2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS
Questions 1 & 2 focus on what you **have accomplished during the 2015-16 planning cycle.**

1. Assess your college's previous program efforts:
    a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Goal	Progress
Implement Steps to Success Probation Pilot	On Track: Counselors implemented pilot in Spring 2017 to mentor probation students. Continuing implementation in Fall 2017.
Increase Foster Youth Services	On Track: RCC has implemented a Guardian Scholar program led by a counselor and is currently working with 111 students. This program is designed to provide students with the resources and tools that they need to be successful at the college level while understanding and addressing the unique challenges faced by Foster Youth. In 2016-2017, 68.7% of RCC's Foster Youth participated in the Guardian Scholar Program.
Build the use of Faculty Advising	On Track: 3 Faculty Advisor Liaisons selected and trained. Fall 2017, these liaisons will create coordinated programs between Counselors, Educational Advisors, faculty advisors, and peer mentors to improve students' integrated academic support. Have and will continue to provide trainings in consultation with counseling department.
Pilot the Student Success Summit	RCC hosted a Student Success Summit for more than 90 students. The goal was assisting student employees in their learning process as they become independent learners. Student employees attended including SI Leaders, tutors, embedded tutors, student ambassadors to name just a few.
Integrate Community for Academic Progress, CAP learning communities, with supplemental instruction,	On Track: CAP students' success rates have been examined combined with SI and tutoring. This program has been adjusted to better fit the college's needs with a reduced focus on basic skills and an increased focus on

tutoring, and peer mentoring for basic skills students	co-curricular support for college-level English. Additional emphasis and intrusive interventions are needed to better support these college-level needs. Counseling has various learning communities including supplemental instruction such as Puente, Ujima, CAP and La Casa.
Pilot the use of embedded tutoring in developmental course sections	On Track: Four RCC tutors were embedded at high schools to increase student success rates in the RCC Intermediate Algebra course. These tutors provided support to students struggling in math, mentored college-bound students, and assisted teachers as embedded tutors.
Examine best practices for embedded tutoring, use of supplemental instruction, study group leaders, and web-based tutoring services that can provide outcomes that narrow the proportionality gaps for targeted student groups	- Technology-based Smart Thinking tutoring pilot (will not be continued because the cost / benefit was not substantial) - Pilot of Persistence Plus web-based success coaching with Foster Youth. Persistence Plus is a 2-way text messaging service in which students are asked specific questions (e.g., how they are doing and feeling about school and their lives outside of school, what challenges they are facing) and feedback is provided to the Foster Youth program based on the responses of the students - Supplemental Instruction has been evaluated and revised to focus on low-success-rate courses. If students attend at least 6 SI sessions their success rates are higher than their peers; one focus of the program is encouraging more students to attend multiple sessions. - Embedded tutors for math pilot in high schools. 56.1% of students participating in the high school Intermediate Algebra program (including some who passed the high school course and some who didn't pass) subsequently enrolled at RCC. -
Cultural Proficiency	On Track: 1st cohort of 40 faculty, administrators, and staff were trained. Several sessions and discussion groups were led throughout the college using these techniques to bring awareness and increase cultural proficiency college-wide.

	2nd cohort began September 7th, 2017 and is in-training through October. This cohort is mostly faculty – which provides additional support and leadership at the discipline level.
Train math and English faculty in basic skills courses in cultural proficiency, academic coaching, and discipline-specific approaches for English and math teaching of basic skills students in targeted groups	On Track: -December's Topic of the Month was Cultural Proficiency and techniques, tips, and strategies were shared widely. - Training was conducted at Spring FLEX with faculty sharing how they are integrated Cultural Proficiency techniques into the classroom. - Faculty participated in 3CSN training and conferences. - Course Success data is disaggregated and widely discussed at the course, discipline, department, and college levels.
Improve credit course completion for African Americans, Hispanic/Latinos, American Indian/Native Americans and Foster Youth	STEM group leaders pilot beginning Fall 2017. All group leaders are equity students and will receive training and support as well as part of this pilot. Historical data supports the success of the Puente model progression from ENG 50 to 1A. Accelerated courses such as ENG 80 and Math 37, and MMAP have increased the credit level success for disproportionately affected groups.
Improve degree and certificate completion for Pacific Islanders, Hispanic/Latinos, African Americans, American Indian/Alaskan Natives and Foster Youth	- Pac Islanders – no change (very small sample size) - Hispanic – no change (very large sample size so difficult to "move the needle") - African American – no change - American Indian – no change (very small sample size) - Foster Youth – no change These are long-term metrics so creating change will likely take longer than a one-year review. Currently, the counseling department is working with Ujima, Puente, La Casa, TRIO, EOPS and Guardian Scholars. All students are required to have a comprehensive student educational plan and counseling contacts.
Improve transfer for Pacific Islanders, Hispanic/Latinos, Foster Youth, and Individuals with disabilities	- Pac Islanders – no change (very small sample size) - Hispanic – no change (very large sample size so difficult to "move the needle") - Foster Youth – no change - Individuals with disabilities – no change These are long-term metrics so creating change will likely take longer than a one-year review. Currently the

	counseling department is working with Ujima, Puente, La Casa, TRIO, EOPS and Guardian Scholars with assigned counselor/coordinator, educational advisors, tutors, All students are required to have a comprehensive student educational plan and counseling contacts. Counseling department supports the transfer center with resources in their coordination.
Pilot multiple measures assessment and placement	On Track: MMAP was piloted for Fall 2016 and begun full implementation in November 2016. All new RCC students are assessed using both the MMAP and test-based methodologies and placed based on their highest scores / placement levels.
Expand accelerated offerings	On Track: The English and Media Studies department over the last two years has sent 11 faculty members to the California Acceleration Project trainings (six in 2016-17) for training in pedagogy and best practices for teaching pre-transfer students in an accelerated course. In 2016-17 the college also sent one faculty member from the 2015-16 group for additional training to lead workshops for interested English/ESL/Reading faculty here at RCC. The CAP trainings attended have helped form a team of acceleration educators within the department that is providing leadership and information on these issues. The college has provided resources, training, and networking to start developing a local training program. The college has also fostered conversations about acceleration which have contributed to the growth of current English 80 program, helped design plans embedded in the transformation grant, and expanded conversation for future curricular projects such as English 1A with a co-requisite support course which is in the formative stages of creating. - During the primary terms, RCC's accelerated Math 37 has increased from 1 section to 2 sections. This course was also offered as a summer 8 week course in summer 2017 with very good success rates.

b. To what do you attribute your overall success or lack thereof? (100 words max.)

Initiatives have been successful – with small groups of students. RCC's faculty and staff are working to be informed by research-based practices to implement and scale programs to increase overall student success and focus on a 1 year remediation timeline.

From an equity perspective, the college has been successful at focusing the conversation with faculty and co-curricular support systems and practices – and away from a student deficit model. As the college continues its progress on CA Guided Pathways, including integrated student support, the college is anticipating that student success – placing into and passing college-level Math and English within 2 years – will increase.

c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities.

Goal	Activities in each program that serve the goal listed		
	SSSP	Student Equity	BSI
Increase basic skills persistence and completion in 1 year or less	Integrate Community for Academic Progress, CAP learning communities, with supplemental instruction for basic skills students	Examine best practices for embedded tutoring, use of supplemental instruction, study group leaders, and web-based tutoring services that can provide outcomes that narrow the proportionality gaps for targeted student groups Train math and English faculty in basic skills courses in cultural proficiency, academic coaching, and discipline-specific approaches for English and math teaching of basic skills students in targeted groups	Pilot multiple measures assessment and placement. Integrate embedded tutoring into developmental course sections Expand accelerated offerings

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

One strategy that RCC has implemented that is resulting in significant gains in student completion and closing of achievement gaps is basic skills acceleration.

Through its work with the California Acceleration Project, part of the California Community College Success Network (3CSN), RCC developed and offered English 80, Preparatory Composition, Reading 90, Accelerated Reading, and Math 37, a pre-statistics course, to shorten the time needed for remediation and to close equity gaps. The California Acceleration Project has shown that courses such as these reduce students' time in remediation by at least a semester; align remediation with college-level requirements; use high-challenge, high support pedagogy; and make no changes to transfer-level courses.

The table below shows RCC's accelerated remediation course enrollment by race/ethnicity compared with the college overall. For most of the courses, there is a higher percentage of enrollment for disproportionately affected students in these courses than in the college overall (green-shaded cells).

Pass rate for Accelerated Courses

Race/Ethnicity	2015-2016				Fall 2016		Fall 2016 Census Enrollment
	English 80		Math 37		English 80	Math 37	College Overall
	% Of Enrolled	Pass Rate	% Of Enrolled	Pass Rate	% Of Enrolled	% Of Enrolled	
Amer. Indian or Alaska Native	0.4%	100.0%	0.0%	N/A	0.5%	2.4%	0.3%
Asian	2.5%	33.3%	1.2%	100.0%	3.8%	2.4%	5.4%
Black or African American	17.2%	45.2%	17.3%	71.4%	18.5%	18.3%	7.8%
Hispanic	62.3%	56.6%	51.9%	71.4%	57.6%	65.9%	61.2%
International	0.4%	100.0%	0.0%	N/A	0.5%	0.0%	1.9%
Two or More	3.7%	66.7%	3.7%	100.0%	2.2%	0.0%	0.9%
Unknown	0.0%	N/A	0.0%	N/A	1.6%	0.0%	0.9%
White	13.5%	66.7%	25.9%	81.0%	15.2%	11.0%	19.9%
Overall		56.1%		75.3%	100.0%	100.0%	

RCC began offering English 80 (RCC's 6-unit accelerated preparation for college-level English), in 2015-2016. The tables below compare RCC English students' the course progression over the same period for 3 levels below versus the accelerated model. Students enrolling in the accelerated English course were three times more likely to successfully pass college-level English.

