. As the committee reflected more deeply on the purpose and value of the Student Equity Plan, we identified the following areas that had not been addressed in previous years' Student Equity Plans:

1. Inadequate identification, analysis and response to causal, correlation, and/or compounding factors.
2. Misplaced focus on student services and support approaches without equal focus on instructional/curricular changes.
3. Over-reliance on student deficit and "fix the student" approaches instead of examining institutional barriers and limitations.
4. Insufficient study and responsiveness to input from students and faculty to implement collective solutions identified in the student equity plan.
5. Lack of professional development resources for faculty to learn, observe, identify and replicate effective classroom pedagogy for students in targeted populations.
6. Lack of integration between the college student equity plan, educational master plan and strategic planning process.
7. Lack of designated funding and insufficient staffing to implement prior student equity strategies.

Our challenge and our opportunity, therefore, is to develop the capacity at Riverside City College to become an equity-minded and inclusive campus where faculty, staff and administrators devise strategies and implement targeted approaches to narrowing proportionality gaps in order to enhance the engagement and increase the academic success of all students—but especially those who are the least successful in the success indicators of Course Completion, ESL and Basic Skills Completion and Degree and Certificate Completion. This capacity will be supported by the establishment of the **Office of Equity Support** which then becomes the symbolic embodiment of a college that is deeply committed to issues of equity and inclusion for all members of our college community. The faculty chair for Student Equity, Student Equity Committee members and trained faculty, staff and student Equity Advocates, serve as proxy for this office. Through college service they will serve to support and implement the necessary infrastructure for the broader college-wide appraisal of student equity needs and ongoing evaluation of progress, but most importantly, to model the practices of equity-mindedness on campus. In concert with other departments, especially Institutional Effectiveness, the Office of Equity Support provides leadership in the dissemination of student equity data to all disciplines, departments and programs, creates opportunities for campus-wide dialogues about equity-related issues and concerns, and supports faculty and staff in developing a transformational awareness of their individual roles in ensuring equitable outcomes for all RCC students.

Towards this end, the 2015/2016 Student Equity Plan seeks to learn from its previous efforts by employing the following foundational concepts for all activities:

1. **Understand our students and the root causes of student underachievement.** Through inquiry, we 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. We must put students at the center of the inquiry and assess students' phenomenological experiences through qualitative sources.

2. **Support faculty development** through attendance at relevant meetings, colloquiums, working group meetings and conferences, and make available the research literature that will lead to the development of instructionally-centered, discipline-based strategies for the purpose of narrowing the equity gap for targeted student groups.

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 and for targeted student populations.** We will implement faculty-driven strategies that have been developed as a result of inquiry and analysis of data and training per discipline/program expectations.

4. **Facilitate on-going engagement of students and faculty** with college-wide and frequent dialogue around strategies to improve student success and equity and to provide opportunities to engage in trainings and workshops to develop skills and understandings of multiculturalism, cultural proficiency and respect, valuing and celebrating our diverse students as individuals and as members of our college community deserving of an equitable educational experience.

5. **Integrate and imbed the student equity goals** expressed in measurable targets into the college's strategic planning and educational master plan documents.

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

- "Each one, Reach One" —no lost students. Full campus-wide commitment to personal contact with students.
- Expect that each proposed strategy and activity 'moves the needle' for the target group(s).
- Analyze campus policies and practices, programs and equity strategies and activities from the perspective of whether or not they reinforce or change systemic inequities.

Success Indicators and Equity Goals

The Riverside City College Student Equity Committee used the proportionality index as the method to determine equitable outcomes for the student populations. Our target student populations for each data element were the groups that measured less than 1.0. Towards this end, the goal of the RCC Student Equity Plan is to bring each of these student groups to a 1.0 proportionality index over a period of five years, by narrowing the gap, using the numbers provided in the "lost students" tables as guides for achieving equitable outcomes for each metric. Once the proportionality gap reaches 1.0 for all student groups then the focus of the college equity efforts will be to sustain those gains and to direct focus to the Student Success and Support plan in order to raise achievement across each target population.

Upon analysis of the five measures presented in the Student Equity Plan, African American, Native American, Pacific Islander and Former Foster Youth are the groups of students that consistently show among the largest proportionality gaps across all Success Indicators. As stated previously, for this plan, we have prioritized the three metrics of: Goal B) Course Completion (five indicators), Goal C) ESL and Basic Skills Completion (three indicators) and Goal D) Degree and Certificate Completion (two indicators). Our data on Goal A. Access does not show any disproportionate impact relative to the

service area population and while transfer rates are problematic for Hispanic Students, Foster Youth and Students with Disabilities, with our strategies and activities focused on Goal 4. Degree and Certificate Completion, we hope to mitigate and narrow the disproportionate impact of transfer success for our lower performing students in the Transfer Rates. There are however, due to the striking proportionality gaps in the Transfer Rates indicator, a few specific strategies and activities indicated for Goal B.

Within our priority indicators, we have established that we will first consider that gaps which fall below .90 be placed into our “caution zone” (yellow on the data tables) and gaps that fall below .80 to be in the “danger zone” (red).

- **African American students have 8 gaps below .90 for the ten indicators.**
 - For Course Completion African American students are in the red zone in CTE Enrollment and in the yellow zone on the other four measures in this category; in red zones in Basic Skills English and Math Completion, and in the Red Zone in CTE Certificate Completion.
- **Foster youth also have eight proportionality gaps in the three goal categories.**

Though this group has characteristics that cross other data such as race/ethnicity and economic disadvantage, the indications are that specific activities targeted to the unique needs of this student population are called for. As Riverside County has the third highest population of Foster Youth in the state (San Bernardino County, our neighbor county to the north is second and many of our students come from San Bernardino county cities; and Los Angeles county, our neighbor county to the west is first), the college is expanding outreach to this previously unsupported target group and thus will need to expand services to Former Foster youth students through the establishment of the Guardian Scholars program. We have an opportunity to create successful interventions almost from scratch as this population is emerging as an equity population that is garnering much attention at this time.

 - Foster Youth success indicators are in the red zone in Basic Skills enrollment, Basic Skills English Course Success, Degree and Certificate Completion, CTE Completion; in the yellow zone in Credit Course Enrollment, CTE Enrollment, 30 unit completion and Basic Skills Math; and exhibit a severely disproportionate transfer rate proportionality gap of .36.
- **Native Hawaiian/Pacific Islander students have six indicator measures below .90**
 - Red zone gaps appear in CTE Enrollment, CTE Course Success, ESL success, Basic Skills Math Course Success, Degree and Certificate attainment rates; the yellow zone indicator is Basic Skills course enrollment
 - Transfer rates for Pacific Islander students are very low, though like Foster Youth, this group is starting with a low number of students in relation to the total student population. These “lost student” numbers, though, may be easier to identify and therefore could yield significant results in attempting to narrow equity gaps for this particular group, as well as for Foster Youth.

Hispanic Students: Two proportionality gaps below .90, but seven gaps between 1.0 and .90.

The three groups highlighted above may not be the ones most likely to first come to mind as the three targeted Equity Groups. Yet with so many ways of looking at the data, these student groups emerge as those with the widest proportionality gaps across all measures. The largest numbers of students affected, though, by proportionality gaps, would be Hispanic Students, albeit most of the proportionality gaps for Hispanic Students fall below 1.0 but above .90 (not in our caution or danger zones, but persistently below proportionality). Seven of ten success indicators show proportionality gaps in this range, two are in the yellow range and there are no “danger zone” proportionality gaps for Hispanic students.

- The two caution zone (yellow) ranges for Hispanic Students are in Degree and Certificate completion rates and in Transfer rates.
- The seven proportionality gaps between 1.0 and .90 (green range) are in Credit Course Completion, Transfer Course Completion, CTE Course Completion, 30 Units Completion, ESL Course Completion, Basic Skills English Completion, and Basic Skills Math Completion.
- There are no red zone proportionality gaps for Hispanic students, who, in 2008 comprised 55.2% of the cohort.

College Prepared Students in Equity Groups

It is important to note that students who entered our college prepared to do college work as indicated on our college placement instrument, are much more likely to complete their degrees than students who have to enroll in development educational courses. However, when we analyzed our data further and factored out academic preparation, we found that a gap in achievement still existed. The data revealed that a differential outcome between African American and Hispanic students and their white and Asian counterparts was still prevalent. Also, in comparing the completion and persistence rates of African American and Hispanic students in comparison to their white and Asian counterparts who also entered the institution at the college level, a gap in the achievement rates in these indicators still existed.

This thorough analysis of our data is why we have **prioritized ESL and Basic Skills Completion, Course Success and Degree and Certificate Completion** as the key success indicators for the Student Equity Plan of Riverside City College. There are interesting revelations in the statewide data, that show, for instance that there is significant inequity in getting underprepared students, who tend to be African American and Latino, from 30 units to completion.¹ This leads us to emphasize the importance of deliberate and intrusive advising, mentoring and discipline-focused pedagogical strategies that support academic engagement and course success for all students. Also, we want to underscore that campus-based equity programs and engagement centers that support students within a cultural context continue to be important places for students in targeted groups to get support for intellectual and personal development. In addition, the research by the RP Group based on the study done at Long Beach City College and other community colleges throughout the state, demonstrates that English and Math placement using placement instruments like Accuplacer, affirm what we on this campus have known anecdotally, which is that the students most likely to be placed into below-college-level English and Math courses are African American and Hispanic/Latino and that the number of levels below college level that they place into becomes a good indicator of their ultimate low rates of persistence from

¹ Gregory M Stoup, Vice President, The RP Group Board Senior Dean, Contra Costa Community College District, “Linking Goals & Activities: Ongoing Research and Evaluation,” Student Equity All Coordinators Training, September, 2015

semester to semester. For increasing Basic Skills course enrollment and success this equity plan will emphasize alternatives to placement, such as GPA as a proxy for placement tests, accelerated courses and multiple measures models as strategies to reduce the proportionality gaps in this area.²

Finally, with regard to males, while as a group they may be also included in any of the targeted racial/ethnic categories, it will be well worthwhile to pursue equity approaches that consider the effects of masculinity in achieving academic success in our campus community. Hispanic males, for example, have a proportionality gap even when compared to Hispanic females in Basic Skills English, Degree and Certificate Completion and Transfer Rates. We also see such a “gap within gaps” for African American males compared to African American females in CTE degree attainment; and for white males, while the numbers represent a gap, they are above the 1.0 proportionality index, yet it is clear that males do not succeed at the same rate as females in Basic Skills English.

Our equity strategy at RCC will be multi-faceted and all-inclusive—providing support across the college community in order to demonstrate our total commitment to the success of the students in our target groups—and consequently our hope is that this Student Equity Plan will lead to improvements in success indicators for all of our students.

Student Groups which present Proportionality Gaps Across Success Indicators

SUCCESS INDICATORS		PROPORTIONALITY INDEX BY GROUP										
		African-American	Hispanic	American Indian or Alaska Native	Pacific Islander	African-American		Hispanic		Persons with Disabilities	Veterans	Foster Youth
						Female	Male	Female	Male			
Course Completion	Success in credit enrollment	● 0.85	● 0.97	● 0.81	● 0.95					● 0.99	● 0.95	● 0.84
	Success in transferable enrollment	● 0.85	● 0.96	● 0.79	● 0.98					● 0.85	● 0.96	● 1.28
	Success in basic skills enrollment	● 0.83	● 1.01	● 1.07	● 0.83					● 0.66	● 0.72	● 0.53
	Success in CTE enrollment	● 0.79	● 0.98	● 0.95	● 0.70					● 1.03	● 0.98	● 0.82
	ScoreCard-30-units Completion	● 0.82	● 0.96	● 0.99	● 1.20	● 0.77	● 0.87	● 1.00	● 0.90	● 1.03	● 0.98	● 0.82
ESL/Basic Skills Completion	ScoreCard-ESL	● 5.01	● 0.93	● 0.00	● 0.00	● 5.01		● 0.88	● 1.03	● 1.31	● 2.70	
	ScoreCard-Basic Skills English	● 0.67	● 0.94	● 1.29	● 1.43	● 0.66	● 0.67	● 1.03	● 0.82	● 0.95	● 1.18	● 0.72
	ScoreCard-Basic Skills Math	● 0.72	● 0.95	● 1.05	● 0.70	● 0.69	● 0.74	● 0.98	● 0.90	● 1.11	● 1.44	● 0.81
Degree and Certificate Completion	ScoreCard-Completion (SPAR)	● 0.94	● 0.89	● 0.93	● 0.79	● 0.96	● 0.91	● 0.93	● 0.82	● 0.94	● 1.34	● 0.44
	ScoreCard-CTE Rate	● 0.68	● 1.00	● 0.83	● 0.27	● 0.79	● 0.53	● 0.99	● 1.00	● 1.01	● 1.39	● 0.76
Transfer	ScoreCard-Transfer	● 1.15	● 0.82	● 1.01	● 0.75	● 1.15	● 1.14	● 0.86	● 0.78	● 0.70	● 1.15	● 0.36

Proportionality Index Key: ● 0.9 and above Proportionality met, exceeded or close to proportionality
 ● 0.8 -0.9 Proportionality gap: needs improvement
 ● 0.79 and below Significant proportionality gap

² John Hetts, Ken Sorey et al, “Multiple Measures for Assessment and Placement,” RP Group White Paper, September 12, 2014.

SUCCESS INDICATORS		PROPORTIONALITY INDEX (Below 0.9)
Course Completion	Success in credit enrollment	African-American (0.85), American Indian (0.81), Foster Youth (0.84)
	Success in transferable enrollment	African-American (0.85), American Indian (0.79), Persons with Disabilities (0.85)
	Success in basic skills enrollment	African-American (0.83), Pacific Islander (0.83), Persons with Disabilities (0.66), Veterans(0.72), Foster Youth (0.53)
	Success in CTE enrollment	African-American (0.79), Pacific Islander (0.70), Foster Youth (0.82)
	ScoreCard-30-units Completion	African-American (0.82), African-American-Female (0.77), African-American-Male (0.87), Foster Youth (0.82)
ESL/Basic Skills Completion	ScoreCard-ESL	American Indian (0.00), Pacific Islander (0.00), Hispanic-female (0.88)
	ScoreCard-Basic Skills English	African-American (0.67), Hispanic-Male (0.82), Foster Youth (0.72)
	ScoreCard-Basic Skills Math	African-American (0.72), Pacific Islander (0.70), Foster Youth (0.81)
Degree and Certificate Completion	ScoreCard-Completion (SPAR)	Hispanic (0.89), Pacific Islander (0.79), Hispanic-Male (0.82), Foster Youth (0.44)
	ScoreCard-CTE Rate	African-American (0.68), American Indian (0.83), Pacific Islander (0.27), African-American Female (0.79), African-American Male (0.53), Foster Youth (0.76)
Transfer	ScoreCard-Transfer	Hispanic (0.82), Pacific Islander (0.75), Hispanic-Female (0.86), Hispanic-Male (0.78), Persons with disabilities (0.70), Foster Youth (0.36)

Strategies and Next Steps

Strategically, the mission and vision of the RCC Student Equity Plan is to implement it through infrastructural support of programs and activities campus-wide and within individual departments, disciplines and programs.

- 1) The *Office of Equity Support* will serve to facilitate a culture of equity-mindedness through supporting inquiry and research plans, supporting professional development and providing access to training and literature that fosters a healthy understanding of and respect for the tools and practices that sustain student equity as a valued aspect of our overall college mission.
- 2) The Student Equity Plan recognizes the value of *dedicated equity programs* that provide support for targeted student groups within a cultural/group context where support is based first on what experiences they bring to college and then on how to use their personal capacity to become successful in an institutional educational environment that many are experiencing as first generation college students. The Equity programs at RCC are **Ujima, Puente, Disability Resource Center, Veterans, Foster Youth**—these programs have been laying the ground work for equity efforts on this campus for at least one dozen years, they address the core groups with the most systemic problems, and they have been woefully underfunded. These groups also already have dedicated spaces on campus where many of the targeted equity activities can take place.
- 3) The Student Equity Plan systematizes a *partnership of Student Equity with Strategic Planning Councils and Educational Pathways workgroups* (CTE, Basic Skills, Transfer) in order to support disciplines and departments to collegially strategize how to implement pedagogical and curricular approaches to increasing equitable outcomes for the targeted student groups.

RCC's primary principle (and admonition) for Student Equity is, *do not lose students*. Through a philosophy of "Each One, Reach One, the three strategic approaches explained above will be directed toward the prioritized success indicators mentioned previously: Course Completion, especially strategies intended to keep students from falling out at the critical 30 unit mark, ESL and Basic Skills Completion—focusing on multiple measures for placement into college-level English and Math, and Degree and Certificate Completion—research based support for activities that lead to student engagement, personal development and successful course-taking behaviors for general education and major requirements. We are committed to narrowing the proportionality gap through intensive and

deliberate outreach to students in the targeted groups. A number of related activities will be implemented to support our mission. Faculty support is critical and we can garner untold hours of contractual faculty service (5 hours per week/per full time faculty member) to support Student Equity with our current full-time faculty ranks and by increasing those ranks as well.

Three – Five year plan is to focus:

1. Year One:

- a. Research, professional development and training
- b. Design specific equity-minded intervention and support mechanisms for targeted students in basic skills, CTE and degree completion and transfer programs.
- c. Student outreach
- d. Coordination with categorical programs to make best use of resources, staff time and programmatic responsibilities.
- e. Workshop and retreat planning
- f. Streamline the staffing roles and functions of the equity Student Engagement Centers.
- g. Build a rigorous student tracking and report mechanism using educational advisors and counselors.

2. Year Two:

- a. Initiate pilots and measure and evaluate equity outcomes.
- b. Ongoing:
 - i. Research, professional development and training
 - ii. Equity-minded intervention and support mechanisms for targeted students in basic skills, CTE and degree completion and transfer programs.
 - iii. Student outreach
 - iv. Coordination with categorical programs to make best use of resources, staff time and programmatic responsibilities.
 - v. Workshop and retreat planning
 - vi. Support for the equity Student Engagement Centers.
 - vii. Rigorous student tracking and reporting using educational advisors and counselors.