RCC Students Enrolled in ENG-60A in Summer / Fall 2015 tracked through Spring 2017 (2 years)		
	#	% of Original Cohort
# ENG-60A Students	513	100%
# Enrolled in ENG-60B	234	45.6%
# Passed ENG-60B	174	33.9%
# Enrolled in ENG-50	154	30.0%
# Passed ENG-50	120	23.4%
# Enrolled ENG-1A	89	17.3%
# Passed ENG-1A	71	13.8%

RCC Students Enrolled in ENG-80 in 2015-2016 tracked through Spring 2017 (2 years)		
	#	% of Original Cohort
# Enrolled in ENG-80	244	100%
# Passed ENG-80	137	56.1%
# Enrolled ENG-1A	119	48.8%
# Passed ENG-1A	89	36.5%

Even when disaggregating the students by level of preparation, unprepared students (those placing 3 levels below college-level according to Accuplacer) enrolling in English 80 were three times more likely to pass college-level English, compared to those completing the traditional progression (33% versus 11%). Underprepared students (2 levels below college-level according to Accuplacer) who took English 80 passed college-level English at a 50% rate, versus a 33.8% pass rate for those who enrolled in traditional remediation.

Based on the data and experience of 2015-2016, an additional six faculty were trained to teach the class for the 2016-17 academic year and RCC enrolled 622 students in the accelerated course. With higher success rates and faster completion, English 80 is offering students an improved model for completing their college English requirement

For Math 37, (RCC's accelerated math) an additional seven faculty were trained to teach Math 37 (6-unit accelerated preparation for college-level math). In 2016-17, RCC enrolled 160 students in Math 37. Their success rate for the class was 68% in the fall and 54.7% in the spring. Of the 205 RCC students who passed Math 37, 174 (84.9%) have enrolled in another math course in the District. The pass rate for Math 12 – Statistics - is higher for those who have taken and passed Math 37 (56.9%) than for those students who have entered the course through a different path (51.7%).

RCC is also piloting an accelerated Reading course – REA-90. This course is designed to accelerate students through multiple levels of remedial reading. One REA-90 section was piloted in Fall 2016 with a 69% success rate. In Spring 2017, two sections had an overall 60% success rate. Fall 2017 also has 2 sections. Students enrolled in these courses will be tracked for subsequent success.

FUTURE PLANS
Questions 3-8 address the 2017-19 planning cycle.

3. Establish integrated student success goals to be completed/achieved by Jun 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
  - Basic skills completion, including, but not limited to (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and (2) reducing the time it takes students to successfully transition to college-level mathematics and English courses
  - Closing achievement gaps for disproportionately impacted groups
  - Improving success rates in degree attainment, certificate attainment, and transfer
  - Improved identification of and support for students at-risk for academic or progress probation

- Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
- Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs.) Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills

Complete the table on the next page. Add rows as needed to list all five goals.

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	Student Equity	BSI	
Increase basic skills completion in 1 year or less	Expand the use of MMAP placement

Provide additional summer bridge opportunities.

Provide opportunities for outreach including supporting events such as College Welcome Day, Route to RCC, Tiger Roar, etc.

100% of first-time students complete a Comprehensive Student Education Plan | Expand the use of MMAP placement

Provide additional summer bridge opportunities

Expand English and Math acceleration

Develop co-requisite models for entry-level transfer classes in English and math

Integrate academic support into basic skills courses | Expand the use of MMAP placement

Provide additional summer bridge opportunities

Expand English and Math acceleration

Develop co-requisite models for entry-level transfer classes in English and math

Integrate academic support into basic skills courses (embedded tutoring, SI). | Access

Retention – increase retention by 1% per year.

ESL/Basic Skills Completion. Remedial Rate (Scorecard) 2015-2016 Current and 1 year and 6 year targets: Math 29% (MATH: 1 year target: 30% and 6 year target: 35%)

English 42% (ENGLISH: 1 year target: 42% and 6 year target: 47%) |

	within their first year of enrollment. Explore additional ways to ensure 100% of first-time freshmen complete Comprehensive SEP's within their first year of enrollment. This might include mandatory completion / block of registration. Counseling coordinated programs such as Puente, Ujima and EOPS	(embedded tutoring, SI) Professional Development for faculty who teach students with basic skills needs in pedagogical best practices for their disciplines and in cultural proficiency and academic coaching.	Professional Development for faculty who teach students with basic skills needs in pedagogical best practices for their disciplines and in cultural proficiency and academic coaching.	ESL 31% (ESL: 1 year target: 25% and 6 year target: 30%) 100% of first-time degree, transfer, or certificate-seeking freshmen complete a Comprehensive SEP within their first year of enrollment.
Increase degree completion in 2 years or less (for students entering at college level or having completed basic skills)	Provide integrated academic support, including Counselors, Librarians, Educational Advisors, Faculty Advisors, and Peers Mentors, along with tutoring and supplemental instruction Implement EduNAV, online student	Provide integrated academic support, including Counselors, Librarians, Educational Advisors, Faculty Advisors, and Peers Mentors, along with tutoring and supplemental instruction. Professional Development for faculty in pedagogical best	Professional Development for faculty in pedagogical best practices for their disciplines and in cultural proficiency and academic coaching.	Retention – increase retention by 1% per year. Degree & Certificate Completion. Completion Rate (Scorecard) overall Completion to 44% for 2017-2018. (1 year target: 41% and 6 year target: 46%)

	educational planning tool.

Research appropriate student data systems for tracking and implementation of Guided Pathways (ie Starfish)

Provide opportunities for outreach including supporting events such as College Welcome Day, Route to RCC, Tiger Roar, etc. | practices for their disciplines and in cultural proficiency and academic coaching. | | |
| **Increase transfer within 2 years (for students entering at college level or having completed basic skills)** | Provide integrated academic support, including Counselors, Librarians, Educational Advisors, Faculty Advisors, and Peers Mentors, along with tutoring and supplemental instruction.

Provide adequate facilities and budget for transfer and | Provide integrated academic support, including Counselors and a mentor program for dismissal students; Provide library support, including textbook collections on reserve for equity students and a digital journal collection supporting ethnic studies; Educational | | Retention – increase retention by 1% per year.

Transfer – increase the number of students immediately enrolling in a four year college or university to 1702 for cohort subsequently enrolling in Fall 2018.

(Set Standard is 1702. 2015-2016's number |

	career center in order to on ramp students to appropriate Guided Pathways. Implement EduNAV, online student educational planning tool. This implementation requires extensive review and clarification of RCCD Degree Audit accuracy and ability to interface with EDUNAV, mapping default course plans, ADT curriculum maps, preferred electives, and career planning. As part of this implementation, revise the application and Program of Study options so that students are placed into correct pathway during onboarding. Provide opportunities for outreach	Advisors; Faculty Advisors; Librarians; and Peers Mentors, along with tutoring and supplemental instruction. RCC's pathways-specific and culturally-based engagement centers are providing space for hosting these integrated support services. CA Guided Pathways including a Promise Program is also designed to increase student support to get students to be full-time and graduate and / or transfer in 2 years.		was 1711. No 6 year target)

	including supporting events such as College Welcome Day, Route to RCC, Tiger Roar, etc.			
Increase living wage career preparation	Provide opportunities for outreach including supporting events such as College Welcome Day, Route to RCC, Tiger Roar, etc. Adequate facilities for career center to increase career exploration opportunities. Educational advisor to attend HS for application workshop/pathway clarity and Program of Study options within pathway. Increase partnerships with high schools, workforce agencies, and other community partners.	Develop CTE program maps leading to living wage jobs RCC's pathways-specific and culturally-based engagement centers are providing space for hosting integrated support services.	Provide opportunities for extensive career exploration during a student's first year of enrollment.	Access Retention – increase retention by 1% per year. Degree & Certificate Completion. Completion Rate (Scorecard) overall Completion to 44% for 2017-2018. (1 year target: 41% and 6 year target: 46%) CTE (Scorecard) rate to 55% for 2017-2018. (1 year target: 52% and 6 year target: 57%)