3. Years Three, Four, Five:

- a. Scale up successful pilots and small programs
- b. Make adjustments to pilots and programs based on evaluation and assessment
- c. Ongoing:
 - i. Measure and evaluate equity outcomes
 - ii. Research, Professional Development and Training
 - iii. Ongoing equity-minded intervention and support mechanisms for targeted students in basic skills, CTE and degree completion and transfer programs.
 - iv. Student outreach
 - v. Coordination with categorical programs to make best use of resources, staff time and programmatic responsibilities.
 - vi. Workshop and retreat planning
 - vii. Support for the equity Student Engagement Centers.
 - viii. Rigorous student tracking and reporting using educational advisors and counselors.

Planning Committee and Collaboration

The Student Equity Committee meets monthly during the regular school year. The committee is chaired by a tenured faculty member and it is assigned to the area of responsibility of the Dean of Instruction for Student Success and Academic Support. The committee met bimonthly during the duration of the writing of this plan and the Writing Committee Working group met on the alternate weeks and reported back to the larger committee. The Vice Presidents of Academic Affairs and of Student Services are members of the Student Equity Committee and met frequently with the Dean of Instruction for Academic Support in order to coordinate information gathering, project funding requests and to communicate feedback coming from each of their respective areas with regard to student equity concerns. The president of the college agenda'd equity planning in monthly Deans meetings and in the meetings of the President's Leadership Team.

In turn, the Student Equity Chair also met bi-monthly with the Dean of Instruction for Student Success and Academic Support and with the CIO and CSSO as needed. Collectively, we fielded requests for information and clarification, responded to inquiries about Student Equity, trouble-shooted proposed strategies and activities, and presented the working principles to other campus bodies such as department chairs and in Flex Day workshops.

The writing committee working group membership included the current Acting Dean of Student Services and has been the Director of Disabled Students Programs and Services for the last several years. Also, the Director of Student Support Services Program, is another long-time Student Equity committee member. And the director of our campus Foster Youth and Kinship Program, another long time committee member, participated on the writing group. Their insights and contributions were valuable as we discussed how to implement effective strategies for special student populations.

Most importantly, this report could not have been completed without an ongoing relationship with the Dean of Institutional Effectiveness who responded to any request at any time and cleared her schedule when needed in order for us to have access to the data and to understand it without hesitation. The faculty chairs of our Strategic Planning Executive Committee and of the Academic and Career Technical Programs and Instructional Support (ACTPIS) Leadership Council were collegial collaborators in the discussions about situating the Student Equity Plan in the college planning process and within the Pathways Initiative workgroups and the Educational Master Plan. The Academic Senate President was also instrumental in providing opportunities to bring student equity discussions to the forefront of faculty awareness. The Student Equity Chair sits on the ACTPIS Council, the Educational Master Plan workgroup and the Academic Senate. The chair is also interim department chair and faculty coordinator for Ujima--one of the dedicated Equity Programs at our college.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Kristi Woods	Student Equity Chair, Professor History and Ethnic Studies	Department of History, Philosophy, Humanities Ujima faculty
Fabienne Chauderlot	Dean of Instruction	Counseling, Library, Academic Support
Cecilia Alvarado	Interim Vice President, Student Services	Student Services
Joe Anguiano	Associate Professor, English	English & Media Studies Puente faculty
Patricia Avila	Dean of Instruction	Career and Technical Education
Ellen Brown-Drinkwater	Associate Professor/Dept. Chair, Counseling	Counseling
Christina Henderson	RCC student	RCC student
Alise Clouser	Educational Advisor	Counseling
Kenneth Cramm	Associate Professor/Dept. Chair	Mathematics
Greg Ferrer	Interim Dean, Student Services	Student Services, Disabled Students Programs and Services
Wolde-Ab Isaac	President, Riverside City College	
Tenisha James	Director, Student Support Services Grant	Student Services
Myung Koh	Director, Institutional Research	Institutional Effectiveness
Wendy McEwen	Dean, Institutional Effectiveness	Institutional Effectiveness
Rebecca Moon-Stone	Supplemental Instructional Coordinator	Academic Support
Whitney Ortega	Director, Foster Kinship Care Education Program	Student Services
Garth Schultz	Assistant Professor, Counseling	Counseling, Veterans Resource Center
Miguel Reid	Assistant Professor, ESL	English & Media Studies
Oliver Thompson	Professor, Administration of Justice	Behavioral Sciences/Psychology
Debbie Whitaker-Meneses	Associate Dean, Academic Support	Academic Support, Basic Skills Initiative

Access

Access Definition

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

Section A: Access Research and Analysis

Riverside City College reviewed a substantial number of data sets to identify and inform conversations about access around equity groups. Riverside City College enrolls students from a large geographic area. Because of this, there has been a substantial amount of debate regarding the definition of RCC's service area. For the purpose of this Equity Report, the County of Riverside has been defined as Riverside Community College District's service area. Riverside County – and the City of Riverside – is a very diverse area racially and ethnically as well as socio-economically. See Graphic 1 at the end of this section for the metrics for access and equity.

Gender

As with most institutions of higher education, women are a larger proportion of the student body at RCC. This trend has been consistent for at least the past decade. For the most recent data (Fall 2014), the total number of enrolled women is over 5% higher than that of female population in the Riverside County service area.

According to the US Census Bureau American Communities Survey 2013, Riverside County's population of fifteen to seventeen year-olds is 51.2% male and 48.8% female. In 2012, the American Communities Survey estimated that the County's population of sixteen to nineteen year-olds enrolled in school was 50.3% male. Although women outnumber men at most higher education institutions, Riverside City College's male population is lower than the population of the County.

While there is a disparity in access by gender, Riverside City College is not prioritizing this gap for our current Student Equity program. Elsewhere in this plan where we see this gap on other success indicators there will be strategies and activities that are tied to outcomes for males in the targeted groups.

Race / Ethnicity

In terms of access, Riverside City College's student population reflects the diversity of the surrounding community. In terms of race and ethnicity, the ratio for Hispanics in the Fall 2014 RCC students was 57.3%, while the ratio for Hispanic in the service area was 45.5%. The ratio for African Americans in the service area was 6.0% in comparison to 8.5% of RCC students.

While Riverside City College is under-represented in white students, Riverside County's overall undergraduate college population is 43.7% white. This is because larger proportion of white students attend four-year colleges and universities. (2006-2010 American Community Survey School Enrollment by Race / Ethnicity).

While there are slight differences in access by race / ethnicity, Riverside City College is not prioritizing this gap for our current Student Equity program.

Individuals with Disabilities

Over the past five years, RCC students who self-identified as students with disabilities increased from 3.8% to 7.3%. According to the United States 2006-2007 American Community Survey, 5.6% of Riverside County's population ages sixteen to thirty-four is disabled. One of the challenges RCC's team has identified is obtaining comparison group data for this disabled population. We are working to obtain better data on this important part of the population.

There is not an access equity gap for individuals with disabilities and RCC is not prioritizing this segment of the population.

Veteran

The number of veteran students enrolled at RCC is slightly less than the Veteran population county-wide. Of the Riverside County eighteen to thirty-four year-old population, 2.2% are veterans. It is difficult to know, though, the proportion of this population that would actually be potential college students. For Fall 2014, 1.4% of the Riverside City College student population is composed of veterans.

Economically Disadvantaged

In terms of student access, students are identified as economically disadvantaged if they received a Pell grant, CalWORKs, or a Board of Governors Waiver. RCC students who received a Pell grant or a Board of Governors Waiver increased from 49% to 67.4% during the past five years. The numbers of RCC students receiving CalWORKs remained stable between 0.3% and 0.5% for the past five years. This population is a significant portion of RCC's student body. There is not an access equity gap for economically disadvantaged students and RCC is not prioritizing this segment of the population.

Foster Youth

Over the past five years, RCC students who were foster youth increased from 0.3% to 0.8% of the total student population. This special population is difficult to identify because, as with many other characteristics, identification relies on student self-identification. RCC is working with California College Pathways Foundation to identify additional methods for identifying foster youth. As RCC progresses through this strategic planning cycle, we are working to not only better identify and track foster youth, but also target this population with additional support. While RCC is not directly prioritizing foster youth access, this population has been identified as one of the target groups. Activities addressing foster youth success will be addressed later on in this report.

Summary

In summary, as explained in the sections above, our access data indicate that our student population is widely distributed amongst the several ethnic/racial and special population groups that often lack proportionate representation in higher education institutions. Our student body reflects the diversity of these demographics of our local community and therefore we know that access to the college is not a significant problem. We do, however, intend to continue to collect data and to research proven methods for outreach to Foster Youth, veterans and college-age males in our service area. Nevertheless, our priority for Student Equity will be to focus on the success of students once they have matriculated to RCC and ensuring equitable outcomes for them to complete courses successfully. This includes enrollment and successful completion in basic skills and transfer courses, successful progression through basic skills sequences, attaining a degree or certificate and transfer to a four-year college or university.

Graphic A.1: Access and Equity

Target Populations	Service Area Population Census 2010	% of Population 2010 Census	# Enrolled Fall 2014	% of Total Fall 2014	Proportionality Index	Gain / Loss
African American	130,823	6.0%	1,590	8.5%	1.42	2.5%
American Indian / Native Alaskan	10,931	0.5%	50	0.3%	0.60	-0.2%
Asian	133,170	6.1%	1,780	6.3%	1.03	-0.2%
Hispanic	995,257	45.5%	10,717	57.3%	1.26	11.8%
White	869,068	39.7%	3,974	21.3%	0.54	-18.4%
Two or More ¹	48,110	2.2%	750	4.0%	1.82	1.8%
Unknown	3,682	0.2%	150	0.8%	4.00	0.6%
Total	2,189,641	100.0%	18,690	100.0%		
Males	1,089,576	49.8%	8,192	43.8%	0.88	-6.0%
Females	1,100,065	50.2%	10,407	55.7%	1.11	5.5%
Total	2,189,641	100.0%	18,690	100.0%		
Individuals with Disabilities ³	32,682	5.6%	1,357	7.3%	1.30	1.7%
Veterans ⁴	11,629	2.2%	262	1.4%	0.64	-0.8%
Low-Income (Pell)			6,266	33.5%		
Foster Youth			152	0.8%		
Total			18,690	100.0%		

*Census combines Native Hawaiian / Pacific Islander with Asian

1 2010 Census category is Multi-Ethnic

2 International Students are enrolled with F-1 or J-1 Visas

3 According to the United States 2006-7 American Community Survey, 5.6% of Riverside County's population ages 16-34 is disabled.

4 County-wide, Riverside County's 18 to 34 year-old population is 2.2% veterans.

Success Indicator: Course Completion

Course Completion (Retention³) Definition

The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

Section B: Course Completion Research and Analysis

Course completion is one of the foundational metrics used to measure student progress at California Community Colleges. Riverside City College tracks course completion at the individual student level – as well as at aggregated levels by course, discipline, department, division, etc. This robust tracking and reporting system allows Institutional Research to inform conversations about student success at individual group levels (Veteran’s, disabilities, gender, race/ethnicity, etc.) as well as helps frame conversations within and between disciplines and departments.

RCC evaluated Course Completion for different segments of students:

- 1) Course completion for those students who complete at least 30 units
- 2) Course completion for those students who were successful at credit, transferable, basic skills, and CTE enrollments

With each of the metrics analyzed earlier in this report, the student was the “unit” of analysis and students were grouped into cohorts. For Course Success, the course becomes the unit of analysis. Thus, if a student was enrolled in twelve courses over the period analyzed, there will be twelve unique instances included in the analysis. Because of this, the number of instances included in this analysis is much larger than the previous headcounts and students are not necessarily grouped into cohorts based on their start year.

For each of the following target groups, the Student Equity workgroup examined a substantial amount of data by gender, race/ethnicity, age group, disability, Veteran, foster youth, and socio-economically disadvantaged. Data tables for each of the different course types are included in this section.

Course Completion Summary

The following target groups show disproportionate impact in most of these course completion data sets.

- American Indian / Native Alaskan Students, African American Students and Foster Youth all show disproportionate impact for 30 Unit, Credit Course and CTE Course Completion.
- Native Hawaiian / Pacific Islander, African Americans, Students identifying as 2 or More Races, Foster Youth and Students with Disabilities show disproportionate impact for Basic Skills Course Completion.
- American Indian / Native Alaskan Students, African Americans, and Students with Disabilities all show disproportionate impact for Transfer Course Completion.

Riverside City College has identified strategies to address these gaps across several different course types. RCC is also implementing specific strategies based on target groups identified below.

³ Although Title 5 refers to “retention” the term “course completion” is deemed to embody that term in the guidelines.

30 Unit, Credit Course, and CTE Completion Strategies

The student group exhibiting the largest proportionality gap in attaining 30 Unit course credits is

- African American - 0.82

The student groups exhibiting the largest proportionality gaps in credit course completion rates are

- African American - 0.85
- Foster Youth - 0.84
- American Indian/Alaskan Native - 0.81

The student groups exhibiting the largest proportionality gaps in CTE course completion rates are

- African American – 0.79
- Native Hawaiian/Pacific Islander – 0.70
- Foster Youth – 0.82

Transfer Course Completion Strategies

The three student groups exhibiting the largest proportionality gaps in transfer course completion rates are

- African American - 0.85
- American Indian/Alaskan Native - 0.79
- Students with Disabilities – 0.85

Basic Skills Course Completion Strategies*

The three student groups exhibiting the largest proportionality gaps in Basic Skills course completion rates are

- African American - 0.83
- Native Hawaiian / Pacific Islander - 0.83
- 2 or more races -- 0.79
- Students with Disabilities – 0.66
- Foster Youth - 0.53
- Veterans – 0.71

*See the Basic Skills section (Section C) of this report for detailed information about strategies and activities for Basic Skills course progression and successful completion.

30 Units Research

The definition of this population is that of the State Chancellor’s Office Scorecard: First-time students with a minimum of 6 units earned who attempted any Math or English in the first three years and earned at least 30 units within six years of entry anywhere in the CCC system.

Graphic B.1: 30 Unit Completion

Target Populations	# Cohort (2008-2009)	% of Total	# completed	% of Total Completed	PI	80 Percent Index	30 Units Completion Rate	Gain or Loss
Asian	187	5.1%	133	5.8%	1.14	0.95	71.1%	8.6%
African-American	384	10.5%	196	8.6%	0.82	0.68	51.0%	-11.5%
Filipino	90	2.5%	63	2.8%	1.12	0.93	70.0%	7.5%
Hispanic/Latino	1529	42.0%	915	40.2%	0.96	0.80	59.8%	-2.7%
American Indian or Alaska Native	21	0.6%	13	0.6%	0.99	0.83	61.9%	-0.6%
Pacific Islander	28	0.8%	21	0.9%	1.20	1.00	75.0%	12.5%
White	973	26.7%	658	28.9%	1.08	0.90	67.6%	5.1%
Unknown	431	11.8%	279	12.2%	1.04	0.86	64.7%	2.2%
Total	3643	100.0%	2278	100.0%	1.00		62.5%	
Female	1967	54.0%	1265	55.5%	1.03	1.00	64.3%	1.8%
Male	1629	44.7%	986	43.3%	0.97	0.94	60.5%	-2.0%
Unknown	47	1.3%	27	1.2%	0.92	0.89	57.4%	-5.1%
Total	3643	100.0%	2278	100.0%	1.00		62.5%	
Foster Youth	39	1.1%	24	1.1%	0.98	0.98	61.5%	-1.0%
Individuals with Disabilities	216	5.9%	142	6.2%	1.05	1.00	65.7%	3.2%
Low-Income (Pell)	2528	69.4%	1658	72.8%	1.05	1.00	65.6%	3.1%
Veterans	55	1.5%	42	1.8%	1.22	1.00	76.4%	13.9%
Total	3643	100.0%	2278	100.0%	1.00		62.5%	

Student Group	Percentage Gap to Overall Average Completion	# Enrolled	# Needed to complete
African-American	-11.5%	384	45
Hispanic/Latino	-2.7%	1,529	43
American Indian or Alaska Native	-0.6%	21	1

Credit Course Completion Research

This metric shows student success for all credit eligible courses. Note that there are a significant number of Transfer courses which are also credit-eligible and transferable. Success metrics for these courses are included in each section of this research.

Graphic B.2: Credit Courses

Target Populations	# Enrolled Fall 2014	% of Total	# Passed	% of Total Passed	Proportionality Index	80 Percent Index	Total Pass Rate	Comparison Group Pass Rate to Total Pass Rate
African American	3,791	8.9%	2,094	7.5%	0.85	0.70	55.2%	-9.9%
American Indian / Native Alaskan	137	0.3%	72	0.3%	0.81	0.67	52.6%	-12.6%
Asian	2,516	5.9%	1,819	6.5%	1.11	0.92	72.3%	7.1%
Native Hawaiian / Pac Islander	177	0.4%	109	0.4%	0.95	0.78	61.6%	-3.6%
Hispanic	23,651	55.2%	14,871	53.3%	0.97	0.80	62.9%	-2.3%
White	9,251	21.6%	6,647	23.8%	1.10	0.91	71.9%	6.7%
Two or More	1,880	4.4%	1,216	4.4%	0.99	0.82	64.7%	-0.5%
Unknown	339	0.8%	223	0.8%	1.01	0.83	65.8%	0.6%
International*	1,077	2.5%	851	3.0%	1.21	1.00	79.0%	13.9%
Total	42,819	100.0%	27,902	100.0%	1.00		65.2%	
Males	19,435	45.4%	12,537	44.9%	0.99	0.98	64.5%	-0.7%
Females	23,165	54.1%	15,222	54.6%	1.01	1.00	65.7%	0.5%
Unknown	219	0.5%	143	0.5%	1.00	0.99	65.3%	0.1%
Total	42,819	100.0%	27,902	100.0%	1.00		65.2%	
Foster Youth	391	0.9%	213	0.8%	0.84		54.5%	-10.7%
Individuals with Disabilities	2,913	6.8%	1,880	6.7%	0.99		64.5%	-0.6%
Low-Income (Pell)	15,019	35.1%	9,706	34.8%	0.99		64.6%	-0.5%
Veterans	648	1.5%	403	1.4%	0.95		62.2%	-3.0%
Total	42,819	100.0%	27,902	100.0%	1.00		65.2%	

Student Group	Percentage Gap to Overall Average Success	# Enrolled Fall 2015	# Needed to Pass
American Indian / Native Alaskan	-12.6%	137	18
African American	-9.9%	3,791	377
Hispanic	-2.3%	23,651	541
Foster Youth	-10.7%	391	42

Basic Skills Course Completion Research

This metric shows student success for all basic skills courses.

Graphic B.3: Basic Skills Courses

Target Populations	# Enrolled Fall 2014	% of Total	# Passed	% of Total Passed	Proportionality Index	80 Percent Index	Total Pass Rate	Comparison Group Pass Rate to Total Pass Rate
African American	193	8.6%	89	7.1%	0.83	0.57	46.1%	-9.8%
American Indian / Native Alaskan	5	0.2%	3	0.2%	1.07	0.74	60.0%	4.1%
Asian	84	3.7%	54	4.3%	1.15	0.80	64.3%	8.4%
Native Hawaiian / Pac Islander	13	0.6%	6	0.5%	0.83	0.57	46.2%	-9.8%
Hispanic	1,542	68.8%	867	69.2%	1.01	0.70	56.2%	0.3%
White	293	13.1%	172	13.7%	1.05	0.73	58.7%	2.8%
Two or More	75	3.3%	33	2.6%	0.79	0.55	44.0%	-11.9%
Unknown	5	0.2%	4	0.3%	1.43	0.99	80.0%	24.1%
International*	31	1.4%	25	2.0%	1.44	1.00	80.6%	24.7%
Total	2,241	100.0%	1,253	100.0%	1.00		55.9%	
Males	831	37.1%	448	35.8%	0.96	0.92	53.9%	-2.0%
Females	1,398	62.4%	798	63.7%	1.02	0.98	57.1%	1.2%
Unknown	12	0.5%	7	0.6%	1.04	1.00	58.3%	2.4%
Total	2,241	100.0%	1,253	100.0%	1.00		55.9%	
Foster Youth	27	1.2%	8	0.6%	0.53		29.6%	-26.3%
Individuals with Disabilities	251	11.2%	92	7.3%	0.66		36.7%	-19.3%
Low-Income (Pell)	575	25.7%	308	24.6%	0.96		53.6%	-2.3%
Veterans	15	0.7%	6	0.5%	0.72		40.0%	-15.9%
Total	2,241	100.0%	1,253	100.0%	1.00		55.9%	

Student Group	Percentage Gap to Overall Average Success	# Enrolled Fall 2015	# Needed to Pass
Native Hawaiian / Pac Islander	-9.8%	13	1
African American	-9.8%	193	19
Disabled Students	-19.3%	251	48
Two or More	-11.9%	75	9
Veterans	-15.9%	15	2
Foster Youth	-26.3%	27	7

CTE Course Completion Research

This metric shows student success for all CTE courses. Note that there are a significant number of CTE courses which are also credit-eligible and transferable. Success metrics for these courses are included in each section of this research.

Graphic B.4: CTE Courses

Target Populations	# Enrolled Fall 2014	% of Total	# Passed	% of Total Passed	Proportionality Index	80 Percent Index	Total Pass Rate	Comparison Group Pass Rate to Total Pass Rate
African American	1,121	9.5%	594	7.5%	0.79	0.68	53.0%	-14.1%
American Indian / Native Alaskan	52	0.4%	33	0.4%	0.95	0.81	63.5%	-3.7%
Asian	677	5.7%	505	6.4%	1.11	0.96	74.6%	7.5%
Native Hawaiian / Pacific Islander	36	0.3%	17	0.2%	0.70	0.61	47.2%	-19.9%
Hispanic	6,304	53.5%	4,135	52.3%	0.98	0.84	65.6%	-1.5%
White	2,891	24.5%	2,135	27.0%	1.10	0.95	73.8%	6.7%
Two or More	440	3.7%	292	3.7%	0.99	0.85	66.4%	-0.8%
Unknown	89	0.8%	64	0.8%	1.07	0.92	71.9%	4.8%
International*	177	1.5%	138	1.7%	1.16	1.00	78.0%	10.8%
Total	11,787	100.0%	7,913	100.0%	1.00		67.1%	
Males	5,085	43.1%	3,278	41.4%	0.96	1.05	64.5%	-2.7%
Females	6,640	56.3%	4,597	58.1%	1.03	1.13	69.2%	2.1%
Unknown	62	0.5%	38	0.5%	0.91	1.00	61.3%	-5.8%
Total	11,787	100.0%	7,913	100.0%	1.00		67.1%	
Foster Youth	109	0.9%	60	0.8%	0.82		55.0%	-12.1%
Individuals with Disabilities	1,060	9.0%	731	9.2%	1.03		69.0%	1.8%
Low-Income (Pell)	4,430	37.6%	3,050	38.5%	1.03		68.8%	1.7%
Veterans	160	1.4%	105	1.3%	0.98		65.6%	-1.5%
Total	11,787	100.0%	7,913	100.0%	1.00		67.1%	

Student Group	Percentage Gap to Overall Average Success	# Enrolled Fall 2015	# Needed to Pass
Native Hawaiian / Pacific Islander	-19.90%	36	7
African American	-14.10%	1,121	159
Foster Youth	-12.10%	109	13

Transfer Course Completion Research

This metric shows student success for all Transfer eligible courses. Note that there are a significant number of Transfer courses which are also credit-eligible and transferable. Success metrics for these courses are included in each section of this research.

Graphic B.5: Transfer Courses

Target Populations	# Enrolled Fall 2014	% of Total	# Passed	% of Total Passed	Proportionality Index	80 Percent Index	Total Pass Rate	Comparison Group Pass Rate to Total Pass Rate
African American	3,278	9.2%	1,813	7.8%	0.85	0.69	55.3%	-9.9%
American Indian / Native Alaskan	120	0.3%	62	0.3%	0.79	0.65	51.7%	-13.6%
Asian	2,113	5.9%	1,523	6.5%	1.11	0.90	72.1%	6.8%
Native Hawaiian / Pac Islander	160	0.4%	102	0.4%	0.98	0.80	63.8%	-1.5%
Hispanic	19,638	54.9%	12,354	52.9%	0.96	0.79	62.9%	-2.3%
White	7,673	21.4%	5,530	23.7%	1.11	0.90	72.1%	6.8%
Two or More	1,590	4.4%	1,037	4.4%	1.00	0.81	65.2%	0.0%
Unknown	302	0.8%	192	0.8%	0.98	0.79	63.6%	-1.7%
International*	919	2.6%	736	3.2%	1.23	1.00	80.1%	14.9%
Total	35,793	100.0%	23,349	100.0%	1.00		65.2%	
Males	16,346	45.7%	10,579	45.3%	0.99	0.99	64.7%	-0.5%
Females	19,274	53.8%	12,657	54.2%	1.01	1.00	65.7%	0.4%
Unknown	173	0.5%	113	0.5%	1.00	1.00	65.3%	0.1%
Total	35,793	100.0%	23,349	100.0%	1.00		65.2%	
Foster Youth	185	0.5%	154	0.7%	1.28		83.2%	18.0%
Individuals with Disabilities	1,512	4.2%	838	3.6%	0.85		55.4%	-9.8%
Low-Income (Pell)	12,640	35.3%	8,114	34.8%	0.98		64.2%	-1.0%
Veterans	541	1.5%	339	1.5%	0.96		62.7%	-2.6%
Total	35,793	100.0%	23,349	100.0%	1.00		65.2%	

Student Group	Percentage Gap to Overall Average Success	# Enrolled Fall 2015	# Needed to Pass
American Indian / Native Alaskan	-13.6%	120	16
African American	-9.9%	3,278	325
Individuals with Disabilities	-9.8%	1,512	148

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL Section B: Course Completion

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
B.1 African American, Hispanic, American Indian / Native American, and Foster Youth for Credit Course Completion	55.2% success rate for African Americans in Credit Course Completion, Fall 2014.	Narrow this gap by helping 50 more African American students each semester pass their credit courses by the end of Fall 2019.	2019
	52.6% success rate for American Indian / Native American in Credit Course Completion, Fall 2014.	Narrow this gap by helping 5 more American Indian / Native American students each semester pass their credit courses by the end of Fall 2017.	2017
	62.9% success rate for Hispanic in Credit Course Completion, Fall 2014.	Narrow this gap by helping 70 more Hispanic students each semester pass their credit courses by the end of Fall 2019.	2019
	54.5% success rate for Foster Youth in Credit Course Completion, Fall 2014	Narrow this gap by helping 10 more Foster Youth each semester pass their credit courses by the end of Fall 2019.	2019

Target Population(s)	Current gap, year	Goal*	Goal Year
B.2 African American, American Indian / Alaskan Native, and Students with Disabilities for Transfer Course Completion	55.3% success rate for African Americans in Transfer Course Completion, Fall 2014.	Narrow this gap by helping 50 more African American students each semester pass their credit courses by the end of Fall 2019.	2019
	51.7% success rate for American Indian / Alaskan Native in Transfer Course Completion, Fall 2014.	Narrow this gap by helping 5 more American Indian / Native American students each semester pass their credit courses by the end of Fall 2017.	2017
	55.4% success rate for Students with Disabilities in Transfer Course Completion, Fall 2014.	Narrow this gap by helping 20 more Students with Disabilities each semester pass their credit courses by the end of Fall 2019.	2019

*Expressed as either a percentage or number.

Activities for Goal B.1: Credit Course Completion

● **Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

● **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.1	African American, Hispanics, American Indian / Native American, and Foster Youth	African American – 1500 American Indian – 60 Hispanic – 10,500 Foster Youth - 50

Activity Implementation Plan for Goal B.1: Credit Course Completion

These activities are designed to support credit courses focusing on the four populations with the largest equity gaps.

Research and Evaluation

- Identify students who have a pattern of withdrawals and drops through the implementation of WebAdvisor drop down screen.
 - Assess reported reasons the targeted populations withdraw from classes in order to see if there are actions that the college can take to specifically mitigate issues that lead to student withdrawals
- Identify course-taking behavior of the targeted student groups enrolled in gatekeeper courses.
- Collect **disaggregated data** to identify the courses in which the target groups are experiencing the least success; observations may be conducted in the classrooms in which target groups are experiencing the least success; or interviews with students from the target group could be conducted to better understand what barriers emerged in the identified classrooms.
- Examine best practices for embedded tutoring/use of Supplemental Instruction, Study Group Leaders or web-based tutoring services in order to produce outcomes that narrow the proportionality gaps for targeted student groups.
- Research best practices and successful outcomes from adding English and/or Reading pre-requisites for college-level transfer courses. See Appendix 1 for a table of references for Best Practices.
 - Inquiry question: Do the pre-requisites yield any significantly different results or are there other ways of helping Basic Skills level students strengthen reading and writing skills while also enrolled in college-level transfer courses?
 - Examine the potential benefits of developing an interdisciplinary writing course to meet English 1A or development of English requirement.
- Disciplines and Departments will analyze disaggregated data to determine if student achievement inequities are present and will develop strategies to address these disparities in their Comprehensive Program Review.
- Research specific methodologies for facilitating student engagement and academic success for Native American, African American, Hispanic, Foster Youth and Native Hawaiian/Pacific Islander students.

Instructional Support Activities

- In coordination with faculty, implement systemic access for targeted students to in person or online tutoring services, in-class supplemental instruction.
- Assign students in target groups to an educational advisor, faculty advisor and equity advocate.
- Provide students in Equity Learning Communities with embedded support: educational advisor, faculty advisor and equity advocates.
- Develop resource offerings in the library for faculty to gain knowledge on cultural proficiency, that allow faculty to develop curricular assignments that engage student in the target groups, and to offer programs to bring target group students into the library for research, group collaboration and study groups, and speakers and workshops that address particular aspects of college success, basic skills progress and degree and certificate completion.
- Identify bottle-neck courses and provide intrusive support services for targeted students in these courses by assigning educational advisors to Equity Programs and Engagement Centers, Departments/Disciplines/Divisions to work with students on a case-load basis.
- Support peer tutoring in Engagement Centers for targeted students and to meet equity targets within specific departments/disciplines.
- Utilize STEM ambassadors and mentors in STEM Center to participate in peer mentoring, lead study groups and tutor students in targeted groups.

Professional Development

- Inquiry, research/literature reviews, professional development workshops, training on the following topics: understanding equity, discipline-based, pedagogically-sound equity strategies, inter-personal relations, communication, and cultural proficiency.
- Faculty development in methods of basic skills instruction and teaching adults for faculty teaching in disciplines outside of basic skills courses in English and Math but who have students with below college level reading, writing and math computational skills enrolled in their courses.
- Support faculty-led working groups to offer faculty the opportunity to share how they have identified and implemented effective strategies to improve the success rates of targeted students.
- Inquiry, Faculty Development, Research: Support Discipline and Department specific interventions developed by content experts.
- Train and support faculty equity teams to lead research and promote campus dialogue on particular and culturally-relevant strategies proven to increase successful credit course completion and for persistence past 30 units in targeted groups.

Curriculum/Course Development or Adaptation

- Develop and expand culturally-specific content into transfer-level courses. (e.g. Puente English Model)
- Support discipline curriculum development and create models for faculty within Equity program learning communities: Puente—Math and English and Ujima-- English, African American History and Guidance course sequences
- Develop courses with embedded academic support services for gatekeeper courses and programs with high numbers of target group students; into courses in Equity Program learning communities (Ujima, Puente, CAP)

Student Equity Coordination/Planning

- Faculty Coordinator for Student Equity 1.0 reassigned time to be the lead person for the implementation of the Student Equity Plan.
- Grant Specialist for Equity programs to support the implementation of Equity program planning and coordination, workshop and training planning, travel to conferences, contracting speakers, trainers and facilitators; to process spending requests and budget paperwork, to monitor budget and provide budget review for reporting requirements.
- Coordinate the implementation of Campus wide training program of SI leaders, study group leaders, peer mentors, faculty equity advocates for consistency of training in diversity awareness, student support and academic coaching.
 - Academic Coaching program for 20-40 faculty and staff per session
 - Host two day retreats on topics of: gender, sexuality, multicultural awareness, cultural proficiency
 - On campus trainings for STEM Ambassadors and Mentors, study group leaders, peer mentors/equity advocates, Supplemental Instruction Leaders, tutors who will work in Engagement Centers, tutoring center and in identified classes according to disciplines' needs.
- Work collegially across the campus to develop and implement a case load management system with educational advisors, faculty equity advocates and student equity advocates who are assigned to provide follow-up services to targeted students enrolled in CTE and Credit transfer courses.
- Be the “eyes and ears” of equity-mindedness on the college campus.
- Support the planning and implementation of Equity-related strategies and activities for students in targeted groups through dissemination of research materials, and provide opportunities for professional development for equity-related conferences, workshops, speakers/consultants, webinars, facilitated focus groups, or for travel to such opportunities.
- Invite Luke Wood and Frank Harris of Minority Male Community College Consortium to campus to provide a three topic training three times over the course of the year:
 - Men of Color in Community Colleges: An Overview of Research and Trends
 - Teaching Men of Color in the Community College
 - Counseling and Advising Men of Color in Community Colleges
 - Equity Inquiry and Planning for Men of Color in Community Colleges
 - The Effects of Racial Microaggressions on the Success of College Men of Color
 - Creating Conditions that Foster Engagement Among College Men of Color
 - Institutional Responsibility and the Success of College Men of Color
 - Successful Practices for Conducting Inquiry on College Men of Color
 - The Influence of Masculinities on Student Success for Men of Color

Outreach (campus)

- “Each one, Reach One: Identify “lost students” in credit courses within departments, disciplines and equity programs and conduct outreach with trained Equity Teams (faculty advisor/equity advocate, educational advisor and student peer advocates).
 - Regular contact with targeted students in equity programs and in disciplines and departments throughout the college. Especially focused on narrowing equity gap for transfer and credit course completion and 30 units completion: African American and Foster Youth, Pacific Islander, Native Americans
 - Personal contact, incentivized support, collection of contact information and follow up data, to help students succeed.
- Student speaker series designed to expose students to potential successful role models and to address student motivational factors that leads to success in credit courses.
- Identify, train and support faculty equity teams to lead research and promote campus dialogue on particular and culturally-relevant strategies proven to increase success in targeted student populations.
- EOPS will provide support services to male students in targeted groups. Students will be required to complete three counseling contacts per semester, one progress report per term, and enroll in 12 units. The targeted population will receive a book voucher, academic workshops and access to a Lending Library.

Student Services

- Offer Student Success workshops in a context relevant to targeted groups.
- Equitable Steps to Success Program for Students on Progress Probation
 - Two events per school year to increase attainment of 30 units and course completion for students on academic /probation dismissal status
- Support ongoing programs and services that work directly with students in targeted groups providing intentional counseling, academic support —tutoring, SI Leaders, Engagement Centers
- Engagement Centers (these are combined Student Services/Academic Affairs programs)
 - Staff with counselor and educational advisor and provide resources for Foster Youth Engagement Center for intentional and deliberate counseling and academic support for Foster Youth in order to help this group address their unique needs as college and to become engaged in the wider campus community
 - Staff with counselor and educational advisor and provide resources for La Casa Engagement Center for intentional and deliberate counseling and academic support for Hispanic students and low performing students.
 - Continue to support HOME Room Engagement Center, Disability Resource Center and Veterans Resource Center with counselor and educational advisor and provide resources for intentional and deliberate counseling and academic support for students in so designated target groups and low performing students.