	Develop CTE program maps leading to living wage jobs.			
Closing equity gaps for disproportionately impacted groups	Expand the use of MMAP placement. Through CA Guided Pathways counseling and advising practices including case-management, create opportunities for targeted and focused instruction for career planning and linking student end-goals to course pattern needs. Help students clarify their paths based on their skills and goals. Provide opportunities for outreach including supporting events such as College Welcome Day,	Expand the use of MMAP placement Expand English and Math acceleration Provide faculty with professional development on cultural competency. Create STEM Group Leaders to provide multiple tutoring opportunities for STEM gateway courses. These group leaders will provide weekly tutoring sessions aligned with curriculum to provide support for a large number of STEM students. Peer mentor pilot for Promise Students. These 33 Peer Mentors have been selected from disproportionately affected groups. They	Expand the use of MMAP placement Expand English and Math acceleration Provide faculty with professional development on accelerated learning	Access Retention – increase retention by 1% per year. ESL/Basic Skills Completion. Remedial Rate (Scorecard) to 29% for Math, 42% for English, and 31% for ESL for 2017-2018 See above for 1 and 6 year targets Degree & Certificate Completion. Completion Rate (Scorecard) overall Completion to 44% for 2017-2018. See above for 1 and 6 year targets CTE (Scorecard) rate to 55% for 2017-2018. See above for 1 and 6 year targets

	Route to RCC, Tiger Roar, etc.	are receiving support and training to mentor first-time college students. This program's effectiveness will be evaluated and expanded in Spring 2018. Professional Development for faculty in pedagogical best practices for their disciplines and in cultural proficiency and academic coaching. Facilitate the inclusion of targeted intervention strategies at the course and discipline level. Institutionalize these practices by including specific prompts and conversations through RCC's robust Program Review and Planning process. RCC has identified achievement and		

		engagement gaps for Pacific Islanders and Native American / Alaska Native students. One focus of 2017-2018 will be increased outreach and support for these students.		

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max.)

Student support programs including EOPS, TRIO for Disabled students and Veterans, Foster Youth programs, and culturally-based engagement centers including La Casa, Ujima, and Puente, receive Equity funding as well as categorical funding. These programs provide integrated academic support with counseling faculty playing a key role. The support includes educational planning, advising, probation counseling, orientation, and student success workshops. Each of these programs has a dedicated director or coordinator to provide intensive, one-on-one caseload management for the participating students. This management ensures the integration of support across the matriculation, instruction, and co-curricular support activities. RCC is using lessons learned in these programs along with the CA Guided Pathways framework to identify best practices and assist in the design and scaling of integrated support efforts. These programs are the foundation of equity-focused programming. Targeted strategies for equity groups across all of the college's strategic planning goals are facilitated through the staff and faculty coordinators of these programs.

RCC has deans supporting Student Support, Academic and Support Services, and Academic Instruction. Regular meetings occur with these Deans to coordinate and facilitate student support and services. The college's organizational structure along with its Strategic Planning Council and Committee structure works to vertically integrate and horizontally align programs with college goals, strategies, and initiatives.

Many of RCC's co-curricular activities are centered in engagement centers with a dedicated counselor and professional educational advisors. Through regular meetings with the Dean of Student Success and Support, educational advisors share best practices, discuss opportunities for improvement, work to integrate and coordinate activities to leverage resources, facilitate engagement, and create more shared experiences for students across campus.

Engagement Centers are also providing space to integrate academic support. Counselors are providing counseling services and faculty are hosting office hours in the centers. The Outreach Librarian is holding office hours in the La Casa, Ujima, and Writing and Reading Centers. Supplemental Instruction and tutoring sessions occur in the centers. The centers host guest speakers, cultural events, academic workshops, and social activities promoting a community of scholars. Collectively, these programs demonstrate the effects of education on students' potential for success and for strengthening their communities.

The centers support learning through book availability, book vouchers, and peer mentors. In particular, many of the peer mentors and educational advisors have experience with categorical programs. They also receive training on student support, including categorical program availability and the importance of providing students

opportunities for help. Some of these programs also have learning communities – paired courses with English / Math / Guidance/ and an array of general education electives.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max.)

    RCC has not received SSSP non-credit funding. However, the college plans to develop non-credit offerings in basic skills and CTE, and hence, will provide core SSSP services to noncredit students once the curriculum is developed and offered.

6. Describe your overarching professional development plans to achieve your students success goals. (100 words max.)

    Professional development will center on the college's key strategy of "Completion Counts through Pathways." RCC's Guided Pathways Team will frame college re-design with particular emphasis on creating program maps. A key focus for 2017-19 is building integrated academic support teams for programs (counselor, faculty advisor, educational advisor). Professional development will include training on integrated academic support models, Guided Pathways, faculty advising, EduNAV, and change management. Equity teams will continue to participate in workshops and conferences and train additional faculty in cultural proficiency. Additional faculty will be trained in models of accelerated learning and the college will continue to support discipline-based (and discipline-integrated) strategies for closing the equity gap.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college (100 words max.)

    Bi-annually, RCC monitors placement data and course success tracking remediation efforts. RCC also tracks students longitudinally, analyzing momentum points including passing college-level English and math as well as 15 unit and 30 unit completion. Next steps are incorporating the celebration of student achievement for these points.

    Annually at a dashboard level, students are categorized based on their academic courses into Basic Skills, CTE, or Transfer. As the college continues its initiatives, the proportion of basic skills students should be reduced over time with a corresponding increase in transfer and CTE students.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max.)

One mechanism for coordinating efforts is through district-wide academic discipline meetings. Faculty across the district discuss and work together on issues of curriculum (acceleration, co-requisite courses) and placement (MMAP). A district-wide committee is facilitating the implementation of EduNAV. Norco College and RCC are participating in the California Guided Pathways Project, and all three colleges are collaborating on their pathways work. The Institutional Effectiveness Teams from the three colleges meet regularly to discuss and coordinate data collection and analyses. Plans include a 3-College Equity Summit.

9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals. See attached budget plan. The link to the budget plan: http://www.rcc.edu/about/president/strategic-planning/Action%20Plan%20Documents/Integrated%20Plan%20Budget%202017-19%20%28BSISESSSP%29%2011.16.17.pdf

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan most also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Link to executive summary: http://www.rcc.edu/about/president/strategic-planning/Action%20Plan%20Documents/StudentEquityPlanExecutiveSummary%20FA17_Dec-2-2017.pdf

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11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization,

etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

Additional training through webinars or workshops on how best to reconcile the integrated plan with the continued development and monitoring on three separate budgets would be helpful. As this integrated plan is purposefully more concise, to what extent does the college need to have its own internal, more detailed plans and data tracking for each funding source?

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12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

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BSI SE SSSP Integrated Budget Plan Summary "At a Glance"

		ACTUAL EXPENDITURES		IN PROGRESS	PLAN
Riverside city College					
SPENDING PLAN FOR 2014-2018 STUDENT EQUITY ALLOCATION					

	SPENDING PLAN FOR 2014-2018 STUDENT EQUITY ALLOCATION				
Object Code	**Category**	**2014-15**	**2015-16**	**2016-17**	**2017-18**
1000	Academic Salaries Subtotal	$ 108,177.00	$ 360,115.00	$ 303,018.00	$ 315,257.00
2000	Classified and Non-Academic Salaries Subtotal	$ 179,227.00	$ 516,295.00	$ 552,910.00	$ 682,493.00
3000	Employee Benefits Subtotal	$ 41,821.00	$ 187,591.00	$ 241,271.00	$ 318,434.00
4000	Supplies & Materials Subtotal	$ 65,802.00	$ 44,431.00	$ 36,850.00	$ 50,000.00
5000	Other Operating Expenses and Services Subtotal	$ 178,894.00	$ 205,882.00	$ 213,165.00	$ 267,889.00
6000	Capital Outlay Subtotal	$ 34,785.00	$ 113,380.00	$ 82,274.00	$ 20,000.00
7000	Other Outgo Subtotal	$ 314,437.00	$ 529,630.00	$ 546,745.00	$ 300,000.00
	Total 2014-18 Student Equity Allocation	**$ 923,143.00**	**$ 1,957,324.00**	**$ 1,976,233.00**	**$ 1,954,073.00**

BSI SE SSSP Integrated Budget Plan 2017-2018 Planned Expenditure Summary

Object Code	Category	Basic Skills Initiative FY17-18	Student Equity FY17-18	Credit SSSP FY17-18	Total FY17-18
1000	Academic Salaries	$ 64,504	$ 315,257	$ 921,217	$ 1,300,978
2000	Classified and Other Nonacademic Salaries	$ 192,197	$ 682,493	$ 1,175,346	$ 2,050,036
3000	Employee Benefits	$ 69,895	$ 318,434	$ 794,153	$ 1,182,482
4000	Supplies & Materials	$ 22,834	$ 50,000	$ 158,831	$ 231,665
5000	Other Operating Expenses and Services	$ 17,583	$ 267,889	$ 63,532	$ 349,004
6000	Capital Outlay	$ 2,279	$ 20,000	$ 31,766	$ 54,045
7000	Other Outgo	$ 175,000	$ 300,000	$ 31,766	$ 506,766
	Totals FY17-18	$ 544,292	$ 1,954,073	$ 3,176,610	$ 5,674,975

BSI SE SSSP Integrated Budget Plan 2014-2015 through 2017-2018 Expenditure Detail Year by Year

Object Code	Category	FTE	Amount
	ACTUAL SPENDING FOR 2014-2015 STUDENT EQUITY ALLOCATION		
1000	**Academic Salaries: Position Title(s)**		
	Counselors/Librarians/Coordinators, Full Time	0.50	$ 18,996.00
	Counselors/Librarians/Coordinators, Part Time	n/a	$ 65,219.00
	Academic Special Projects	n/a	$ 23,962.00
1000	**Academic Salaries Subtotal**		**$ 108,177.00**
2000	**Classified and Other Non-Academic Salaries**		
	DIRECTOR, INSTITUTIONAL RESEARCH	1.00	$ 18,273.00
	EOPS/CARE SPECIALIST	0.27	$ 14,036.00
	VETERANS SERVICES SPECIALIST	0.10	$ 5,122.00
	STUDENT WORKER, NON-INSTRUCTIONAL	n/a	$ 22,507.00
	SUBSTITUTE NON-INSTRUCTIONAL	n/a	$ 8,388.00
	CLASSIFIED SPECIAL PROJECT	n/a	$ 41,641.00
	STUDENT WORKER, INSTRUCTIONAL	n/a	$ 54,373.00
	SUPPLEMENTAL INSTRUCTION LEADER	n/a	$ 14,887.00
2000	**Classified and Non-Academic Salaries Subtotal**		**$ 179,227.00**
3000	**Employee Benefits**		
	INSTRUCTIONAL SUPPORT BENEFITS		$ 2,022.00
	OUTREACH BENEFITS		$ 7,842.00
	STUDENT SERVICES & CATEGORICALS BENEFITS		$ 8,411.00
	RESEARCH AND EVALUATION BENEFITS		$ 13,707.00
	COORDINATION & PLANNING BENEFITS		$ 8,222.00
	DIRECT STUDENT SUPPORT BENEFITS		$ 1,617.00
3000	**Employee Benefits Subtotal**		**$ 41,821.00**
4000	**Supplies & Materials**		
	REFERENCE BOOKS/MATERIALS		$ 43,904.00
	INSTRUCTIONAL SUPPLIES		$ 4,974.00
	COPY/PRINTING		$ 764.00
	OFFICE SUPPLIES		$ 3,141.00
	FOOD		$ 13,019.00
4000	**Supplies & Materials Subtotal**		**$ 65,802.00**
5000	**Other Operating Expenses and Services**		
	CONSULTANTS		$ 22,050.00
	MILEAGE		$ 11,528.00
	MEETING EXPENSES		$ 605.00
	TRAVEL EXPENSES EMPLOYEES/STUDENTS		$ 57,575.00
	CONFERENCES		$ 25,136.00
	OTHER SERVICES		$ 62,000.00
5000	**Other Operating Expenses and Services Subtotal**		**$ 178,894.00**
6000	**Capital Outlay**		
	LIBRARY BOOKS/PURCHASE		$ 14,009.00
	LIBRARY SUBSCRIPTIONS FOR DATABASE/PRINT		$ 19,982.00
	COMPUTER EQUIPMENT, NEW ADDITIONAL		$ 794.00
6000	**Capital Outlay Subtotal**		**$ 34,785.00**
7000	**Other Outgo**		
	BOOK GRANTS		$ 138,816.00
	MEAL GRANTS		$ 20,000.00
	TRANSPORTATION/BUS PASSES		$ 112,271.00
	EDUCATIONAL SUPPLIES TO GIVEN TO STUDENTS		$ 43,350.00
7000	**Other Outgo Subtotal**		**$ 314,437.00**
	Total 2014-15 Student Equity Allocation		**$ 923,143.00**

Object Code	Category	FTE	Amount	
	ACTUAL SPENDING FOR 2015-2016 STUDENT EQUITY ALLOCATION			
	Academic Salaries: Position Title(s)			
	Faculty Coordinator for Student Equity	0.60	$	72,869.00
1000	Faculty Coordinator for Ujima	0.20	$	17,499.00
	ACADEMIC - PT COUNSELORS / COORDINATORS	n/a	$	225,961.00
	ACADEMIC SPECIAL PROJECTS	n/a	$	43,786.00
1000	**Academic Salaries Subtotal**		**$**	**360,115.00**
	Classified and Other Non-Academic Salaries			
	DIRECTOR OF INSTITUTIONAL RESEARCH	1.00	$	97,852.00
	STUDENT RESOURCE SPECIALIST-TRIO	0.50	$	11,120.00
	EDUCATIONAL ADVISOR	1.00	$	32,172.00
	EOPS ADMIN.ASS. II	0.02	$	492.00
	EOPS/CARE SPECIALIST	0.27	$	13,272.00
	GRANTS ADMIN. SPECIALIST	1.00	$	28,565.00
	FOSTER YOUTH SPECIALIST	1.00	$	40,964.00
2000	VETERANS SERVICES SPECIALIST	0.10	$	2,384.00
	EDUCATIONAL ADVISOR	1.00	$	34,233.00
	VETERANS SERVICES SPECIALIST	0.10	$	5,322.00
	STUDENT ACTIVITIES CLERK	0.27	$	4,579.00
	STUDENT WORKER, NON-INSTRUCTIONAL	n/a	$	32,768.00
	CL SAL OVERTIME	n/a	$	1,979.00
	STUDENT WORKER, INSTRUCTIONAL	n/a	$	140,216.00
	INSTRUCTIONAL AIDES, OTHER OVERTIME	n/a	$	90.00
	SUPPLEMENTAL INSTRUCTION LEADER	n/a	$	70,287.00
2000	**Classified and Non-Academic Salaries Subtotal**		**$**	**516,295.00**
	Employee Benefits			
	INSTRUCTIONAL SUPPORT BENEFITS		$	5,576.00
	OUTREACH BENEFITS		$	170.00
3000	STUDENT SERVICES & CATEGORICALS BENEFITS		$	98,206.00
	RESEARCH AND EVALUATION BENEFITS		$	42,064.00
	COORDINATION & PLANNING BENEFITS		$	36,979.00
	CURRICULUM/ COURSE DEV. BENEFITS		$	4,596.00
3000	**Employee Benefits Subtotal**		**$**	**187,591.00**
	Supplies & Materials			
	INSTRUCTIONAL SUPPLIES		$	2,931.00
4000	TESTS		$	4,620.00
	COPY/PRINTING		$	2,444.00
	OFFICE SUPPLIES		$	15,810.00
	FOOD		$	18,626.00
4000	**Supplies & Materials Subtotal**		**$**	**44,431.00**
	Other Operating Expenses and Services			
	CONSULTANTS		$	21,300.00
	LECTURERS		$	200.00
	PROFESSIONAL SERVICES		$	400.00
	MILEAGE		$	22.00
5000	MEETING EXPENSES		$	4,469.00
	TRAVEL EXPENSES-EMPLOYEES/STUDENTS		$	80,035.00
	CONFERENCES		$	57,944.00
	COMPUTER SOFTWARE MAINT/LIC		$	6,533.00
	TRANSPORTATION CONTRACTS		$	12,682.00
	OTHER SERVICES		$	22,297.00
5000	**Other Operating Expenses and Services Subtotal**		**$**	**205,882.00**
	Capital Outlay			
	LIBRARY BOOKS/PURCHASE		$	10,206.00
6000	LIBRARY MEDIA MATERIAL		$	20,000.00
	LIBRARY SUBSCRIPTIONS FOR DATABASE		$	16,371.00
	COMP EQUIP ADDITIONAL $200-$4999		$	66,803.00
6000	**Capital Outlay Subtotal**		**$**	**113,380.00**
	Other Outgo			
	STUDENT FINANCIAL GRANTS		$	121,350.00
7000	BOOK GRANTS		$	241,619.00
	MEAL GRANTS		$	2,332.00
	TRANSPORTATION/BUS PASSES		$	3,939.00
	EDUCATIONAL SUPPLIES TO GIVEN TO STUDENTS		$	160,390.00
7000	**Other Outgo Subtotal**		**$**	**529,630.00**
	Total 2015-16 Student Equity Allocation		**$**	**1,957,324.00**