- Within Engagement Centers/Equity Programs: Ujima/HOME Room, Puente/La Casa, Foster Youth/Guardian Scholars, Disabled Resource Center, Veterans Resource Center:
 - Hire and train Program Resource Specialists for each of the Equity Engagement Centers to facilitate the daily operation of the centers: conduct outreach, plan and hold workshops, act as a student advocate, data collection and reporting and provide assistance to faculty/counseling Equity program coordinating teams in order to increase the targeted students' basic skills progression, course success retention and transfer rate.
 - Provide hours for part-time clerical assistance to assist with the clerical needs of the faculty/counseling teams that coordinate the Ujima, Puente, Foster Youth Equity programs.
 - Provide adjunct counseling hours as needed for special needs of students in Equity Programs.
 - Provide support for faculty to engage and interact with the students in the Engagement centers through trainings, workshops, ability to spend office hours and time beyond their contract load working with students in these programs.
 - Support for faculty and staff involved with Equity Programs to attend mandated statewide conferences and trainings.
 - Support for students in Equity Programs to attend statewide conferences, regional meetings.
 - Support targeted student participants in Equity Programs to attend workshops, trainings, mentor programs that facilitate educational and personal success, career development and leadership development.
- Goals for students in Equity Programs:
 - Comprehensive SEPs for all first-time students who have completed 15 units
 - Establish a goal of 24 completed units within the first year
 - Summer program to encourage students to plan year two schedule and to enroll in courses for third semester
 - Guidance classes and workshops to develop successful college student characteristics/resiliency, GRIT, mindset for targeted students
 - Conduct academic success workshops within cultural contexts for target groups (EOPS, DSPS, Veterans, African American, Hispanic and Foster Youth).
 - Tutoring, peer support—discipline based within cultural contexts
 - Support for tutors and study group leaders for Learning Communities
 - Regular, scheduled meetings with Ed Advisor and Faculty Advisor to monitor progress and for early detection of problems.

Direct Student Support

- Provide book, meal, gas, child care and cafeteria vouchers for targeted students in Equity Programs (EOPS, Foster Youth/Guardian Scholars, Ujima, Puente, Veterans, Individuals with Disabilities) and for targeted “lost student” within disciplines and departments based on equity data provided by institutional research.

Activities Budget for Goal B.1: Credit Course Completion

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	November 2015-June 30 th 2016	Counseling Hours for EOPS \$ 22,000 Counseling Hours for HOME Room \$ 27,500 Faculty Coordinator for Student Equity \$ 23,000 Grant Specialist for Student Equity \$ 13,000 Faculty Training Stipends \$ 12,240 Director of Institutional Research \$ 18,826 Program Resource Specialist, Ujima \$ 6,542 Program Resource Specialist, Foster Youth \$ 5,233 Program Resource Specialist, DRC \$ 5,233 Program Resource Specialist, La Casa \$ 5,233 Ujima Study Group Leaders and Mentors \$ 43,008 EOPS Specialist \$ 3,286 Program Resource Specialist, Ujima \$ 1,424 Program Resource Specialist, Foster Youth \$ 1,139 Program Resource Specialist, DRC \$ 1,139 Program Resource Specialist, Equity Office \$ 1,139 Program Resource Specialist, La Casa \$ 1,139 Adjunct counselor benefits, HOME Room \$ 3,700 Grant Specialist for Student Equity \$ 2,505 Faculty Coordinator for Student Equity \$ 7,360 Director of Institutional Research \$ 9,820 EOPS Specialist \$ 1,769 instructional supplies and materials \$ 15,250 noninstructional supplies and materials \$ 15,250 Equity Program Copy and Printing \$ 6,004 Equity Program Food Services \$ 7,000 Ujima student conferences \$ 15,000 Equity Conference and Workshops \$ 15,000 Library Speaker Series for Student Success \$ 20,000 Minority Male Community College Consortium \$ 35,000 Library journal and periodical subscriptions \$ 4,500 Ujima/HOME Room \$ 20,000 Foster Youth Resource Center \$ 16,000	

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - \$10,000, EOPS – \$9,000, Financial Aid - \$13,000, General Fund - \$24,000, etc.

Activities Linked to Goal B.1: Credit Course Completion

Research and Evaluation

- Relates to goals because we must first have ability to identify a solvable problem, the information/data needed to create a strategy; an understanding of defining expected outcomes for student success.

Faculty Development

- Training, workshops, colloquiums, consultants, and speakers will enable faculty to envision an equity-minded culture and establish an orientation towards changing expectations in course completion strategies for success for targeted students.

Curriculum/Course Development or Adaptation

- Based upon research and evaluation and faculty development, faculty will develop skills and knowledge with which to review curriculum, adapt pedagogical techniques, develop interpersonal communication skills and make material relevant to students in ways that will lead to greater student success overall but especially for student in targeted student groups.

Instructional Support Activities

- Students need additional support beyond the attention they receive in the classroom from the teacher. In-class Supplemental Instruction and embedded tutoring will facilitate students learning in real time as the teacher introduces material. Outside of class tutoring, study groups, educational advisors and peer mentors contribute to student engagement and provide opportunities for faculty to work in teams with paraprofessionals as advocates for student success.

Student Equity Coordination/Planning

- Takes the lead in making ongoing trainings available for faculty, students and staff. Serves as the symbol of equity-mindedness on campus as the repository of information about pedagogy and practice with equity principles, provides resources and brings groups together to dialogue about equity and student success.

Outreach (campus)

- A basic equity principle—don't lose the student. Outreach will allow us to keep in touch with students and help them anticipate what support they may need to stay engaged and enrolled in courses. Counselors, educational advisors, faculty advisors and faculty equity advocates, and peer mentors will work together as Equity Teams with a caseload of students according to discipline or program or special population.

Student Services

- Engagement Centers: Foster Youth, HOME Room, La Casa, Disabilities Resource Center, Veterans Resource Center, STEM Center, Honors Study Center, Transfer Pathways Engagement Center
 - This support, through dedicated counselors, educational advisors and program resource specialists, brings students with similar equity issues together, to provide intentional and consistent, institutionalized support for narrowing proportionality gaps. Offering access to computers, printers, laptops, textbooks in comfortable, safe and secure surroundings.
 - Educational Advisors providing case management and conduct student success workshops.
 - Counselors completing SEPs and teaching guidance courses.
 - Study Group Leaders and Peer Advocates serve as students helping students by modeling successful academic habits and interpersonal communication skills.
 - Expand college experience by introducing students to campus offices and departments, key personnel; participation in extra-curricular activities like student clubs, community service, leadership and student governance opportunities.

Direct Student Support

- Many students drop classes and/or withdraw from college due to financial hardships. Direct Student support in the form of vouchers for books and school supplies, cafeteria meals, childcare expenses and gas vouchers is often enough to keep a student in school. These resources can only be accessed when a student comes into contact with Academic and Student Support Personnel (counselors, educational advisors, program resource specialists, program coordinators), faculty, staff and administrators who can direct them to the available resources. An equity-minded campus culture will benefit students with external difficulties because we will have trained equity advocates attuned to student needs and aware of the resources available to help the students.

Improvement Metrics Linked to Goal B.1: Credit Course Completion

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>African American</i>	376, Fall 2014	Narrow this gap by helping 50 more African American students each semester pass their credit courses by the end of Fall 2019.	2019
American Indian / Alaskan Native	17, Fall 2014	Narrow this gap by helping 5 more American Indian / Native American students each semester pass their credit courses by the end of Fall 2017.	2017
Hispanic	540, Fall 2014	Narrow this gap by helping 70 more Hispanic students each semester pass their credit courses by the end of Fall 2019.	2019
Foster Youth	42, Fall 2014	Narrow this gap by helping 10 more Foster Youth each semester pass their credit courses by the end of Fall 2019.	2019

*Expressed as either a percentage or number.

Evaluation Metrics Linked to Goal B.1: Credit Course Completion

- Metrics on course success and student persistence disaggregated by the populations – collected, reported, and reviewed yearly
- The number of pilot programs offered and the success of these pilots
- Number of workshops and trainings offered to faculty. Qualitative Pre and Post surveys
- Number of faculty who participate in the faculty development efforts
- Number of sections with Special Instruction and sections with Tutors
- Number of students receiving advising activities disaggregated by the populations (SEP's, Counseling, etc.)
- Course, Program, and Institutional Learning Outcomes assessment results including qualitative analysis and quantitative analysis such as pre and posts surveys and number of students who attended/participated in equity activities.
- Number of students and frequency of meetings with educational advisors.
- Number of students and frequency of meetings with faculty advisors.

Activities for Goal B.2: Transfer Course Completion

- **Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
B.2	African American, American Indian / Alaskan Native, and Students with Disabilities	African American – 1500 American Indian – 60 Students with Disabilities - 1500

Activity Implementation Plan for Goal B.2: Transfer Course Completion

Research and Evaluation

- Identify students who have a pattern of withdrawals and drops through the implementation of WebAdvisor drop down screen.
 - Identify reasons this targeted population is withdrawing from classes in order to see if there are actions that the college can take to specifically mitigate issues that lead to student withdrawals
- Identify course-taking behavior of the targeted student groups that enrolled in gatekeeper courses.
- Collect **disaggregated data** to identify the courses in which the target groups are experiencing the least success; observations may be conducted in the classrooms in which target groups are experiencing the least success; or interviews with students from the target group could be conducted to better understand what barriers emerged in the identified classrooms.
- Examine best practices for embedded tutoring/use of Supplemental Instruction, Study Group Leaders or web-based tutoring services that will narrow the proportionality gaps for targeted student groups. See Appendix 1 for a table of references for Best Practices.
- Research specific methodologies for facilitating student engagement and academic success for African American, Alaskan Native/Native American students and Students with Disabilities.
- Research best practices and successful outcomes from adding English and/or Reading pre-requisites for college-level transfer courses.
 - Inquiry question: Do the pre-requisites yield any significantly different results or are there other ways of helping Basic Skills level students strengthen reading and writing skills while also enrolled in college-level transfer courses?
 - Examine the potential benefits of developing an interdisciplinary writing course to meet English 1A or development of English requirement.
- Disciplines and Departments will analyze disaggregated data to determine if student achievement inequities are present and will develop strategies to address these disparities in their Comprehensive Program Review.

Faculty Development

- Inquiry, research/literature reviews, professional development workshops, training on the following topics: understanding equity, discipline-based, pedagogically-sound equity strategies, inter-personal relations, communication, and cultural proficiency.
- Faculty development in methods of basic skills instruction and teaching adults for faculty teaching in disciplines outside of basic skills courses but who have students with below college level reading, writing and math computational skills enrolled in their courses.
- Support faculty-led working groups to offer faculty the opportunity to share how they have identified and implemented effective strategies to improve the success rates of targeted students.
- Support Discipline and Department specific interventions developed by content experts.
- Train and support faculty equity teams to lead research and promote campus dialogue on particular and culturally-relevant strategies proven to increase successful transfer course completion and for persistence past 30 units in targeted groups.

Instructional Support Activities

- In coordination with faculty, implement systemic access for targeted students to in person or online tutoring services, in-class supplemental instruction for transfer courses.
- In the library and throughout campus departments and programs, offer student success workshops with a transfer emphasis.
- Provide educational advisor, faculty advisor and equity advocate to support targeted students in transfer courses.
- Develop resource offerings in the library for faculty to gain knowledge on cultural proficiency, that allow faculty to develop curricular assignments that engage student in the target groups, and to offer programs to bring target group students into the library for research, group collaboration and study groups, and speakers and workshops that address particular aspects of college success, basic skills progress and degree and certificate completion.
- Identify bottle-neck courses and provide intrusive support services for targeted students in these courses by assigning educational advisors to Equity Programs and Engagement Centers, Departments/Disciplines/Divisions to work with students on a case-load basis.
- Support peer tutoring in Engagement Centers for targeted students and in order to meet equity targets within specific departments/disciplines.
- Utilize STEM ambassadors and mentors in STEM Center to participate in peer mentoring, lead study groups and tutor targeted students.
- Hold a Supplemental Instruction Conference to develop the capacity of Student Leads.

Outreach (campus)

- “Each one, Reach One”: Identify “lost students” in transfer courses within departments, disciplines and equity programs and conduct outreach with trained Equity Advocates (faculty, educational advisor and student peer advocates).
- Personal contact, incentivized support, collection of contact information and follow up data
- Student speaker series designed to expose students to potential role models and to address student motivational factors for success in transfer courses.
- Identify, train and support faculty equity teams to lead research and promote campus dialogue on particular and culturally relevant strategies proven to increase success in targeted student populations.
- EOPS will provide support services to the targeted groups. Students will be required to complete three counseling contacts per semester, one progress report per term, and enroll in 12 units. The targeted population will receive a book voucher, academic workshops and access to a lending library.

Curriculum/Course Development or Adaptation

- Develop and expand culturally specific content into transfer-level courses (e.g. Puente English Model).
- Develop resources in the library for faculty to use in order to broaden their pedagogical approaches to equity-minded curriculum.

Student Equity Coordination/Planning

- Faculty Coordinator for Student Equity 1.0 reassigned time to be the lead person for the implementation of the Student Equity Plan.
- Grant Specialist for Equity programs to support the implementation of Equity program planning and coordination, workshop and training planning, travel to conferences, contracting speakers, trainers and facilitators; to process spending requests and budget paperwork, to monitor budget and provide budget review for reporting requirements.
- Coordinate the implementation of Campus wide training program of SI leaders, study group leaders, peer mentors, faculty equity advocates for consistency of training in diversity awareness, student support and academic coaching.
 - Academic Coaching program for 20-40 faculty and staff per session
 - Host two day retreats on topics of: gender, sexuality, multicultural awareness, cultural proficiency
 - On campus trainings for STEM Ambassadors and mentors, study group leaders, peer mentors/equity advocates, Supplemental Instruction Leaders, tutors who will work in Engagement Centers, tutoring center and in identified classes according to disciplines' needs.
- Work collegially across the campus to develop and implement a case load management system with educational advisors, faculty equity advocates and student equity advocates who are assigned to provide follow-up services to targeted students enrolled in transfer courses.
- Be the “eyes and ears” of equity-mindedness on the college campus.
- Support the planning and implementation of Equity-related strategies and activities for students in targeted groups through dissemination of research materials, and provide opportunities for professional development for equity-related conferences, workshops, speakers/consultants, webinars, facilitated focus groups, or for travel to such opportunities.

Student Services or other Categorical Program

- Equitable Steps to Success Program for Students on Progress Probation
 - Two events per school year to increase attainment of 30 units and course completion for students on academic /probation dismissal status
- Support ongoing programs and services that work directly with targeted students providing intentional counseling, academic support — tutoring, SI Leaders, Engagement Centers for transfer course success.
- Guide students to take advantage of the blocked scheduled transfer pathways.
- Engagement Centers for Equity Programs (these are combined Student Services/Academic Affairs programs)
 - Hours for counselor and educational advisor and provide resources for Foster Youth Engagement Center for intentional and deliberate counseling and academic support for Foster Youth enrolled in transfer courses in order to help this group address their unique needs as college and to become engaged in the wider campus community.
 - Hours for counselor and educational advisor and provide resources for La Casa Engagement Center for intentional and deliberate counseling and academic support for Hispanic students and low performing students in transfer courses.

- Continue to support HOME Room Engagement Center, Disability Resource Center and Veterans Resource Center with counselor and educational advisor and provide resources for intentional and deliberate counseling and academic support for students in so designated target groups and low performing students to increase success in transfer courses.
- Within Engagement Centers/Equity Programs: Ujima/HOME Room, Puente/La Casa, Foster Youth/Guardian Scholars, Disabled Resource Center, Veterans Resource Center:
 - Hire and train Program Resource Specialists for each of the Equity Engagement Centers to facilitate the daily operation of the centers: conduct outreach, plan and hold workshops, act as a student advocate, data collection and reporting and provide assistance to faculty/counseling Equity program coordinating teams in order to increase the targeted students' basic skills progression, course completion, degree and certificate completion and transfer rates.
 - The Federal Program called Student Support Services will house the Students with Disabilities Resource Specialist to provide support services to student with disabilities to increase their basic skills progression, retention and transfer rate. This individual will be responsible for providing a broad range of services to support which includes: recruitment, workshops, intervention strategies, referrals, and accommodations.
 - Provide hours for part-time clerical assistance to assist with the clerical needs of the faculty/counseling teams that coordinate the Ujima, Puente, Foster Youth Equity programs.
 - Provide adjunct counseling hours as needed for special needs of students in Equity Programs.
 - Provide support for faculty to engage and interact with the students in the Engagement centers through trainings, workshops, ability to spend office hours and time beyond their contract load working with students in these programs.
 - Support for faculty and staff involved with Equity Programs to attend mandated statewide conferences and trainings.
 - Support for students in Equity Programs to attend statewide conferences, regional meetings.
 - Support targeted student participants in Equity Programs to attend workshops, trainings, mentor programs that facilitate educational and personal success, career development and leadership development.
- Goals for students in Equity Programs:
 - Comprehensive SEPs for all first-time students who have completed 15 units
 - Establish a goal of 24 completed units within the first year
 - Summer program to encourage students to plan year two schedule and to enroll in courses for third semester
 - Guidance classes and workshops to develop successful college student characteristics/resiliency, GRIT, mindset for targeted students
 - Conduct academic success workshops within cultural contexts for target groups (EOPS, DSPS, Veterans, African American, Hispanic and Foster Youth/Guardian Scholars)
 - tutoring, peer support—discipline based within cultural contexts
 - Support for tutors and study group leaders for Learning Communities
 - Regular, scheduled meetings with Ed Advisor and Faculty Advisor to monitor progress and for early detection of problems.

Direct Student Support:

- Provide book, meal, gas, childcare and cafeteria vouchers for Equity Programs for targeted students (Ujima/HOME Room, Puente/La Casa, Foster Youth/Guardian Scholars, DRC) including EOPS support, and for students in targeted groups for transfer course success.

Activities Budget for Goal B.2: Transfer Course Completion

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**																																																										
B.2	November 2015-June 30 th 2016	<table border="0"> <tr><td>Counseling Hours for EOPS</td><td>\$ 22,000</td></tr> <tr><td>Counseling Hours for HOME Room</td><td>\$ 27,500</td></tr> <tr><td>Faculty Coordinator for Student Equity</td><td>\$ 23,000</td></tr> <tr><td>Grant Specialist for Student Equity</td><td>\$ 13,000</td></tr> <tr><td>Faculty Training Stipends</td><td>\$ 12,240</td></tr> <tr><td>Director of Institutional Research</td><td>\$ 18,826</td></tr> <tr><td>Program Resource Specialist, Ujima</td><td>\$ 6,542</td></tr> <tr><td>Program Resource Specialist, Foster Youth</td><td>\$ 5,233</td></tr> <tr><td>Program Resource Specialist, DRC</td><td>\$ 5,233</td></tr> <tr><td>Program Resource Specialist, La Casa</td><td>\$ 5,233</td></tr> <tr><td>SI and Study Group leaders, tutors</td><td>\$ 86,016</td></tr> <tr><td>Student Equity Peer mentors</td><td>\$ 11,536</td></tr> <tr><td>EOPS Specialist</td><td>\$ 3,286</td></tr> <tr><td>Program Resource Specialist, Ujima</td><td>\$ 1,424</td></tr> <tr><td>Program Resource Specialist, Foster Youth</td><td>\$ 1,139</td></tr> <tr><td>Program Resource Specialist, DRC</td><td>\$ 1,139</td></tr> <tr><td>Program Resource Specialist, Equity Office</td><td>\$ 1,139</td></tr> <tr><td>Program Resource Specialist, La Casa</td><td>\$ 1,139</td></tr> <tr><td>Adjunct counselor benefits, HOME Room</td><td>\$ 3,700</td></tr> <tr><td>Grant Specialist for Student Equity</td><td>\$ 2,505</td></tr> <tr><td>Faculty Coordinator for Student Equity</td><td>\$ 7,360</td></tr> <tr><td>Director of Institutional Research</td><td>\$ 9,820</td></tr> <tr><td>EOPS Specialist</td><td>\$ 1,769</td></tr> <tr><td>instructional supplies and materials</td><td>\$ 15,250</td></tr> <tr><td>noninstructional supplies and materials</td><td>\$ 15,250</td></tr> <tr><td>Equity Program Copy and Printing</td><td>\$ 6,500</td></tr> <tr><td>Equity Program Food Services</td><td>\$ 7,000</td></tr> <tr><td>Equitable Steps to Success</td><td>\$ 23,924</td></tr> <tr><td>Annual Umoja Consortium Dues</td><td>\$ 1,000</td></tr> </table>	Counseling Hours for EOPS	\$ 22,000	Counseling Hours for HOME Room	\$ 27,500	Faculty Coordinator for Student Equity	\$ 23,000	Grant Specialist for Student Equity	\$ 13,000	Faculty Training Stipends	\$ 12,240	Director of Institutional Research	\$ 18,826	Program Resource Specialist, Ujima	\$ 6,542	Program Resource Specialist, Foster Youth	\$ 5,233	Program Resource Specialist, DRC	\$ 5,233	Program Resource Specialist, La Casa	\$ 5,233	SI and Study Group leaders, tutors	\$ 86,016	Student Equity Peer mentors	\$ 11,536	EOPS Specialist	\$ 3,286	Program Resource Specialist, Ujima	\$ 1,424	Program Resource Specialist, Foster Youth	\$ 1,139	Program Resource Specialist, DRC	\$ 1,139	Program Resource Specialist, Equity Office	\$ 1,139	Program Resource Specialist, La Casa	\$ 1,139	Adjunct counselor benefits, HOME Room	\$ 3,700	Grant Specialist for Student Equity	\$ 2,505	Faculty Coordinator for Student Equity	\$ 7,360	Director of Institutional Research	\$ 9,820	EOPS Specialist	\$ 1,769	instructional supplies and materials	\$ 15,250	noninstructional supplies and materials	\$ 15,250	Equity Program Copy and Printing	\$ 6,500	Equity Program Food Services	\$ 7,000	Equitable Steps to Success	\$ 23,924	Annual Umoja Consortium Dues	\$ 1,000	
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ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
		Equity Conference and Workshops \$ 15,000 Student Lead SI conference \$ 15,500 Library Series for Pedagogical Training \$ 15,000 Training facilitators and Consultants \$ 30,000 library collection of equity-related materials \$ 10,000	

** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - \$10,000, EOPS – \$9,000, Financial Aid - \$13,000, General Fund - \$24,000, etc.

Activities Linked to Goal B.2: Transfer Course Completion

Research and Evaluation

- Relates to goals because we must first have ability to identify a solvable problem, the information/data needed to create a strategy; an understanding of defining expected outcomes for student success.

Faculty Development

- Training, workshops, colloquiums, consultants, and speakers will enable faculty to envision an equity-minded culture and establish an orientation towards changing expectations in course completion strategies for success for targeted students.

Curriculum/Course Development or Adaptation

- Based upon research and evaluation and faculty development, faculty will develop skills and knowledge with which to review curriculum, adapt pedagogical techniques, develop interpersonal communication skills and make material relevant to students in ways that will lead to greater student success overall but especially for student in targeted student groups.

Instructional Support Activities

- Students need additional support beyond the attention they receive in the classroom from the teacher. In-class Supplemental Instruction and embedded tutoring will facilitate students learning in real time as the teacher introduces material. Outside of class tutoring, study groups, educational advisors and peer mentors contribute to student engagement and provide opportunities for faculty to work in teams with paraprofessionals as advocates for student success.

Student Equity Coordination/Planning

- Takes the lead in making ongoing trainings available for faculty, students and staff. Serves as the symbol of equity-mindedness on campus as the repository of information about pedagogy and practice with equity principles, provides resources and brings groups together to dialogue about equity and student success.

Outreach (campus)

- A basic equity principle—don't lose the student. Allows us to keep in touch with students and help them anticipate what support they may need to stay engaged and enrolled in courses. Counselors, educational advisors, faculty advisors and faculty equity advocates, and peer mentors will work together as Equity Teams with a caseload of students according to discipline or program or special population.

Student Services

- Engagement Centers: Foster Youth, HOME Room, La Casa, Disabilities Resource Center, Veterans Resource Center, STEM Center, Honors Study Center, Transfer Pathways Engagement Center
 - This support, through dedicated counselors, educational advisors and program resource specialists, brings students with similar equity issues together, to provide intentional and consistent, institutionalized support for narrowing proportionality gaps. Offering access to computers, printers, laptops, textbooks in comfortable, safe and secure surroundings.
 - Educational Advisors providing case management and conduct student success workshops.
 - Counselors completing SEPs and teaching guidance courses.
 - Study Group Leaders and Peer Advocates serve as students helping students by modeling successful academic habits and interpersonal communication skills.
 - Expand college experience by introducing students to campus offices and departments, key personnel; participation in extra-curricular activities like student clubs, community service, leadership and student governance opportunities.

Direct Student Support

- Many students drop classes and/or withdraw from college due to financial hardships. Direct Student support in the form of vouchers for books and school supplies, cafeteria meals, childcare expenses and gas vouchers is often enough to keep a student in school. These resources can only be accessed when a student comes into contact with faculty, staff and administrators who can direct them to the available resources. An equity-minded campus culture will benefit students with external difficulties because we will have trained equity advocates attuned to student needs and aware of the resources available to help the students.

Improvement Metrics Linked to Goal B.2: Transfer Course Completion

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>African American</i>	376, Fall 2014	Narrow this gap by helping 50 more African American students each semester pass their credit courses by the end of Fall 2019.	2019
American Indian / Alaskan Native	17, Fall 2014	Narrow this gap by helping 5 more American Indian / Native American students each semester pass their credit courses by the end of Fall 2017.	2017
Students with Disabilities	148, Fall 2014	Narrow this gap by helping 20 more Students with Disabilities each semester pass their credit courses by the end of Fall 2019.	2019

*Expressed as either a percentage or number.

Evaluation Metrics Linked to Goal B.2: Credit Course Completion

- The same evaluation metrics will be used for B.1 and B.2. See the evaluation section in B.1 for evaluation details.

Success Indicator: ESL and Basic Skills Completion

ESL and Basic Skills Completion Definition

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

Section C: ESL and Basic Skills Completion Research and Analysis

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

Riverside City College Pathways Model

Improving student success in Basic Skills courses is an important piece of Riverside City College's Strategic Plan and Educational Master Plan. The Pathways Initiative is designed to progress students from below college level to college level in one year then progress to receiving an AA/AS Degree in two years and receiving a BA/BS degree in the succeeding two years. It is called the 1 + 2 + 2 model. There are three complements of this Pathways model: Basic Skills, Career and Technical Education (CTE), and Transfer. Workgroups have been established for each of these three components. As RCC has reviewed progress from last year's equity report and efforts, research and analysis are informing discussion on how best to continue implementing this 1 + 2 + 2 effort.

ESL and Basic Skills Completion Summary

English as a Second Language is also referred to as English for speakers of other languages. These courses are designed to help students improve their skills in speaking, comprehending, reading, or writing the English language.

Basic Skills courses are English, math, and reading courses for students who test below college level in these disciplines. The vast majority of Riverside City College students enter RCC testing below college level and are thus required to enroll in and pass one or more basic skills courses before they can enroll in transfer-level math or transfer-level English.

While basic skills courses often provide students the skills they need to be successful in college-level courses, studies have also shown that the systems used to initially assess and place students into basic skills courses are not accurate⁴. Because of these placement errors, the high failure rates for basic skills courses are not necessarily directly attributable to students' academic capabilities. In addition to examining the student equity metrics for basic skills, Riverside City College has also engaged in significant discussion about initial assessment and placement reform and are working to increase student success overall – and student success in basic skills courses.

⁴ Dadgar, M.; Collins, L.; and Schaefer, K. (2015, March). *Placed for Success. How California Community Colleges can improve accuracy of placement in English and math courses, reduce remediation rates, and improve student success.* Career Ladders Project.

Remedial English Completion

Target groups for this measure are African American .67, Foster Youth .72 and Hispanic males .82, while Hispanic females fall in the caution zone (.88) for ESL Course Completion

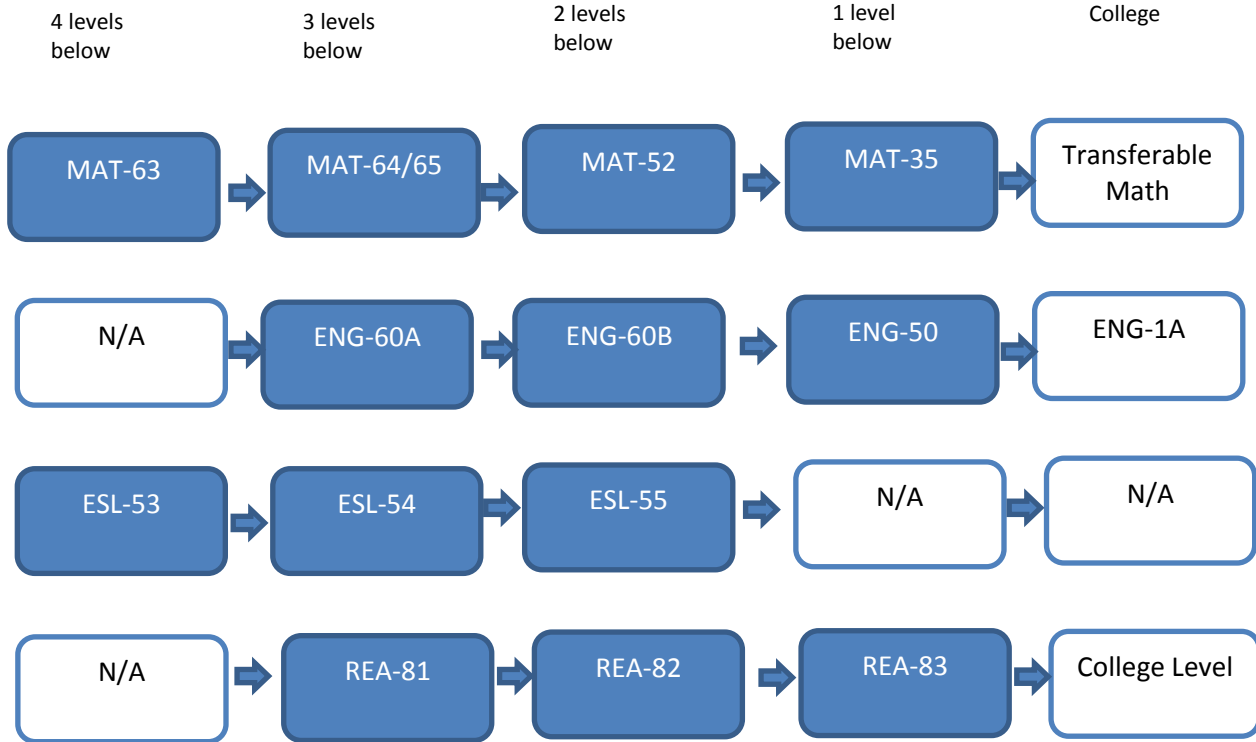
Remedial Math Completion

The proportionality gaps for this measure are significantly great for the target groups: African Americans (.72) and Pacific Islander (.70) students demonstrate “red zone” proportionality gaps and Foster Youth have a proportionality gap of .81.

African American students show up at the bottom of both Basic Skills Course sequence completion measures and will be the primary targets for equity strategies on this measure.

This chart shows Riverside City College’s course sequence for basic skills for Math, English, ESL, and Reading.

Levels below College/Transfer



Source: CCC MIS Data (Summer 2008-Spring2015)

- *Currently RCC does not offer any Basic Skills course more than three levels below college level.*

ESL Course Completion Research

Graphic C.1: ESL Completion

Target Populations	# Cohort (2008-2009)	% of Total	# completed	% of Total Completed	PI	80 Percent Index	ESL Completion Rate	Gain or Loss
Asian	81	17.2%	20	21.3%	1.24	0.25	24.7%	4.7%
African-American	2	0.4%	2	2.1%	5.01	1.00	100.0%	80.0%
Filipino	7	1.5%	1	1.1%	0.72	0.14	14.3%	-5.7%
Hispanic/Latino	322	68.4%	60	63.8%	0.93	0.19	18.6%	-1.4%
American Indian or Alaska Native	1	0.2%		0.0%	0.00	0.00	0.0%	-20.0%
Pacific Islander	2	0.4%		0.0%	0.00	0.00	0.0%	-20.0%
White	17	3.6%	5	5.3%	1.47	0.29	29.4%	9.4%
Unknown	39	8.3%	6	6.4%	0.77	0.15	15.4%	-4.6%
Total	471	100.0%	94	100.0%	1.00		20.0%	
Female	291	61.8%	52	55.3%	0.90	0.76	17.9%	-2.1%
Male	175	37.2%	41	43.6%	1.17	1.00	23.4%	3.4%
Unknown	5	1.1%	1	1.1%	1.00	0.85	20.0%	0.0%
Total	471	100.0%	94	100.0%	1.00		20.0%	
Foster Youth								
Individuals with Disabilities	23	4.9%	6	6.4%	1.31	1.00	26.1%	6.1%
Low-Income (Pell)	224	47.6%	56	59.6%	1.25	1.00	25.0%	5.0%
Veterans	2	0.4%	1	1.1%	2.51	1.00	50.0%	30.0%
Total	471	100.0%	94	100.0%	1.00		20.0%	

Student Group	Percentage Gap to Overall Average Completion	# Cohort	# Needed to complete
American Indian or Alaska Native	-20.0%	1	1
Pacific Islander	-20.0%	2	1
Filipino	-5.7%	7	1

Basic Skills Course Completion Research

Graphic C.2: Basic Skills English Completion

Target Populations	# Cohort (2008- 2009)	% of Total	# completed	% of Total Completed	PI	80 Percent Index	Completion Rate	Gain or Loss
Asian	147	4.4%	91	7.1%	1.60	1.00	61.9%	23.2%
African-American	461	13.8%	120	9.3%	0.67	0.42	26.0%	-12.7%
Filipino	71	2.1%	38	2.9%	1.38	0.86	53.5%	14.8%
Hispanic/Latino	1513	45.3%	549	42.6%	0.94	0.59	36.3%	-2.4%
American Indian or Alaska Native	20	0.6%	10	0.8%	1.29	0.81	50.0%	11.3%
Pacific Islander	29	0.9%	16	1.2%	1.43	0.89	55.2%	16.5%
White	822	24.6%	363	28.1%	1.14	0.71	44.2%	5.5%
Unknown	274	8.2%	103	8.0%	0.97	0.61	37.6%	-1.1%
Total	3337	100.0%	1290	100.0%	1.00		38.7%	
Female	1826	54.7%	764	59.2%	1.08	1.00	41.8%	3.1%
Male	1484	44.5%	518	40.2%	0.90	0.83	34.9%	-3.8%
Unknown	27	0.8%	8	0.6%	0.77	0.71	29.6%	-9.1%
Total	3337	100.0%	1290	100.0%	1.00		38.7%	
Veterans	68	2.0%	31	2.4%	1.18	1.00	45.6%	6.9%
Individuals with Disabilities	237	7.1%	87	6.7%	0.95	0.95	36.7%	-2.0%
Low-Income (Pell)	1833	54.9%	683	52.9%	0.96	0.92	37.3%	-1.4%
Foster Youth	25	0.7%	7	0.5%	0.72	0.72	28.0%	-10.7%
Total	3337	100.0%	1290	100.0%	1.00		38.7%	

Student Group	Percentage Gap to Overall Average Completion	# Cohort	# Needed to complete
African-American	-12.7%	461	44
Hispanic/Latino	-2.4%	1513	42
Unknown	-9.1%	27	3
Foster Youth	-10.7%	25	3

Graphic C.3: Basic Skills Math Completion

Target Populations	# Cohort (2008-2009)	% of Total	# completed	% of Total Completed	PI	80 Percent Index	Completion Rate	Gain or Loss
Asian	79	3.0%	37	5.7%	1.89	1.00	46.8%	22.0%
African-American	363	13.9%	65	10.0%	0.72	0.38	17.9%	-6.9%
Filipino	43	1.6%	15	2.3%	1.41	0.74	34.9%	10.1%
Hispanic/Latino	1173	45.0%	275	42.5%	0.95	0.50	23.4%	-1.4%
American Indian or Alaska Native	23	0.9%	6	0.9%	1.05	0.56	26.1%	1.3%
Pacific Islander	23	0.9%	4	0.6%	0.70	0.37	17.4%	-7.4%
White	677	26.0%	183	28.3%	1.09	0.58	27.0%	2.2%
Unknown	227	8.7%	62	9.6%	1.10	0.58	27.3%	2.5%
Total	2608	100.0%	647	100.0%	1.00		24.8%	
Female	1447	55.5%	370	57.2%	1.03	0.97	25.6%	0.8%
Male	1142	43.8%	272	42.0%	0.96	0.91	23.8%	-1.0%
Unknown	19	0.7%	5	0.8%	1.06	1.00	26.3%	1.5%
Total	2608	100.0%	647	100.0%	1.00		24.8%	
Foster Youth	25	1.0%	5	0.8%	0.81	0.80	20.0%	-4.8%
Individuals with Disabilities	225	8.6%	62	9.6%	1.11	1.00	27.6%	2.8%
Low-Income (Pell)	1467	56.3%	355	54.9%	0.98	0.95	24.2%	-0.6%
Veterans	73	2.8%	26	4.0%	1.44	1.00	35.6%	10.8%
Total	2608	100.0%	647	100.0%	1.00		24.8%	

Student Group	Percentage Gap to Overall Average Completion	# Cohort	# Needed to complete
Pacific Islander	-7.4%	23	2
African-American	-6.9%	363	25
Hispanic/Latino	-1.4%	1173	16
Foster Youth	-4.8%	25	1

ESL Strategies

Though the proportionality gaps for this indicator represent a low number of non-Hispanic students, it is worth noting the following: International students tend to do well in ESL courses because they come to RCC with the benefit of formalized education. Hispanic students, on the other hand, whose proportionality gap is .93, but .88 for Hispanic Females, are often domestic students and many of these students are balancing school with work and family responsibilities that international students do not have. ESL faculty suggest that such students would benefit from full-term, low-level classes supported by Supplemental Instruction and ancillary classes focusing on reading and vocabulary skills to support writing and grammar skills in sequenced classes.