Object Code	Category	FTE	Amount
	Academic Salaries: Position Title(s)		
	FACULTY COORDINATOR - UJIMA	0.20	$ 18,307.00
1000	FACULTY COORDINATOR - STUDENT EQUITY	0.50	$ 70,000.00
	FACULTY COORDINATOR - STUDENT GROUP LEADER	0.40	$ 44,000.00
	ACADEMIC - PT COUNSELORS - ENGAGEMENT CENTI	1.50	$ 150,000.00
	ACADEMIC SPECIAL PROJECTS	n/a	$ 20,711.00
1000	**Academic Salaries Subtotal**		**$ 303,018.00**
	Classified and Other Non-Academic Salaries		
	DIRECTOR, INSTITUTIONAL RESEARCH	1.00	$ 99,460.00
2000	EDUCATIONAL ADVISOR - ENGAGEMENT CENTERS	2.00	$ 119,984.00
	SPECIALIST (EOPS,FOSTER,GRANTS,VETERANS & DIS	1.50	$ 176,688.00
	STUDENT ACTIVITIES CLERK - ENGAGEMENT CENTER	2.90	$ 65,523.00
	STUDENTS WORKER	n/a	$ 91,255.00
2000	**Classified and Non-Academic Salaries Subtotal**		**$ 552,910.00**
	Employee Benefits		
	FACULTY COORDINATOR - UJIMA	0.20	$ 6,310.00
	FACULTY COORDINATOR - STUDENT EQUITY	0.50	$ 8,869.00
	FACULTY COORDINATOR - STUDENT GROUP LEADER	0.40	$ 11,130.00
	ACADEMIC - PT COUNSELORS - ENGAGEMENT CENTI	1.50	$ 25,695.00
3000	ACADEMIC SPECIAL PROJECTS	n/a	$ 4,732.00
	DIRECTOR, INSTITUTIONAL RESEARCH	1.00	$ 37,228.00
	EDUCATIONAL ADVISOR - ENGAGEMENT CENTERS	2.00	$ 43,787.00
	SPECIALIST (EOPS,FOSTER,GRANTS,VETERANS & DIS	2.90	$ 81,569.00
	STUDENT ACTIVITIES CLERK - ENGAGEMENT CENTER	1.50	$ 21,951.00
3000	**Employee Benefits Subtotal**		**$ 241,271.00**
	Supplies & Materials		
	INSTRUCTIONAL SUPPLIES		$ 500.00
4000	COPY/PRINTING		$ 5,000.00
	OFFICE SUPPLIES		$ 16,350.00
	FOOD		$ 15,000.00
4000	**Supplies & Materials Subtotal**		**$ 36,850.00**
	Other Operating Expenses and Services		
	LECTURERS		$ 22,800.00
5000	MEETING EXPENSES		$ 5,000.00
	TRAVEL EXPENSES-EMPLOYEES/STUDENTS		$ 56,680.00
	CONFERENCES		$ 120,000.00
	OTHER SERVICES		$ 8,685.00
5000	**Other Operating Expenses and Services Subtotal**		**$ 213,165.00**
	Capital Outlay		
6000	LIBRARY BOOKS/PURCHASE		$ 5,000.00
	LIBRARY SUBSCRIPTIONS FOR DATABASE		$ 20,000.00
	COMP EQUIP ADDITIONAL $200-$4999		$ 57,274.00
6000	**Capital Outlay Subtotal**		**$ 82,274.00**
	Other Outgo		
	STUDENT FINANCIAL GRANTS		$ 150,000.00
7000	BOOK GRANTS		$ 250,000.00
	MEAL GRANTS		$ 38,400.00
	TRANSPORTATION/BUS PASSES		$ 20,000.00
	EDUCATIONAL SUPPLIES TO GIVEN TO STUDENTS		$ 88,345.00
7000	**Other Outgo Subtotal**		**$ 546,745.00**
	Total 2016-17 Student Equity Allocation		**$ 1,976,233.00**

SPENDING PLAN FOR 2016-2017 STUDENT EQUITY ALLOCATION

Object Code	Category	FTE	Amount
	SPENDING PLAN FOR 2017-2018 STUDENT EQUITY ALLOCATION		
1000	**Academic Salaries: Position Title(s)**		
	FACULTY COORDINATOR - UJIMA	0.20	$ 18,307.00
	FACULTY COORDINATOR - STUDENT EQUITY	0.50	$ 70,000.00
	FACULTY COORDINATOR - STUDENT GROUP LEADER	0.40	$ 44,000.00
	ACADEMIC - PT COUNSELORS - ENGAGEMENT CENT	1.50	$ 150,000.00
	ACADEMIC SPECIAL PROJECTS	n/a	$ 32,950.00
1000	**Academic Salaries Subtotal**		**$ 315,257.00**
2000	**Classified and Other Non-Academic Salaries**		
	DIRECTOR, INSTITUTIONAL RESEARCH	1.00	$ 99,460.00
	EDUCATIONAL ADVISOR - ENGAGEMENT CENTERS	2.00	$ 119,984.00
	SPECIALIST (EOPS,FOSTER,GRANTS,VETERANS & DIS	2.90	$ 176,688.00
	STUDENT ACTIVITIES CLERK - ENGAGEMENT CENTER	1.50	$ 65,523.00
	STUDENTS WORKER	n/a	$ 220,838.00
2000	**Classified and Non-Academic Salaries Subtotal**		**$ 682,493.00**
3000	**Employee Benefits**		
	FACULTY COORDINATOR - UJIMA	0.20	$ 6,310.00
	FACULTY COORDINATOR - STUDENT EQUITY	0.50	$ 8,869.00
	FACULTY COORDINATOR - STUDENT GROUP LEADER	0.40	$ 23,130.00
	ACADEMIC - PT COUNSELORS - ENGAGEMENT CENT	1.50	$ 25,695.00
	ACADEMIC SPECIAL PROJECTS	n/a	$ 4,732.00
	DIRECTOR, INSTITUTIONAL RESEARCH	1.00	$ 49,228.00
	EDUCATIONAL ADVISOR - ENGAGEMENT CENTERS	2.00	$ 43,787.00
	SPECIALIST (EOPS,FOSTER,GRANTS,VETERANS & DIS	2.90	$ 101,569.00
	STUDENT ACTIVITIES CLERK - ENGAGEMENT CENTER	1.50	$ 24,701.00
	STUDENTS WORKER	n/a	$ 30,413.00
3000	**Employee Benefits Subtotal**		**$ 318,434.00**
4000	**Supplies & Materials**		
	INSTRUCTIONAL SUPPLIES		$ 500.00
	COPY/PRINTING		$ 5,000.00
	OFFICE SUPPLIES		$ 29,500.00
	FOOD		$ 15,000.00
4000	**Supplies & Materials Subtotal**		**$ 50,000.00**
5000	**Other Operating Expenses and Services**		
	LECTURERS		$ 22,800.00
	MEETING EXPENSES		$ 5,000.00
	TRAVEL EXPENSES-EMPLOYEES/STUDENTS		$ 111,404.00
	CONFERENCES		$ 120,000.00
	OTHER SERVICES		$ 8,685.00
5000	**Other Operating Expenses and Services Subtotal**		**$ 267,889.00**
6000	**Capital Outlay**		
	LIBRARY SUBSCRIPTIONS FOR DATABASE		$ 20,000.00
6000	**Capital Outlay Subtotal**		**$ 20,000.00**
7000	**Other Outgo**		
	STUDENT FINANCIAL GRANTS		$ 75,000.00
	BOOK GRANTS		$ 78,255.00
	MEAL GRANTS		$ 38,400.00
	TRANSPORTATION/BUS PASSES		$ 20,000.00
	EDUCATIONAL SUPPLIES TO GIVEN TO STUDENTS		$ 88,345.00
7000	**Other Outgo Subtotal**		**$ 300,000.00**
	Total 2017-18 Student Equity Allocation		**$ 1,954,073.00**

Student Equity Plan Executive Summary
Riverside City College
2017 - 2019

"Each one, reach one."

Riverside City College begins with a basic equity principle—*don't lose the student*. RCC is committed to establishing an effective, campus-wide culture of outreach to its students. The college will surround students in targeted equity groups with the academic, instructional, self-affirming direct support they may need in order to become engaged in campus life, maintain successful enrollments 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 mentors will be trained to work together as Integrated Support Teams for Student Equity 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 the college makes this intentional outreach its mission, then all of the administrators, faculty, and staff become responsible for 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 and significant restructuring within its Strategic Planning Councils, the college has embedded student equity into all aspects of planning, program development, assessment, and evaluation. As a result, addressing Student Equity at RCC is now one of three strategic goals: Student Equity, Student Access and Student Success. RCC's California Guided Pathways Project (http://www.rcc.edu/about/president/strategic-planning/Pages/Pathway.aspx), called Completion Counts through Pathways, embeds themes of Innovative Practices and Student Equity from matriculation through graduation and transfer through a two or three year path to completion for students on Basic Skills, CTE and Transfer paths. The college's processes, divisions, and organizational reporting structures are being integrated with the four pillars of pathways: Clarity, Intake, Support and Learning. No matter their pathway, the college is simultaneously embarking on Promise Programs for students entering RCC fully at college-level (based on English and Math placement whether through Accuplacer or Multiple Measures) or those students who need to complete just one basic skill course to reach college-level. The principles underlying these Promise Programs, indeed the college's entire Pathways structure, are the foundational Student Equity strategies:

cultural proficiency, integrated academic support, targeted interventions based on disaggregated student equity data, and discipline-based pedagogical practices for improved student outcomes at the curricular level.

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

The RCC Student Equity Plan will mirror the California Guided 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.

Previous Funding Years and Progress.

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

The Student Equity budgets for 2014-2015, 2015-2016 and 2016-2017 included the establishment of an Office of Equity Support to develop equity focused trainings, support

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

1. ***Understand students and the root causes of student underachievement***. Through inquiry, the college will research best practices and support professional development opportunities that will aid faculty and staff to be able to identify and implement processes to address systemic institutional barriers that impede student success. The college must put students at the center of the inquiry and assess students' phenomenological experiences through qualitative sources.
    - RCC hired the RP Group to conduct male students of color focus groups in March 2017. The resulting report was widely shared and discussed. Participating students' feedback is informing how faculty interact with students and in alignment with the California Guided Pathways, helping to frame RCC's redesign of Integrated Academic Support.