Basic Skills Strategies

For Basic Skills, the Student Equity Committee has chosen to primarily focus on the implementation modeled by Long Beach City College. This model uses high school GPA in place of standardized test scores (Accuplacer). To implement this strategy, the ESL, reading, math and English faculty in the pilot will attend a number of trainings and workshops on equity, multiple measures, cultural proficiency and academic coaching. They will discuss pedagogical practices that may be affected by having more diverse and younger students placed into college level courses as a result of the implementation of this model. They will plan for the placement of students into more sections of college level gateway courses and work closely, especially math faculty, with the education advisors that will do the initial GPA and course review of high school transcripts. Working closely with Counselors and Educational Advisors will also be an important and necessary component. This alternative to placement, based on GPA, will be piloted in Fall 2016 and Spring 2017. Assessment and Measurement will take place in January 2017 and Spring 2017. Then scaling up will begin the following school year.

In addition, other programs and projects—especially continued inquiry and pilots for multiple measures/alternatives to placement for introductory English and Math courses--connected to increasing course success for the targeted student groups will continue as well. English 80, an accelerated Basic Skills course, which accepts students in any placement below college-level and prepares them for college-level English in one semester, is in the pilot stage. We will assess this closely and refine and scale up as practicable.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

GOAL Section: Basic Skills Course Completion

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact.

Target Population(s)	Current gap, year	Goal*	Goal Year
African Americans	26% success rate for English Basic Skills courses and 17.9% success rate for Math Basic Skills Courses, Fall 2014	Narrow this gap by helping 10 more African American students progress through Basic Skills courses each semester through Fall 2018.	2018
Hispanic	36.3% success rate for English Basic Skills courses and 23.4% success rate for Math Basic Skills Courses, Fall 2014	Narrow this gap by helping 10 more Hispanic students progress through Basic Skills each semester through Fall 2018.	2018
Foster Youth	28.0% success rate for English Basic Skills courses and 20.0% success rate for Math Basic Skills Courses, Fall 2014	Narrow this gap by helping 5 more Foster Youth progress through Basic Skills each semester through Fall 2018.	2018

*Expressed as either a percentage or number

Activities for Goal C.1: Basic Skills Course Completion

- **Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

• **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
C.1	African American, Hispanic, Foster Youth	African American – 1500 Hispanic – 10,500 Foster Youth – 50

Activity Implementation Plan for Goal C.1: Basic Skills Course Completion

Research and Evaluation

- Provide support for faculty to conduct research on Multiple Measures and Alternatives to Placement (such as self-placement, conditional EAP students, writing samples, high school transcripts) that lead to systemic incorporation of these approaches for placing RCC students into Math and English courses at RCC.
- Collect student course enrollment and course completion data for targeted groups in each discipline and evaluate how to best adopt practices for outreach, curricular support and pedagogy in acceleration models, multiple measures, and cohort creation.
- Research which placement tools would be best used in conjunction with GPA placement for students that don't place into Match 35 or English 1A based on Long Beach City College model.
- Research best practices for teaching basic skills students in targeted groups; research best practices for adapting teaching styles in college level courses to account for students that placed through multiple measures, alternatives to placement—recognizing that introductory-level college courses will be more diverse and younger as a result. See Appendix 1 for a table of references for Best Practices.
- Inquiry: Examine the potential benefits of developing an interdisciplinary writing course to meet English 1A or development of English requirement.
- Inquiry: Examine best practices for embedded tutoring/use of Supplemental Instruction, Study Group Leaders or web-based tutoring services that will provide outcomes that narrow the proportionality gaps for targeted student groups.
- Collect data on male student course-taking behavior within disciplines/departments and by major in order to identify equity-related issues concerning male student success and progression from Basic Skills courses to transferable credit courses.
- Research specific methodologies for facilitating student engagement and academic success in Basic Skills and College level math and English courses for Native Hawaiian/ Pacific Islander students, African American, Hispanic and Foster Youth.

Professional Development

- Faculty development in methods of basic skills instruction and teaching adults for faculty teaching outside of English and Math but who have students with below college level reading and writing skills enrolled on their courses.
- Training math and English faculty in cultural proficiency; academic coaching, discipline specific approaches for English and Math teaching to students in targeted groups
- Training of peer equity advocates, Supplemental Instruction and study group leaders and tutors in cultural proficiency, academic coaching, discipline specific approaches for English and Math teaching to students in targeted groups
- Training of Educational Advisors in best practices for high school transcript GPA and math and English course review in order to place incoming students into college-level English and Math courses. See Appendix 1 for a table of references for Best Practices.
- Train Counselors in multiple measures as alternative to placement; how to help students understand the significance of placing directly into College Level math and English course.
- Identify counseling faculty to work with educational advisors and discipline faculty to support students in pilot program; train counseling faculty in cultural proficiency.
- Use library resources to support faculty development efforts through acquisitions, collaboration/study spaces, speaker and workshop series in support of pedagogical tools and information for teaching, mentoring and supporting targeted student groups.

Outreach (campus)

- “Each one, Reach One”: Identify “lost students” in Basic Skills courses within departments, disciplines and equity programs and conduct outreach with trained Equity Advocates (faculty, educational advisor and student peer advocates).
 - Personal contact, incentivized support, collection of contact information and follow up data for target group students facing challenges to success in basic skills courses.
- Student speaker series designed to expose students to potential role models and to address student motivational factors for students in Basic Skills course sequences. Leads to success in courses when they see success modeled.
- Identify, train and support faculty equity teams to lead research and promote campus dialogue on particular and culturally relevant strategies proven to increase basic skills course success in targeted student populations.
- Outreach to high schools to facilitate transcript review; work with high school teachers and administrators to make incoming senior students aware of alternative placement program for College math and English classes in order to help students succeed and progress through the pathways more effectively.
- Outreach to RCC students in target groups that there is an alternative to Accuplacer- based assessment for placement into college level English and Math courses.
- Ongoing outreach throughout Riverside County to recruit Foster Youth to enroll at RCC and to provide services that will help them succeed in basic skills and transfer courses

Student Services or other Categorical Program

- **EOPS outreach to African American and Hispanic males** to notify and provide support for getting high school transcripts reviewed for English and Math placement.
 - Ongoing support through counseling, mentoring and advising—addressing unique needs of minority males in pursuing academic success in basic skills courses.
- Mandate that targeted students enrolled in any of the equity programs (Ujima, Puente, Guardian Scholars, DSPS, Veterans) and, with counselors, educational advisors, faculty advisors, and equity advocates, encourage all students in target groups to enroll in English and Math in their first semester and remain enrolled until they pass their English and Math requirement.
- Pre-Collegiate Pathway Initiative Summer Bridge Program that would be a six-week summer program that will incorporate and expand the college’s existing Jumpstart Program in English and Math and add a six week college Guidance 48 course.
- **Engagement Centers:** La Casa, Home Room, Foster Youth, Veterans and Disabilities Resource Center, STEM Center:
 - Utilize spaces devoted to extracurricular support for Foster Youth, African American, Hispanic Latino Students to provide peer mentors tutors, study group leaders, educational advisors, counselors and faculty mentors (collectively trained as Equity Team members) for intensive support for success in basic skills courses.
 - Regular, scheduled meetings with Ed Advisor and Faculty Advisor to monitor progress and for early detection of problems.
 - Work in coordination with counseling and Program Resource Center Specialist to offer workshops and tutoring for success in basic skills courses for Veterans Resource Center.
 - Train students doing well in Math and English from these support programs to provide mentorship and academic support in basic skills courses for the targeted student groups.
 - Utilize trained STEM Ambassadors with strengths in math to tutor students in Engagement Centers.
 - In collaboration with Disability Resource Center, increase basic skills progression and completion for students with disabilities in math and English by providing individualized tutoring for basic skills course success.
 - Offer workshops and speakers from a culturally-relevant perspective in success across academic disciplines, careers related to those disciplines, to provide ongoing outreach and academic support.
 - Support the development of Guardian Scholars and the Guardian Scholars Resource Center: a program that targets the unique needs of foster youth that will provide them with a place to connect with each other and academic support staff (educational advisor and counselor) and peer mentors and tutors who are trained to support their efforts to progress through college courses.
 - Work with counselors, English and math faculty and peer support to help foster youth become successful in Basic Skills courses and to be apprised of Alternatives to Placement/multiple measures for placement into college-level English and math courses.

Curriculum/Course Development or Adaptation

- Adapt courses and curriculum, based on research, to accommodate best practices for success in Basic Skills for targeted students.
- Develop and expand culturally specific content into transfer and developmental level English and Math courses. Reduce the time it takes for students to complete their basic skills sequence by developing and/or expanding compressed, accelerated and modular courses.
- Develop pilot program where students from targeted populations can enroll in a one level developmental course in English and Math regardless of placement to achieve transfer
- Expand the number of courses offered through the basic skills learning communities that have demonstrated success. (CAP)

Instructional Support

- Develop/expand resources in the library for faculty to use in order to broaden their access to information about pedagogical approaches to equity-minded curriculum for Basic Skills students.
- In coordination with faculty, implement systemic access for targeted students to in person or online tutoring services, in-class supplemental instruction and tutors for Basic Skills courses.
- Offer student success workshops to encourage progression in Basic Skills course sequences.
- Assign students in target groups to an educational advisor, faculty advisor and equity advocate for success in Basic Skills courses.
- Offer library programs to bring target group students into the library for research, group collaboration and study groups, and speakers and workshops that address particular aspects of basic skills progress and degree and certificate completion.
- In the library and throughout campus departments and programs, offer student success workshops with an emphasis on the necessity of attaining college level reading, writing and math computational skills.
- Identify bottle-neck courses and provide intrusive support services for targeted students in these courses by assigning educational advisors to Equity Programs and Engagement Centers, Departments/Disciplines/Divisions to work with students on a case-load basis.
- Support peer tutoring in Engagement Centers for targeted students and to meet equity targets within specific departments/disciplines.
- Hold a Supplemental Instruction Conference to develop the capacity of Student Leads.

Direct Student Support

- Provide direct support to students in targeted groups/Equity programs that are placed into English and math based on Alternatives to Placement/multiple measures: book, gas, cafeteria, childcare vouchers, lending library of textbooks and calculators

Student Equity Coordination/Planning

- Faculty Coordinator for Student Equity 1.0 reassigned time to be the lead person for the implementation of the Student Equity Plan.
- Grant Specialist for Equity programs to support the implementation of Equity program planning and coordination, workshop and training planning, travel to conferences, contracting speakers, trainers and facilitators; to process spending requests and budget paperwork, to monitor budget and provide budget review for reporting requirements.
- Work collegially across the campus to develop and implement a case load management system with educational advisors, faculty
- Support the planning and implementation of Equity-related strategies and activities for students in targeted groups for course success in basic skills.
- Disseminate research literature and plan workshops and trainings, bring faculty, counselors, education advisors and administrators together to develop best practices methods for implementing Alternatives to Placement and pedagogically sound teaching practices for acceleration of basic skills for students in targeted groups.
- Support faculty to participate in workshops and trainings with stipends during winter and summer terms.

Activities Budget for Goal C.1: Basic Skills Course Completion

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	November 2015-June 30 th 2016	Counseling Hours for EOPS \$ 22,000 Counseling Hours for HOME Room \$ 27,500 Faculty Coordinator for Student Equity \$ 23,000 Grant Specialist for Student Equity \$ 13,000 Faculty Training Stipends \$ 12,240 Director of Institutional Research \$ 18,826 Student Resource Specialist, Ujima \$ 6,542 Student Resource Specialist, Foster Youth \$ 5,233 Student Resource Specialist, DRC \$ 5,233 Student Resource Specialist, La Casa \$ 5,233 SI and Study Group leaders, tutors \$ 86,016 Tutors for DRC \$ 19,250 EOPS Specialist \$ 3,286 Student Resource Specialist, Ujima \$ 1,424 Student Resource Specialist, Foster Youth \$ 1,139 Student Resource Specialist, DRC \$ 1,139 Student Resource Specialist, Equity Office \$ 1,139 Student Resource Specialist, La Casa \$ 1,139 Adjunct counselor benefits, HOME Room \$ 3,700	

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
		Grant Specialist for Student Equity \$ 2,505 Faculty Coordinator for Student Equity \$ 7,360 Director of Institutional Research \$ 9,820 EOPS Specialist \$ 1,769 instructional supplies and materials \$ 15,250 noninstructional supplies and materials \$ 15,250 Equity Program Copy and Printing \$ 6,500 Equity Program Food Services \$ 7,000 Equity Conference and Workshops \$ 15,000 Equity Student Speaker series \$ 5,000 Training facilitators and Consultants \$ 30,000 EOPS \$ 50,000	

** Indicate categorical program or other fund source and amount.

Activities Linked to Goal C.1: Basic Skills Course Completion

Research and Evaluation

- Relates to goals because we must first have ability to identify a solvable problem, the information/data needed to create a strategy; an understanding of defining expected outcomes for student success.

Faculty Development

- Training, workshops, colloquiums, consultants, and speakers will enable faculty to envision an equity-minded culture and establish an orientation towards results.

Curriculum/Course Development or Adaptation

- Based upon research and evaluation and faculty development, faculty will develop skills and knowledge with which to review curriculum, adapt pedagogical techniques, develop interpersonal communication skills and make material relevant to students in ways that will lead to more student success in their courses.

Instructional Support Activities

- Students need additional support beyond the attention they receive in the classroom from the teacher. In-class Supplemental Instruction, and embedded tutoring will facilitate students learning in real time as the teacher introduces material. Outside of class tutoring, study

groups, educational advisors and peer mentors contribute to student engagement and provide opportunities for faculty to work in teams with paraprofessionals as advocates for student success.

Student Equity Coordination/Planning

- Takes the lead in making ongoing trainings available for faculty, students and staff. Serves as the symbol of equity-mindedness on campus as the repository of information about pedagogy and practice with equity principles, provides resources and brings groups together to dialogue about equity and student success.

Outreach (campus)

- A basic equity principle—don't lose the student. Outreach will allow us to keep in touch with students and help them anticipate what support they may need to stay engaged and enrolled in courses. Counselors, educational advisors, faculty advisors, faculty equity advocates, and peer mentors will work together as Equity Teams with a caseload of students according to discipline, program or special population.

Student Services

- Engagement Centers: Foster Youth, HOME Room, La Casa, Disabilities Resource Center, Veterans Resource Center, STEM Center, Honors Study Center, Transfer Pathways Engagement Center
 - This support, through dedicated counselors, educational advisors and program resource specialists, brings students with similar equity issues together, to provide intentional and consistent, institutionalized support for narrowing proportionality gaps. Offering access to computers, printers, laptops, textbooks in comfortable, safe and secure surroundings.
 - Educational Advisors providing case management and conduct student success workshops.
 - Counselors completing SEPs and teaching guidance courses.
 - Study Group Leaders and Peer Advocates serve as students helping students by modeling successful academic habits and interpersonal communication skills.
 - Expand college experience by introducing students to campus offices and departments, key personnel; participation in extra-curricular activities like student clubs, community service, leadership and student governance opportunities.

Direct Student Support

- Many students drop classes and/or withdraw from college due to financial hardships. Direct Student support in the form of vouchers for books and school supplies, cafeteria meals, childcare expenses and gas vouchers is often enough to keep a student in school. These resources can only be accessed when a student comes into contact with Academic and Student Support Personnel (counselors, educational advisors, program resource specialists, program coordinators), faculty, staff and administrators who can direct them to the available resources. An equity-minded campus culture will benefit students with external difficulties because we will have trained equity advocates attuned to student needs and aware of the resources available to help the students.