    - Riverside City College is tracking students' progress and outcomes disaggregated in many different ways including gender, race/ethnicity, full-time/part-time, special populations (students with disabilities, foster youth, veterans, athletes, etc.). Course outcome data including an institutional set standard for course success has been distributed at the academic discipline level to inform conversations about student success including equity-focused discussions. As part of this discussion, RCC is using the State Equity Plan's Proportionality Index to frame discussions about student success. Equity presentations to increase awareness of equity achievement gaps were included in Fall 2015 and Spring 2016 FLEX days.

    - RCC has fully implemented Multiple Measures Placement beginning with a piloting of MMAP in Summer 2016. The college is tracking and reporting on the success of these students including disaggregating by equity categories to better understand student success and implement targeted interventions as needed.

2. ***Support professional development for internal capacity building.*** In order to reframe the conversation about student success away from the student-deficit model towards a model of institutional change and curricular and pedagogical renewal, the Student Equity Plan supported activities that would help shape an equity-minded dialogue of student success and engage faculty to view their curriculum through new lenses. In support of this goal, the Student Equity plan supported attendance at relevant meetings, conferences and colloquiums,

participation in working groups and communities of practice and dissemination of available research literature in order to support the development of instructionally-centered, discipline-based strategies to narrow the equity gap for targeted student groups.

<u>Curriculum and Pedagogy</u>:

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

- Supported by a Student Equity mini-grant, eight math faculty attended the 2017 Carnegie Math Pathways Forum – a multi-day conference designed to provide training and best practices for math acceleration primarily for non-STEM students. Based on an analysis of course registration, RCC's acceleration courses have a higher representation of our targeted equity groups versus the college's overall population. The Math Department has now developed a working group to develop curricular changes and address math course sequencing for better alignment with college pathways leading to shorter remediation and reduction in time to transfer.

- Through its work with the California Acceleration Project, part of the California Community College Success Network (3CSN), more than twelve RCC faculty have attended 3CSN training. The college has developed and offered English 80, Preparatory Composition, and Math 37, a pre-statistics course, to shorten the time needed for remediation and to close the equity gap. The California Acceleration Project has shown that courses such as these reduce students' time in remediation by at least a semester; align remediation with college-level requirements; use high-challenge, high support pedagogy; and make no changes to transfer-level courses. For most of the acceleration courses, there is a higher percentage of enrollment for disproportionately affected students in these courses than in the college overall.

- Student Equity funding supported a Student Equity Retreat in Fall 2015 for the Library and Learning Support Division. The faculty and staff developed a plan to establish a Student Equity Collection to be used by students, faculty, and staff in the Salvatore G. Rotella Digital Library and Learning Resources Center. This

collection, along with books on the subject of student equity, diversity and cultural proficiency in higher education, included an expansion of the main collection of books by and/or about the identified Student Equity groups. Seed money was also provided to broaden the library's data bases for resources for ethnic studies courses, software for students to evaluate career interests and digital tutoring services. Working with the coordinators of campus student equity programs, the library hosts course textbooks on reserve for a book lending program. Finally, one of the most significant outcomes of the Student Equity efforts of the library is the hiring of a full-time Outreach Librarian in Fall 2017.

Organizational Capacity-building:

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

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

- RCC's second Champions for Change cohort began training in September 2017. This group is largely made up of faculty, which will continue to encourage implementation of techniques in the classroom.

  - Since the 2014-15 budget year, the college has offered numerous workshops offering interpretation of disaggregated Student Equity data and its significance for faculty and staff in their program planning. An interactive session on cultural proficiency was also facilitated during the faculty's Flex Days in February 2017 and August 2017.
  - Trained faculty and staff have incorporated the principles into their teaching and services, have led discussions at department meetings, college brown bags and division retreats and student leadership retreats. RCC will be assessing the college-wide knowledge of cultural proficiency and equity in Spring 2018.

- Communities of Practice: *Growth Mindset* and *Whistling Vivaldi.*
  - The Growth Mindset working group, Spring 2016, led to five faculty being trained in Growth Mindset practices through 3CSN in Fall 2016. Two faculty leads conducted a series of workshops for student leaders in

Summer 2016 and Summer 2017. In Fall 2017, trained student GRIT/Mindset Ambassadors now go into classrooms to conduct cognitive science exercises with their peers.
- o The *Whistling Vivaldi* group read and discussed the landmark Claude Steele book discussing the concept of stereotype threat. The challenge to understand how this impacts what occurs in the classroom is part of the ongoing dialogue at RCC in support of cultural and pedagogical change for equitable student outcomes.

- Participation in programs sponsored by the University of Southern California Center for Urban Education (CUE): Equity funding allowed more than seven faculty, administrators, and staff to attend USC Center for Urban Education: Equity Institute for Men of Color in Community Colleges in April 2017 and twelve faculty, staff and administrators to attend the Equity in Faculty Hiring Institute in October 2017. CUE is well-known for its current research on systemic barriers to student equity. In its April 14, 2017 research publication titled, "Supporting Men of Color in Community Colleges: An Examination of Promising Practices and California Student Equity Plans," which was presented at the April CUE meeting, RCC was acknowledged for its explicit commitment to devising success strategies for male students of color. The report states:
  - o *Riverside City College stood out for numerous reasons: (a) it allocated the greatest amount of funding toward basic skills support for males of color; (b) it specifically named African American and Latino males as the target groups; (c) the activity specifically addressed providing specific support for basic skills; and (d) it was very specific in mentioning the use of high school transcripts to evaluate placement in English and math, a strategy which we assume is intended to supplement or substitute for the use of traditional placement tests."[1]*
  - o CUE institutes are working meetings for teams from the participating schools to identify challenges and barriers to student equity and develop goals to eliminate them. Participation in the Fall 2017 Equity in Hiring institute resulted in several changes to language in current open faculty job postings that asserts that candidates should value and provide evidence of demonstrated commitment to equity-mindedness as a requirement for the position.

- Equity funding allowed more than twenty faculty, administrators, and staff to attend the Riverside County Office of Education Excellence in Equity conference in 2016 and 2017. This conference brought in nationally renowned speakers with expertise in issues of Student Equity, Access and Success. The RCOE also hosts single and multi-day retreats which are facilitated working sessions on addressing systemic barriers to equitable outcomes for all students.

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

Participating with the Riverside County Office of Education equity conferences and retreats allows RCC to leverage its resources for faculty development—one of RCC's key Student Equity goals—and expose faculty and administrators to the current best practices for addressing Student Equity at large public institutions.

- Additional capacity-building engagements include the following:
    i. Male Minority College Consortium Workgroup – June 2015
    ii. UC Riverside Diversity in Higher Education event – Summer 2015
    iii. Student Equity/SSSP Coordinator training September 2015, 2016
    iv. California Community College League Student Equity Summit – March 2016
    v. A2MEND Conference – March 2016 and March 2017
    vi. 3CSN Building Leadership Networks Conference on Equity – April 2017

3. ***Provide support for instructors*** in Basic Skills courses, but also across the college in Transfer and CTE Pathways, in ***pedagogical training for learner-centered strategies for teaching adult students (andragogy) and for targeted student populations***.

- In Spring 2016, Dr. Andrew Wall, a recognized scholar in adult education, presented a workshop on strategies for teaching adult learners. Through student equity, we are exploring the development of best practices for teaching strategies best suited for adult students. While the percentage of traditional-aged first-time college students has increased upward from 30% over the last few years, a significant majority of our students over the past two school years, (55% - 68%) are between the ages of 20-39. Some of these are also first-time students. Additionally, we have a program of adult education, for non-traditionally-aged students, housed within our CTE Division. In alignment with practices of cultural proficiency, equity-minded instruction and principles of Guided Pathways, andragogy suggests that 1) adults need to be involved in the planning and evaluation of their instruction; 2) experience (including mistakes) provides the basis for learning activities; 3) adults are most interested in learning subjects that have immediate relevance to their job or personal life; 4) adult learning is problem-centered rather than content-oriented. RCC supports innovation in classroom teaching. The incorporation of proven best practices for classrooms populated by adult learners should result in improvement in course success rates and increased degree certificate and degree attainment.

- In Spring 2016, Dr. Todd Zakrajseck, co-author of the book, *The New Science of Learning* was brought to campus for a day where he met with faculty, the college president, academic deans and students to discuss his research and for students to share, in a very engaging presentation, how the brain works and how to align the brain with their studies. The book is being used as part of a project in the math department to develop a pedagogy for the basic skills math courses which is more adaptable to how students learn.

- Student Equity hosted a group of 12 faculty, staff and students to participate in the Black Minds Matter webinar series in Fall 2017. The eight week course is taught by Professor Luke Wood in the Graduate School of Education at San Diego State University. The course focuses on best practices for teaching and providing institutional support to African American male college students. Student Equity is preparing to host a similar series of webinars in Spring 2018 focused on Hispanic students.

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

4. *Facilitate* ongoing *engagement of equity students and cultivate faculty-student interaction* in order to develop skills and understanding of multiculturalism, cultural proficiency and respect. Foster the value of and celebrate and support diverse students as individuals and as members of our college community deserving of an equitable educational experience.