Improvement Metrics Linked to Goal C.1: Basic Skills Course Completion

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>African American</i>	824, Fall 2014	Narrow this gap by helping 10 more African American students progress through Basic Skills courses each semester through Fall 2018.	2018
Hispanic	2686, Fall 2014	Narrow this gap by helping 10 more Hispanic students progress through Basic Skills each semester through Fall 2018.	2018
Foster youth	50, Fall 2014	Narrow this gap by helping 20 more Foster Youth progress through Basic Skills each semester through Fall 2018.	2018

*Expressed as either a percentage or number.

Evaluation Metrics Linked to Goal C.1: Basic Skills Course Completion

The same evaluation metrics will be used for C.1 as are used for the other course completion metrics provided in Section B. See the evaluation section in B.1 for evaluation details.

Success Indicator: Degree and Certificate Completion

Degree and Certificate Completion Definition

The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor⁵.

Section D: Degree and Certificate Completion Research and Analysis

California Community Colleges measure student success in a variety of ways. The broadest definition is often referred to as the SPAR metric (Student Progress and Attainment Rates). The SPAR metric provides the broadest definition of student success – capturing not only students who receive a degree or certificate but also students who transfer or achieve “transfer-prepared” status.

This section includes two parts: Completion (SPAR), and Career Technical Education (CTE) Rate.

Riverside City College Pathways Model

Improving student Degree and Certificate Completion is an important piece of Riverside City College’s Strategic Plan and Educational Master Plan.

As was described in the Basic Skills section, Degree and Certificate Completion are two of the three components in the Riverside College Pathways model. They are the first “2” in the 1 + 2 + 2. The CTE Pathways Workgroup and Transfer Pathways Workgroup are focusing on improving student outcomes in these pathways with additional attention paid to equity groups disproportionately impacted.

Degree and Certificate Completion Summary

Degree and Certificate Completion can be a complicated metric because of the different ways of measuring this outcome. Through substantial research, RCC knows that while our SPAR completion rate is about 40% for any given first-time freshmen cohort, only about half of the students counted in this rate actually receive a degree or certificate from our College. Because some of our local degree requirements are different than CSU or UC transfer requirements, many students transfer without receiving a degree.

Using the research from the Student Equity report, RCC is not only looking at increasing overall completion success, but also increasing the number of students who receive degrees or certificates, focusing on those equity groups who are disproportionately impacted. One thing the Equity Workgroup has noted as needing further research is that while our African American population is substantially less successful at course completion, this subgroup is not specifically disproportionately impacted for degree completion or transfer rates. Gaining further understanding of this interesting outcome is one of the items that the Office of Institutional Effectiveness will be exploring over 2015-2016.

⁵ College may also use the Scorecard definition for indicating student matriculation goal: taking a degree or certificate applicable course.

Completion (SPAR)

Definition: Completion (SPAR): Student Progress and Attainment Rates): First time students with a minimum of 6 units earned who attempted any Math or English in the first three years and achieved any of the following outcomes:

1. Earned an AA/AS
2. Earned a credit certificate (Chancellor's Office approved)
3. Transferred to a four-year institution
4. Achieved "Transfer prepared" status (students successfully completed 60 UC/CSU transferable units with a GPA>=2.0)

Graphic D.1: SPAR Completion

Target Populations	# Cohort (2008-2009)	% of Total	# completed	% of Total Completed	PI	80 Percent Index	SPAR Completion Rate	Gain or Loss
Asian	187	5.1%	101	6.8%	1.32	0.93	54.0%	13.2%
African-American	384	10.5%	147	9.9%	0.94	0.66	38.3%	-2.5%
Filipino	90	2.5%	52	3.5%	1.42	1.00	57.8%	17.0%
Hispanic/Latino	1529	42.0%	553	37.2%	0.89	0.63	36.2%	-4.6%
American Indian or Alaska Native	21	0.6%	8	0.5%	0.93	0.66	38.1%	-2.7%
Pacific Islander	28	0.8%	9	0.6%	0.79	0.56	32.1%	-8.7%
White	973	26.7%	453	30.5%	1.14	0.81	46.6%	5.8%
Unknown	431	11.8%	164	11.0%	0.93	0.66	38.1%	-2.7%
Total	3643	100.0%	1487	100.0%	1.00		40.8%	
Female	1967	54.0%	836	56.2%	1.04	1.00	42.5%	1.7%
Male	1629	44.7%	638	42.9%	0.96	0.92	39.2%	-1.6%
Unknown	47	1.3%	13	0.9%	0.68	0.65	27.7%	-13.1%
Total	3643	100.0%	1487	100.0%	1.00		40.8%	
Foster Youth	39	1.1%	7	0.5%	0.44	0.44	17.9%	-22.9%
Individuals with Disabilities	216	5.9%	83	5.6%	0.94	0.94	38.4%	-2.4%
Low-Income (Pell)	2528	69.4%	1025	68.9%	0.99	0.98	40.5%	-0.3%
Veterans	55	1.5%	30	2.0%	1.34	1.00	54.5%	13.7%
Total	3643	100.0%	1487	100.0%	1.00		40.8%	

Student Group	Percentage Gap to Overall Average Completion	# Cohort	# Students "Lost"
Pacific Islander	-8.7%	28	2
Hispanic/Latino	-4.6%	1529	70
American Indian or Alaska Native	-2.7%	21	1
Unknown	-13.1%	47	6
Foster Youth	-22.9%	39	9

CTE Completion

Definition: For five cohort years, the percentage of students who completed a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (two-digit vocational TOP code where at least one of the courses is occupational) and who achieved any of the following outcomes within six years of entry:

- Earned any AA/AS or credit Certificate (Chancellor’s Office approved)
- Transfer to four-year institution (students shown to have enrolled at any four-year institution of higher education after enrolling at a CCC)
- Achieved “Transfer Prepared” (student successfully completed 60 UC/CSU transferable units with a GPA >= 2.0)

Graphic D.2: CTE Completion Equity

Target Populations	# Cohort (2008-2009)	% of Total	# completed	% of Total Completed	PI	80 Percent Index	CTE Rate	Gain or Loss
Asian	100	5.5%	57	5.9%	1.09	1.00	57.0%	4.5%
African-American	172	9.4%	61	6.4%	0.68	0.62	35.5%	-17.0%
Filipino	48	2.6%	25	2.6%	0.99	0.91	52.1%	-0.4%
Hispanic/Latino	608	33.3%	318	33.2%	1.00	0.92	52.3%	-0.2%
American Indian or Alaska Native	16	0.9%	7	0.7%	0.83	0.77	43.8%	-8.7%
Pacific Islander	14	0.8%	2	0.2%	0.27	0.25	14.3%	-38.2%
White	679	37.2%	382	39.9%	1.07	0.99	56.3%	3.8%
Unknown	189	10.4%	106	11.1%	1.07	0.98	56.1%	3.6%
Total	1826	100.0%	958	100.0%	1.00		52.5%	
Female	923	50.5%	477	49.8%	0.99	0.79	51.7%	-0.8%
Male	877	48.0%	464	48.4%	1.01	0.81	52.9%	0.4%
Unknown	26	1.4%	17	1.8%	1.25	1.00	65.4%	12.9%
Total	1826	100.0%	958	100.0%	1.00		52.5%	
Foster Youth	5	0.3%	2	0.2%	0.76	0.76	40.0%	-12.5%
Individuals with Disabilities	120	6.6%	69	7.2%	1.10	1.00	57.5%	5.0%
Low-Income (Pell)	1059	58.0%	559	58.4%	1.01	1.00	52.8%	0.3%
Veterans	93	5.1%	68	7.1%	1.39	1.00	73.1%	20.6%
Total	1826	100.0%	958	100.0%	1.00		52.5%	

Student Group	Percentage Gap to Overall Average Completion	# Cohort	# Students “Lost”
Pacific Islander	-38.2%	14	5
African-American	-17.0%	172	29
American Indian or Alaska Native	-8.7%	16	1
Foster Youth	-12.5%	5	1

GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

GOAL Section D: Degree and Certificate Completion

The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Pacific Islander	32.1% for degrees and 14.3% for certificates, 2014	Narrow this gap by increasing the completion for Pacific Islanders by 2 more each year for the next four cohort years. Spring 2019.	2019
Hispanic / Latino	36.2% for degrees, 2014	Narrow this gap by increasing the completion for Hispanic/Latinos by 20 more each year for the next four cohort years. Spring 2019.	2019
American Indian / Alaskan Native	38.1% for degrees and 43.8% for certificates, 2014	Narrow this gap by increasing the completion for American Indian / Alaskan Native by 1 more each year for the next 3 cohort years. Spring 2018.	2018
African American	35.5% for certificates, 2014	Narrow this gap by increasing the completion for African Americans by 8 more each year for the next 4 cohort years. Spring 2019.	2019
Foster Youth	17.9% for degrees and 40.0% for certificates, 2014	Narrow this gap by increasing the completion for Foster Youth by 3 more each year for the next 3 cohort years. Spring 2018.	2018

*Expressed as either a percentage or number

Activities for Goal D.1: Degree and Certificate Completion

- **Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
D.1	Pacific Islanders, African Americans, Hispanics, American Indian / Native Americans, and Foster Youth	Pacific Islanders -- 114 African American – 2282 American Indian – 90 Hispanic – 15,000 Foster Youth - 50

Activity Implementation Plan for Goal D.1: Degree and Certificate Completion

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	November 2015-June 30 th 2016	Counseling Hours for EOPS \$ 22,000 Counseling Hours for La Casa \$ 27,500 Counseling Hours for HOME Room \$ 27,500 Faculty Coordinator for Student Equity \$ 23,000 Grant Specialist for Student Equity \$ 13,000 Director of Institutional Research \$ 18,826 Program Resource Specialist, Ujima \$ 6,542 Program Resource Specialist, Foster Youth \$ 5,233 Program Resource Specialist, DRC \$ 5,233 Program Resource Specialist, La Casa \$ 5,233 STEM Ambassadors - \$12/hr. \$ 19,250 EOPS Specialist \$ 3,286 Student Resource Specialist, Ujima \$ 1,424 Program Resource Specialist, Foster Youth \$ 1,139 Program Resource Specialist, DRC \$ 1,139	

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
		Program Resource Specialist, Equity Office \$ 1,139	
		Program Resource Specialist, La Casa \$ 1,139	
		Adjunct counselor benefits, La Casa \$ 3,675	
		Adjunct counselor benefits, HOME Room \$ 3,700	
		Grant Specialist for Student Equity \$ 2,505	
		Faculty Coordinator for Student Equity \$ 7,360	
		Director of Institutional Research \$ 9,820	
		EOPS Specialist \$ 1,769	
		Equity Program Copy and Printing \$ 6,500	
		Equity Program Food Services \$ 7,000	
		Instructional Supplies and Materials \$ 15,250	
		noninstructional supplies and materials \$ 15,250	
		HBCU Stem Tour, Xavier University \$ 45,000	
		Stem Ambassador Field Activities \$ 8,000	
		Puente College and University tours \$ 15,000	
		Puente Student Conferences \$ 15,000	
		Ujima student college and university tours \$ 15,000	
		La Casa Student workshops and conferences \$ 5,000	
		Equity Conference and Workshops \$ 15,000	
		Library Speaker Series for Student Success \$ 10,000	
		Training facilitators and Consultants \$ 30,000	
		Postage \$ 223	
		Puente Students/La Casa \$ 15,000	

** Indicate categorical program or other fund source and amount.

Research and Evaluation

- Collect **disaggregated data** to identify the courses in which the target groups are experiencing the least success; observations may be conducted in the classrooms in which target groups are experiencing the least success; or interviews with students from the target group could be conducted to better understand what barriers emerged in the identified classrooms.
- Provide Disciplines and Departments with lists of declared majors and students in areas of emphasis.
 - Faculty will analyze disaggregated data to determine if student achievement inequities are present among students in ADTs/AOEs and IGETC patterns and will develop strategies to address these disparities in their Comprehensive Program Review.
- Research specific methodologies for facilitating student engagement and academic success in selecting and completing degree and certificates in their major for Native Hawaiian/ Pacific Islander, African American, Hispanic and Foster Youth students.

Professional Development

- Professional Development for Puente faculty to attend mandated trainings and workshops.
- Professional development for faculty leads and advisors in ADTs in order to remain current in the field and in major requirements at transfer institutions, especially with respect to major curriculum and mentoring approaches for students in targeted groups.

Instructional Support Activities

- Tutoring, Supplemental Instruction, study group leaders for La Casa students.
- Hire, recruit and train outstanding students from targeted groups to serve as STEM Ambassadors: Peer mentors, study group leaders and tutors for targeted students in STEM courses.
- In coordination with faculty, implement systemic access for targeted students to in person or online tutoring services, in-class supplemental instruction.
- Offer student success workshops across programs and campus departments that are focused on applicability of majors and career success models.
- Assign students in target groups to an educational advisor, faculty advisor and equity advocate associated with their major.

Student Services and other Categorical Programs

- Provide hours for counselors and educational advisors and provide resources for La Casa Engagement Center.
 - Hispanic students are a target student group for Degree and Certificate completion
 - La Casa will focus programs on course success, transfer and degree and certificate attainment.
 - Counseling and Educational Advisor support for enrollment in educational pathways.
- Puente Program: College and University visits to increase degree and certificate completion and transfer rates; student conferences.
- Ujjima: College and university visits to increase degree and certificate completion.
- Foster Youth/Guardian Scholars: college and university visits to increase degree and certificate completion.

Student Equity Coordination/Planning

- Faculty Coordinator for Student Equity 1.0 reassigned time to be the lead person for the implementation of the Student Equity Plan.
- Grant Specialist for Equity programs to support the implementation of Equity program planning and coordination, workshop and training planning, travel to conferences, contracting speakers, trainers and facilitators; to process spending requests and budget paperwork, to monitor budget and provide budget review for reporting requirements.
- Coordinate the implementation of Campus wide training program of SI leaders, study group leaders, peer mentors, faculty equity advocates for consistency of training in diversity awareness, student support and academic coaching.
 - Academic Coaching program for 20-40 faculty and staff per session
 - Host two day retreats on topics of: gender, sexuality, multicultural awareness, cultural proficiency
 - On campus trainings for STEM Ambassadors, study group leaders, peer mentors/equity advocates, Supplemental Instruction Leaders, tutors who will work in Engagement Centers, tutoring center and in identified classes by disciplinary needs.
- Support the planning and implementation of Equity-related strategies and activities for students in targeted groups through dissemination of research materials, and provide opportunities for professional development for equity-related conferences, workshops, speakers/consultants, webinars, facilitated focus groups, or for travel to such opportunities.
- Support speakers, workshops, training for equity issues related to students entering majors and career/technical fields.

Outreach (campus)

- “Each one, reach one.” Intentional, deliberate contact with students who have not declared majors and with students who have declared majors but have not progressed in required course sequences for majors.
- Speakers’ series of successful former foster youth to speak to Guardian Scholars and motivate them to select pathways for ADTs and majors.

Direct Student Support

- Support for targeted students with demonstrated need for materials for success in major courses.

Activities Linked to Goal D.1: Degree and Certificate Completion

Research and Evaluation

- Relates to goals because we must first have ability to identify a solvable problem, the information/data needed to create a strategy; an understanding of defining expected outcomes for student success.

Faculty Development

- Training, workshops, colloquiums, consultants, and speakers will enable faculty to envision an equity-minded culture and establish an orientation towards changing expectations in course completion strategies for success for targeted students.

Curriculum/Course Development or Adaptation

- Based upon research and evaluation and faculty development, faculty will develop skills and knowledge with which to review curriculum, adapt pedagogical techniques, develop interpersonal communication skills and make material relevant to students in ways that will lead to greater student success overall but especially for student in targeted student groups.

Instructional Support Activities

- Students need additional support beyond the attention they receive in the classroom from the teacher. In-class Supplemental Instruction and embedded tutoring will facilitate students learning in real time as the teacher introduces material. Outside of class tutoring, study groups, educational advisors and peer mentors contribute to student engagement and provide opportunities for faculty to work in teams with paraprofessionals as advocates for student success.

Student Equity Coordination/Planning

- Takes the lead in making ongoing trainings available for faculty, students and staff. Serves as the symbol of equity-mindedness on campus as the repository of information about pedagogy and practice with equity principles, provides resources and brings groups together to dialogue about equity and student success.

Outreach (campus)

- A basic equity principle—don't lose the student. Outreach will allow us to keep in touch with students and help them anticipate what support they may need to stay engaged and enrolled in courses. Counselors, educational advisors, faculty advisors and faculty equity advocates, and peer mentors will work together as Equity Teams with a caseload of students according to discipline or program or special population.

Direct Student Support

- Many students drop classes and/or withdraw from college due to financial hardships. Direct Student support in the form of vouchers for books and school supplies, cafeteria meals, childcare expenses and gas vouchers is often enough to keep a student in school. These resources can only be accessed when a student comes into contact with Academic and Student Support Personnel (counselors, educational advisors, program resource specialists, program coordinators), faculty, staff and administrators who can direct them to the available resources. An equity-minded campus culture will benefit students with external difficulties because we will have trained equity advocates attuned to student needs and aware of the resources available to help the students.

Student Services

- This support provides Equity Programs the opportunity, through dedicated Counselors and Educational Advisors and resources, to bring students with similar equity issues together, to provide intentional and consistent support and to institutionalize such support so that we see gains in persistence, retention, graduation and transfer.
- Engagement Centers: Foster Youth, Ujima HOME Room, Puente La Casa, Disabilities Resource Center, Veterans Resource Center, STEM Center, Honors Study Center, Transfer Pathways Engagement Center
 - Educational Advisors providing case management and conducting student success workshops
 - Counselors completing SEPS and teaching guidance courses
 - Study Group Leaders and Peer Advocates serve as students helping students by modeling successful academic habits and interpersonal communication skills
 - Provides students with access to computers, printers, laptops, textbooks in comfortable, safe and secure surroundings.
 - Expand college experience by introducing students to campus offices and departments, key personnel; participation in extra-curricular activities like student clubs, community service, leadership and student governance opportunities.

Improvement Metrics Linked to Goal D.1: Degree and Certificate Completion

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Pacific Islanders</i>	<i>8, 2014</i>	Narrow this gap by increasing the completion for Pacific Islanders by 2 more each year for the next four cohort years. Spring 2019.	<i>2019</i>
<i>Hispanic / Latinos</i>	<i>70, 2014</i>	Narrow this gap by increasing the completion for Hispanic/Latinos by 20 more each year for the next four cohort years. Spring 2019.	<i>2019</i>
American Indian / Alaskan Native	<i>2, 2014</i>	Narrow this gap by increasing the completion for American Indian/ Alaskan Native by 1 more each year for the next 3 cohort years. Spring 2018.	<i>2018</i>

Target Population(s)	Current gap, year	Goal*	Goal Year
African American	<i>29, 2014</i>	Narrow this gap by increasing the completion for African Americans by 8 more each year for the next 4 cohort years. Spring 2019.	<i>2019</i>
Foster Youth	<i>9, 2014</i>	Narrow this gap by increasing the completion for Foster Youth by 3 more each year for the next 3 cohort years. Spring 2018.	<i>2018</i>

Evaluation Metrics Linked to Goal D.1: Degree and Certificate Completion

- Lists of students with emails by declared major / AOE will be provided to academic departments each fall for contact information. Totals by declared major / AOE will also be tracked each fall to determine growth in programs.
- Degrees and certificates by major and equity groups will be tracked and reported at the end of each academic year to inform department and discipline conversations as well as equity conversations.
- Course, Program, and Institutional Learning Outcomes assessment results including qualitative analysis and quantitative analysis such as pre and posts surveys and number of students that attended/participated in equity activities.

Transfer

Transfer Definition

The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

Section E: Transfer Research and Analysis

Riverside City College tracks students transferring to four year colleges or universities using the National Student Clearinghouse (NSC). The NSC provides individual student data on enrollment and subsequent degrees awarded. This information informs College-level discussion about the subsequent success of our students. RCC departments and disciplines are also using NSC data to inform discussions about specific groups of students and their subsequent enrollment patterns. As an example, students who have participated in RCC's honors program do not subsequently enroll at a higher rate than their non-honors peers, but the students who do subsequently transfer to four year colleges transfer to the University of California system at a much higher rate than their peers. This knowledge is informing curriculum and assessment conversations at department levels.

Riverside City College Pathways Model

Improving student transfer rates is an important piece of Riverside City College's Strategic Plan and Educational Master Plan.

As was described in the Basic Skills and Degree and Certificate Completion sections, Transferring to a four year college or university is the final "2" in the 1 + 2 + 2 Pathways Model.

Transfer Summary

While Degree and Certificate Completion can be a complicated metric, looking at student transfer rates is fairly straightforward. Using the research from the Student Equity report, RCC is not only looking at increasing overall transfer rates, but also focusing on those equity groups who are disproportionately impacted. One thing the Equity Workgroup has noted as needing further research is that while our African American population is substantially less successful at course completion, this subgroup is not specifically disproportionately impacted for degree completion or transfer rates. Gaining further understanding of this interesting outcome is one of the items that the Office of Institutional Effectiveness will be exploring over 2015-2016.

With the exception of Transfer Rates for Hispanic males, Riverside City College's Equity Workgroup is prioritizing other outcomes over transfer rates. Hispanic males will receive additional attention and emphasis for transfer as well as degree and certificate completion.

Transfer Research

Graphic D.1: Transfer Equity

Target Populations	# Cohort (2008-2009)	% of Total	# completed	% of Total Completed	PI	80 Percent Index	Transfer rate	Gain or Loss
Asian	187	5.1%	71	6.9%	1.34	0.90	38.0%	9.6%
African-American	384	10.5%	125	12.1%	1.15	0.77	32.6%	4.2%
Filipino	90	2.5%	38	3.7%	1.49	1.00	42.2%	13.8%
Hispanic/Latino	1529	42.0%	358	34.6%	0.82	0.55	23.4%	-5.0%
American Indian or Alaska Native	21	0.6%	6	0.6%	1.01	0.68	28.6%	0.2%
Pacific Islander	28	0.8%	6	0.6%	0.75	0.51	21.4%	-7.0%
White	973	26.7%	322	31.1%	1.17	0.78	33.1%	4.7%
Unknown	431	11.8%	108	10.4%	0.88	0.59	25.1%	-3.3%
Total	3643	100.0%	1034	100.0%	1.00		28.4%	0.0%
Female	1967	54.0%	573	55.4%	1.03	1.00	29.1%	0.7%
Male	1629	44.7%	454	43.9%	0.98	0.96	27.9%	-0.5%
Unknown	47	1.3%	7	0.7%	0.52	0.51	14.9%	-13.5%
Total	3643	100.0%	1034	100.0%	1.00		28.4%	0.0%
Foster Youth	39	1.1%	4	0.4%	0.36	0.36	10.3%	-18.1%
Individuals with Disabilities	216	5.9%	43	4.2%	0.70	0.69	19.9%	-8.5%
Low-Income (Pell)	2528	69.4%	663	64.1%	0.92	0.79	26.2%	-2.2%
Veterans	55	1.5%	18	1.7%	1.15	1.00	32.7%	4.3%
Total	3643	100.0%	1034	100.0%	1.00		28.4%	0.0%

Student Group	Percentage Gap to Overall Average	# Cohort	# Students "Lost"
Pacific Islander	-7.0%	28	2
Hispanic/Latino	-5.0%	1529	775
Unknown	-3.3%	431	14
Foster Youth	-18.1%	39	7
Individuals with Disabilities	-8.5%	216	18

GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

GOAL Section E: Transfer

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact. Note that while students who report a race/ethnicity as unknown or unreported are disproportionately impacted with this metric, RCC is not looking at addressing this particular group at this time because of the difficulty of identifying and working with this particular group. RCC will continue to track and report on transfer rates for students of unknown or unreported race/ethnicity.

Target Population(s)	Current gap, year	Goal*	Goal Year
Pacific Islander	21.4%, 2014	In partnership with Degree and Certificate Completion, narrow this gap by increasing the completion for Pacific Islanders by 2 more each year for the next four cohort years. Spring 2019.	2019
Hispanic / Latino	23.4%, 2014	In partnership with Degree and Certificate Completion, narrow this gap by increasing the completion for Hispanic/Latinos by 20 more each year for the next four cohort years. Spring 2019.	2019
Foster Youth	10.3%, 2014	In partnership with Degree and Certificate Completion, narrow this gap by increasing the completion for Foster Youth by 3 more each year for the next 3 cohort years. Spring 2018.	2018
Individuals with Disabilities	19.9%, 2014	Narrow this gap by increasing the completion for Individuals with Disabilities by 5 more each year for the next four cohort years. Spring 2019.	2019

*Expressed as either a percentage or number

Activities for Goal E.1: Transfer

- **Activity Type(s)**

x	Outreach	x	Student Equity Coordination/Planning	x	Instructional Support Activities
x	Student Services or other Categorical Program	x	Curriculum/Course Development or Adaptation	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

- **Target Student Group(s) & # of Each Affected*:**

ID	Target Group(s)	# of Students Affected
E.1	Pacific Islander, Hispanic / Latino, Foster Youth, Individuals with Disabilities	Pacific Islanders -- 114 Hispanic – 15,000 Foster Youth – 50 Individuals with Disabilities – 1500

Activity Implementation Plan for Goal E.1: Transfer

The activities to increase Transfer rates are very similar to the activities listed in the Degree and Certificate Completion section (Section D). Please see the Activities Section D.1 for these activities. In addition:

Research and Evaluation

- Investigate best practices for encouraging Native Hawaiian/Pacific Islander students to consider transfer; consider which institutions and majors are attractive to this student group and why

Student Services or other Categorical Program

- Increase the number of college visits, helping students understand the opportunities and options for transferring to a four year college or university for students in targeted groups; for students in Equity Programs: Puente, Ujima, Foster Youth.
- Improve awareness and use of RCC’s Student Transfer Center.
- Workshops on GRIT, Mindset, personal success for students in target groups in order to stimulate desire to transfer.

Student Equity Coordination/Planning

- Speaker series, motivational role-modeling of RCC alumni and other prominent figures with similar backgrounds and experiences to students in target groups to address significance of transfer goals for future success.
- Develop opportunities to mentor male students in target groups to demonstrate leadership and model transfer course-taking behavior.

Activities Budget for Goal E.1: Transfer

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**																																														
E.1	November 2015-June 30 th 2016	<table border="0"> <tr><td>Counseling Hours for EOPS</td><td>\$ 22,000</td></tr> <tr><td>Counseling Hours for La Casa</td><td>\$ 27,500</td></tr> <tr><td>Faculty Coordinator for Student Equity</td><td>\$ 23,000</td></tr> <tr><td>Grant Specialist for Student Equity</td><td>\$ 13,000</td></tr> <tr><td>Director of Institutional Research</td><td>\$ 18,826</td></tr> <tr><td>Program Resource Specialist, Foster Youth</td><td>\$ 5,233</td></tr> <tr><td>Program Resource Specialist, DRC</td><td>\$ 5,233</td></tr> <tr><td>Program Resource Specialist, La Casa</td><td>\$ 5,233</td></tr> <tr><td>EOPS Specialist</td><td>\$ 3,286</td></tr> <tr><td>Program Resource Specialist, Foster Youth</td><td>\$ 1,139</td></tr> <tr><td>Program Resource Specialist, DRC</td><td>\$ 1,139</td></tr> <tr><td>Program Resource Specialist, Equity Office</td><td>\$ 1,139</td></tr> <tr><td>Program Resource Specialist, La Casa</td><td>\$ 1,139</td></tr> <tr><td>Adjunct counselor benefits, La Casa</td><td>\$ 3,675</td></tr> <tr><td>Grant Specialist for Student Equity</td><td>\$ 2,505</td></tr> <tr><td>Faculty Coordinator for Student Equity</td><td>\$ 7,360</td></tr> <tr><td>Director of Institutional Research</td><td>\$ 9,820</td></tr> <tr><td>EOPS Specialist</td><td>\$ 1,769</td></tr> <tr><td>Equity Program Copy and Printing</td><td>\$ 6,500</td></tr> <tr><td>Equity Program Food Services</td><td>\$ 7,000</td></tr> <tr><td>noninstructional supplies and materials</td><td>\$ 15,250</td></tr> <tr><td>instructional supplies and materials</td><td>\$ 16,000</td></tr> <tr><td>Equity Conference and Workshops</td><td>\$ 15,000</td></tr> </table>	Counseling Hours for EOPS	\$ 22,000	Counseling Hours for La Casa	\$ 27,500	Faculty Coordinator for Student Equity	\$ 23,000	Grant Specialist for Student Equity	\$ 13,000	Director of Institutional Research	\$ 18,826	Program Resource Specialist, Foster Youth	\$ 5,233	Program Resource Specialist, DRC	\$ 5,233	Program Resource Specialist, La Casa	\$ 5,233	EOPS Specialist	\$ 3,286	Program Resource Specialist, Foster Youth	\$ 1,139	Program Resource Specialist, DRC	\$ 1,139	Program Resource Specialist, Equity Office	\$ 1,139	Program Resource Specialist, La Casa	\$ 1,139	Adjunct counselor benefits, La Casa	\$ 3,675	Grant Specialist for Student Equity	\$ 2,505	Faculty Coordinator for Student Equity	\$ 7,360	Director of Institutional Research	\$ 9,820	EOPS Specialist	\$ 1,769	Equity Program Copy and Printing	\$ 6,500	Equity Program Food Services	\$ 7,000	noninstructional supplies and materials	\$ 15,250	instructional supplies and materials	\$ 16,000	Equity Conference and Workshops	\$ 15,000	
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** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - \$10,000, EOPS – \$9,000, Financial Aid - \$13,000, General Fund - \$24,000, etc.

Improvement Metrics Linked to Goal E.1: Transfer

Target Population(s)	Current gap, year	Goal*	Goal Year
<i>Pacific Islanders</i>	<i>2, 2014</i>	Narrow this gap by increasing the completion for Pacific Islanders by 2 more each year for the next four cohort years. Spring 2019.	<i>2019</i>
<i>Hispanic / Latinos</i>	<i>76, 2014</i>	Narrow this gap by increasing the completion for Hispanic/Latinos by 20 more each year for the next four cohort years. Spring 2019.	<i>2019</i>
Foster Youth	<i>7, 2014</i>	Narrow this gap by increasing the completion for Foster Youth by 3 more each year for the next 3 cohort years. Spring 2018.	<i>2018</i>
Individuals with Disabilities	<i>18, 2014</i>	Narrow this gap by increasing the completion for Individuals with Disabilities by 5 more each year for the next four cohort years. Spring 2019.	<i>2019</i>

Evaluation Metrics Linked to Goal E.1: Transfer

- Lists of students with emails by declared major / AOE will be provided to academic departments each fall for contact information. Totals by declared major / AOE will also be tracked each fall to determine growth in programs
- Degrees and certificates by major and equity groups will be tracked and reported at the end of each academic year to inform department and discipline conversations as well as equity conversations.
- Course, Program, and Institutional Learning Outcomes assessment results including qualitative analysis and quantitative analysis such as pre and posts surveys

Summary Budget

2015-16 Student Equity Plan Summary Budget			
Riverside CCD			
Riverside College			
Part I: Student Equity Funding		<i>Enter whole numbers on.</i>	
Total 2015-16 College Student Equity Allocation			\$1,957,324
If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level			
Part II: 2015-16 Planned Student Equity Expenditures		\$	1,957,324
Balance 2015-16 College Student Equity Allocation		\$	-
2014-15 Student Equity Plan Summary Budget.			
Part I: Funding			
Specific Entry Instructions			
This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.			
cell:			
F9	Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their <i>college</i> allocation from the district office.		
F12	Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a multi-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.		
F14	This cell will populate once the Part II Planned SE Expenditures section has been completed.		
F17	This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.		
0	If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.		
+	If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.		
-	If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. The Summary Budget cannot be submitted if balance is negative.		

Summary Evaluation

Planned Coordination and Integration with ongoing planning processes at RCC:

Our current practice for program review is to include student equity data for each discipline, department and program. Upon review of this data, department and program faculty, staff, and administrators will describe how they will implement strategies for addressing these data as they relate to equitable student outcomes. The program review process is part of the Strategic Planning Process and so, these departmental reviews are created by departments and programs, reviewed by area deans, then collated and assessed by the Strategic Planning Leadership Councils.

We will begin to include an equity summary page in the Program Review report for those departments and programs that are using Equity funds. These summaries will then come back to the Equity committee for reviewing and following up for measurement and evaluation of equity-funded activities.

Appendix 1: Implementation Plan Reference Matrix

Topic	Organization or Text Producing Research	Comments	Reference / Link
Learning Communities / Co-Curricular Activities	Redesigning America's Community Colleges (2015) by Bailey, T. R.; Smith Jaggars, S.; and Jenkins, D.	Co-curricular support provides "scaffolding" for student success.	
Academic Placement Reform	3CSN	Academic Placement reform is one of three "high impact practices" as outcomes success from significant review of activities state-wide.	http://3csn.org/
Academic Placement Reform	Career Ladders Project	Placed for Success paper summarizes the significant impact that academic placement reform has had in California Community Colleges.	http://www.careerladdersproject.org/wp-content/uploads/2015/03/CLP_IP_Brief_37_508.pdf
Developmental Education Reform	Redesigning America's Community Colleges (2015) by Bailey, T. R.; Smith Jaggars, S.; and Jenkins, D.	Viewing Developmental Education as "on ramps" to student success -- not separate curricular patterns	
Developmental Education Reform	California Education Project	Developmental Education reform is one of three "high impact practices" as outcomes success from significant review of activities state-wide.	http://cap.3csn.org/
Developmental Education Reform	3CSN	Reading Apprenticeship, Habits of Mind, Threshold Project, etc.	http://3csn.org/
Faculty Development	3CSN	Faculty development and inclusion is a key for pedagogy and teaching techniques improvement.	http://3csn.org/
Developmental Education Reform	RP Group Student Success Presentations from Butte College	New English Placement doubled the number of students initially placed into college-level English without having a negative impact on the success rates.	Butte College
Pathways	Redesigning America's Community Colleges (2015) by Bailey, T. R.; Smith Jaggars, S.; and Jenkins, D.	Pathways provide clear direction and structure for community college students, significantly increase their success.	
Pathways	Career Ladders Project	Pathways provide clear direction and structure for community college students, significantly increase their success.	http://www.careerladdersproject.org/
Pathways	Foundation for California Community Colleges	Pathways provide clear direction and structure for community college students, significantly increase their success. -- Career Catalyst Project.	https://foundationccc.org/What-We-Do/Workforce-Development/Career-Catalyst-Career-Pathway
Learning Communities / Co-Curricular Activities	Demonstrating Student Success (2009) by Bresciani, M. J.; Moore Gardner, M., and Hickmott, J.	Co-curricular activities provide significant support for students, improving academic outcomes.	
On Boarding / High School Partnerships	Foundation for California Community Colleges	Partnerships with high schools provide early guidance and improve the college-level preparation of students.	https://foundationccc.org/What-We-Do/Student-Success/California-College-Guidance-Initiative
Faculty Development	Using Evidence of Student Learning to Improve Higher Education (2015)	Faculty are key stakeholders for improving student success.	http://www.learningoutcomesassessment.org/
Learning Outcomes	National Institute for Learning Outcomes Assessment.	Successful use of assessment provide structure for improving student success.	http://www.learningoutcomesassessment.org/
Developmental Education Reform	Learning Works	Developmental math reform is a "key" initiative to improve California Community College Student Success.	http://www.learningworksca.org/
Developmental Education Reform	Reading Apprenticeship	Partnering reading courses with other academic courses provides significant increase in student success.	http://readingapprenticeship.org/
Peer Tutoring	3CSN		http://3csn.org/
Pathways	Completion by Design	Co-curricular support for students as they progress through their college experience.	http://www.completionbydesign.org/
Educating College Male Students of Color	Minority Male Community College Consortium		http://interwork.sdsu.edu/sp/m2c3/