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

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

5. *Integrate and embed student equity goals* into the college's strategic planning and program planning documents.
   - RCC has placed Student Equity at the core of its Completion Counts through Pathways guided pathways architecture.
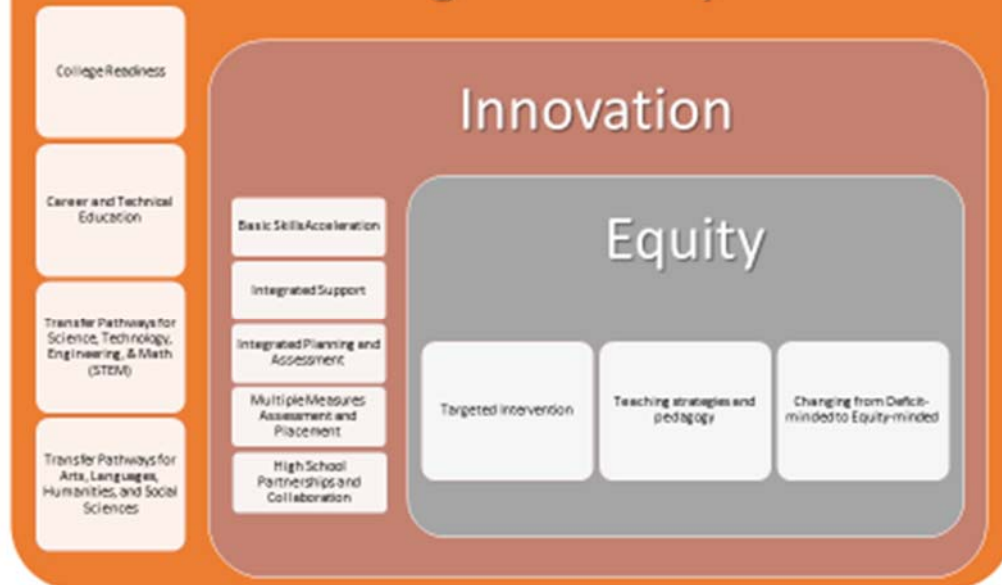
- RCC is assessing and evaluating student achievement at the course as well as outcomes level include disaggregating by the equity categories. Program Review and Planning for all academic disciplines now includes a prompt about student equity activities. Program Review and Plans from the last two review cycles indicate that faculty are actively identifying and discussing equity gaps at course and program levels and developing strategies to close these gaps. For example, in mathematics, an analysis of course outcomes showed that African American students did slightly better in the hybrid math course with cognitive science lessons built into the curriculum. (The New Science of Learning project) That course is now attached to the Ujima Project learning community. Another example is that the Humanities and Philosophy disciplines noted the lower success rates of equity students in their survey courses and wrote a job announcement for a combined faculty position in Humanities and Philosophy with an emphasis in nonwestern thought and cultures.

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

   1. "Each one, Reach One" is the motto of the Student Equity Committee, which calls for a campus-wide commitment to improved interpersonal contact with students.

2. Expect that each proposed strategy and activity 'moves the needle' for the target group(s). This calls for the pertinent question of "who does this program help and how" to be asked of each proposed Student Equity initiative and strategy.

3. Analyze campus policies and practices, programs and equity strategies and activities from the perspective of whether or not they reinforce or change systemic inequities.

      i. Over time, campus conversations across various shared governance bodies revealed that many students are simply unaware of the wealth of programs and services that are offered in support of student success. With the creation of three faculty advisor liaisons, the college is cultivating a new practice of intentional faculty-student interaction. In Fall 2017, the faculty liaisons have hosted student-faculty meet and greets, major information sessions and have instated college-wide weekly "five-minute advising" memos that go out to the entire campus with pertinent college information to share with students in class and in their respective service areas.

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

significant number of faculty, staff and administrators who have become fluent and engaged in the practice of cultural proficiency and equity-mindedness in the years to come. They will be our campus leads in the continual transformation of the campus culture.

Appendix A includes details of the initial targets of the 2016 Student Equity Plan, action plans, and the current status of selected metrics.

2017-2019 Integrated Planning, Guided Pathways and Student Equity

The Student Equity Committee is proud of its accomplishments with respect to the expressed mission of the 2016-2018 Student Equity Plan. Based on lessons learned, the committee has further streamlined its goals for student equity and even more closely aligned the goals with the college's new organizational structure including the California Guided Pathways framework. Therefore, the 2017-2019 Student Equity Plan's goals and budget are interwoven with those of the Integrated Plan and support RCC's Completion Counts through Pathways and the college's Promise of a two or three year Associates Degree for transfer to a college or university and/or a certificate in a designated program.

Based on the assessment of the six over-arching goals and outcomes discussed in the preceding section, the Student Equity Committee has decided to dedicate its efforts in the following four areas for the 2017-2019 planning document: Integrated Academic Support, Professional Development for Faculty and Staff and Student Leadership Development, Student Equity Program Support, and Support for Discipline-based Strategies to address student equity. These will be discussed on the following pages.

- It is important to note that these four categories also align with the four pillars of the California Guided Pathways model designed to restructure and reframe organizational programs and services for student success. The Pathways Pillars are:
    i. Clarify the Path (Clarity)—students need colleges to provide more clarity of academic course, program and career information to allow them to make decisions about what to major in and then what courses to take for the kinds of careers they are seeking;
    ii. Enter the Path (Intake)—students need colleges to provide intentional and deliberate counseling and advising that will get them quickly onto the right path to achieve their educational goals;
    iii. Stay on the Path (Support)—students need academic support, faculty advising, extra-curricular support through workshops and campus activities that will engage them and help them sustain momentum to successful graduation, transfer and degree and certificate attainment; and,
    iv. Ensure Learning (Learning)—students need faculty who are immersed in sound pedagogy and who utilize andragogic tools that are discipline-specific, whose curriculum is evaluated through a lens of cultural proficiency, and who are committed to equitable outcomes. Continual

course and program level assessments are keys to ensuring that relevant learning takes place in the classroom.

1. **<u>Integrated Academic Support for Guided Pathways</u>** *(Clarity, Intake, Support and Learning)* will involve teams that consist of a faculty lead, a dedicated counselor, an educational advisor and several peer mentors to track student progress, engage students, provide intentional and deliberate engagement activities, assess student learning and provide academic support services to facilitate students' persistence and success rates in their courses and programs. This will encompass strategies and activities that contribute to increasing student access and success across all of the equity indicators: access, basic skills (math, English and ESL), credit course/transfer course, degree and certificate attainment, transfer.

   - Such strategies and activities include targeted outreach activities; targeted career exploration opportunities; embedded support for acceleration and co-curricular courses; continued development and refinement of accelerated courses, especially for basic skills.

   - Specific programs to be continued with this current plan include:
     - RISERS for continuing equity students
     - Supplemental Instruction and Study Group Leaders
     - Grit and Mindset Ambassadors
     - Educational Advisors in the Engagement Centers for each Division: LHSS, STEM, FPA and CTE

   - New initiatives include:
     - Peer Mentoring for the Promise
     - Access to Promise for students enrolled in basic skills
     - STEM Student Equity Study Group Leadership and Development for bottleneck math and science courses
     - Faculty Advising Liaisons in each Division

2. **<u>Professional Development for Faculty, Staff and Students</u>** *(Clarity, Intake, Support and Learning)*. The Student Equity Plan supports ongoing professional development in order to reach the following goals.

   a. *Goals for professional development for faculty and staff include*:

   - For RCC to have an equity-minded campus culture that cultivates faculty and staff awareness of and attentiveness to the practice of cultural proficiency, who are knowledgeable about the college student equity outcomes data, who will develop curriculum, employ innovative teaching strategies, provide services and create policies that promote student equity and remove barriers to student success. The

college will continue to explore student needs and experiences and effectively communicate with faculty, staff and administrators the research-based best practices for student success and insights gained directly from students through focus groups and the like for continual enhancement of strategies for student success. Supported activities include:

    i.   Dissemination and facilitated discussion of materials and information about best practices for increasing student success in complex organizations that are undergoing changing demographics and changing organizational structures; training in how to lead conversations about change; and support for developing strategies for implementation of successful organizational practices for student success within disciplines, departments, divisions, and programs.

    ii.   Research and professional development in the leading discipline-specific pedagogical methods and curriculum for 21st century teaching, learning, and preparation of equity students for the 21st century workforce and civic participation.

b.   *Goals for professional development for students include:*

- Develop a model for a campus-wide practice of training peer advocate/peer mentors/peer leaders and student assistants in college knowledge and customer service, academic coaching, tutoring, leadership and self-empowerment, cultural proficiency, Grit and Mindset (cognitive science) and social justice. These trained peer advocates will be further trained in the specific knowledge and goals within the programs and service areas to which they are assigned and where they will work with peers as part of the Integrated Support Teams for student success.

c.   *Cultural Proficiency*

- RCC is a leader among community colleges in its work on cultural proficiency whose essential elements are to assess the current institutional culture, value diversity, manage—yet adapt to – the dynamics of difference and to institutionalize reimagined cultural practices and institutional knowledge. RCC is utilizing theories of change leadership through its trainings for faculty, staff, and administration and its "train the trainer" approach to achieve a culturally proficient and equity-minded college campus. RCC will continue to focus on the practice of cultural proficiency, which allows the college to view policies and practices through a lens that identifies unnecessary barriers to student success. The practices also guide development of institutional capacity to produce and then maintain the systemic changes that will narrow and ultimately close access and education gaps, reduce and eliminate disproportionate student outcomes, and increase engagement and well-being for every student. Through its "train the

trainer" approach, RCC is developing its own cadre of Champions for Change faculty, administrators, and staff prepared to offer professional development workshops on cultural proficiency and growth mindsets.

3. **<u>Support Designated Student Equity Programs</u>** *(Support and Learning)*
Continue to support identified Student Equity Programs as they have a rich history that demonstrate successful outcomes at rates higher than those for similar students who are not participants in these programs. Most of RCC's Student Equity programs provide a launching pad for students to become more fully engaged in the broader campus community. Many of the practices included in Integrated Academic Support are common in these Student Equity programs (listed below) —chief among them are intentional and deliberate faculty and /or staff interaction with students in an extra-curricular context (outside of class and often in a comfortable and welcoming campus "home"). With dedicated faculty coordinators, counselors or educational advisors or program coordinators, and plenty of peer support, these programs have supportive staff who know students' needs beyond the classroom. The programs' efforts are focused on coordinating support for students—with faculty and staff and the students themselves—in order to help students address those needs so that they can be successful in their courses. Extra-curricular services and support are often required as part of participation in these programs, and most of these programs have a campus home which we call Engagement Centers. Innovation and targeted activities for all of the Student Equity outcomes are key to the success of these programs.

- La Casa, Puente, Ujima, HOME Room, Guardian Scholars, Foster Youth, Disabled Resource Center, Veterans, EOPS

- Learning Communities – Community for Academic Progress, Ujima, La Casa, Puente

- Professional development for faculty and staff in the best practices of these programs as the college moves to scaling up the interventions that work best for successful student outcomes.

4. **<u>Student Equity Mini-Grants</u>** *(Intake, Support and Learning)*
While integrated academic support suggests a "whole college" approach that addresses the "whole student," the primary mission of the college is to produce an outcome: student attainment of a degree or certificate and transfer to a four year college or university or job placement. RCC's California Guided Pathways framework is premised upon the idea that we will support students in these attainments, and while student support services are essential to the improving the outcomes, the most significant factor in student success comes at the course level—students must attend class, successfully

meet the student learning outcomes, learn the content for foundational and applied purposes, and earn successful passing grades.

RCC must acknowledge and support the faculty and their discipline expertise in order to increase success rates and to narrow equity gaps. The college encourages faculty to innovate, critique, debate, hold courageous conversations about the equity outcomes revealed in their disaggregated data, and then to rethink, deconstruct and recreate curriculum based on pedagogies grounded in the best practices for successful student outcomes in their respective disciplines. The same holds true for some of the faculty-led committees and councils devoted to student success and equity such as the Guided Pathways Workgroup and the College Readiness sub-committee. Mini-grants, given out annually for one-two semester projects, will support small pilots that can be scaled up within departments, programs, and disciplines.

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. RCC's 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. 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 have the largest proportionality gaps across all Success Indicators. Analysis is grouped by Access, Course Completion, and Student Outcomes metrics using RCC's Scorecard cohorts. RCC compared Fall 2014 and Fall 2016's data to look at progress.

Access (Table 1 below)

For access, RCC's student population closely resembles the population of Riverside County. In Fall 2014 and Fall 2015, student gender and ethnicity/race composition were similar. As with most institutions of higher education, women are a larger proportion of the student body at RCC. In terms of race and ethnicity, the student equity population percentage ratios increased for Asian/Pacific Islander students from 6.3% to 7.1%, for Hispanics from 57.3% to 59.3%, for Veterans from 1.4% to 2.3%, and for American Indian/Native Alaskan from 0.3% to 0.4%. The ratios decreased for African American from 8.5% to 7.9%, for students with disabilities from 7.3% to 5.0% and from 21.3% to 21.1% for white students. American Indians, white students, males and students with disabilities are all underrepresented with regard to their population in our local service area.

Table 1: Student Demographics between Fall 2014 and Fall 2015 RCC Student

Target Populations	Service Area Population Census 2010	% of Population 2010 Census	2015			2016		
			# Enrolled Fall 2014	% of Total Fall 2014	Proport -ionality Index	# Enrolled Fall 2015	% of Total Fall 2015	Proportion -ality Index
Asian*	133,170	6.1%	1,180	6.3%	1.03	1,345	7.1%	1.16
African American	130,823	6.0%	1,590	8.5%	1.42	1,501	7.9%	1.32
Hispanic	995,257	45.5%	10,717	57.3%	1.26	11,243	59.3%	1.30
American Indian / Native Alaskan	10,931	0.5%	50	0.3%	0.60	71	0.4%	0.75
Two or More[1]	48,110	2.2%	750	4.0%	1.82	550	2.9%	1.32
White	869,068	39.7%	3,974	21.3%	0.54	4,005	21.1%	0.53
Unknown	3,682	0.2%	150	0.8%	4.00	242	1.3%	6.38
Total	2,189,641	100.0%	18,690	100.0%		18,957	100.0%	1.00
Females	1,089,576	49.8%	10,407	55.7%	1.12	10,645	56.2%	1.13
Males	1,100,065	50.2%	8,192	43.8%	0.87	8,163	43.1%	0.86
Total	2,189,641	100.0%	18,690	100.0%	1.00	18,957	100.0%	1.00
Foster Youth			152	0.8%		181	1.0%	
Individuals with Disabilities	32,682	5.6%	1,357	7.3%	1.3	940	5.0%	0.89
Veterans	11,629	2.2%	262	1.4%	0.6	443	2.3%	1.06
Low-Income			6,266	33.5%		5,935	31.3%	
Total	2,189,641	100.0%	18,690	100.0%	1.00	18,957	100.0%	1.00

Note: *Census combines Native Hawaiian / Pacific Islander with Asian

Fall 2015 to Fall 2016 Success:

Course Completion (Credit, Basic skills, CTE, and Transferable enrollment) by ethnicity, race and special population

Fall 2015 and Fall 2016 student enrollment data were examined and compared for progress for these metrics indicated in Table 2 below.
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- Increased CTE course success proportionality indices are indicated for both African American and Pacific Islander student populations, improving from .79 to .84 and .70 to .82 respectively.

- From Fall 2015 to Fall 2016 American Indian students showed increases in three of four success measures for: credit, CTE, and transferable enrollments. However, American

Indian students in 2016 had a significant equity gap in basic skills course success (0.61) that wasn't present in 2016 (1.07). The number of American Indian students increased from 50 to 71, though a small percentage of the total student population, this was a 40% increase in students in this particular group. Further examination of those basic skills placements should help us understand the decline in basic skills student success from 2015 to 2016.

- From Fall 2015 students to Fall 2016 there was improvement for students with disabilities in basic skills course success though the index of .82 is still below the desired level.

- Foster youth students had similar proportionality indices between 2015 and 2016 for credit, CTE and basic skills enrollment; though a decreased success rate in the transfer course proportionality index from 1.28 to 0.88 calls for further review. Like American Indian students, this population has grown (from 152 to 181) and further scrutiny of these data should help us understand this decline.

Table 2: Comparison of 2015 and 2016 Proportionality Indices using Student Enrollment Data

	African-American		Hispanic		American Indian		Pacific Islander		DSPS		Veterans		Foster Youth	
	2015	2016	2015	2016	2015	2016	2015	2016	**2015**	2016	**2015**	2016	**2015**	2016
Success in credit enrollment	0.85	0.85	0.97	0.97	0.81	0.98	0.95	0.92	0.99	0.95	0.95	1.00	0.84	0.81
Success in basic skills enrollment	0.83	0.81	1.01	1.00	1.07	0.61	0.83	0.83	0.66	0.82	0.72	1.14	0.53	0.56
Success in CTE enrollment	0.79	0.84	0.98	0.98	0.95	1.13	0.70	0.82	1.03	1.00	0.98	1.03	0.82	0.82
Success in transerable enrollment	0.85	0.87	0.96	0.97	0.79	1.07	0.98	0.91	0.85	0.98	0.96	0.97	1.28	0.88

Fall 2016 Success:

Course Completion (Credit, Basic skills, CTE, and Transferable enrollment) by ethnicity, race and special population and disaggregated by gender (Table 3 below)

As RCC has continued to examine the data, disaggregating by gender as well as race/ethnicity it is important to better understand student success patterns and target approaches to better meet student needs. For many of the equity groups, disaggregating by gender has allowed RCC to identify an equity gap which might have been "masked." This analysis is one of the critical pieces of data which informed RCC's decision to conduct focus

groups in Spring 2016 in order to gain actionable information on what male minority students see as barriers to their success and what is supporting their success at the college.

- For Fall 2016, the indicators for American Indian or Alaska Native students were at proportional levels – although when disaggregated by gender, male American Indian or Alaska Native student success in CTE enrollments are well below proportionality at .62.

- African American student course success stubbornly remains in the .8 range; however, for African American males in basic skills, the proportionality index is .63 revealing that African American males are performing lower than African American females. This confirms as well, that in combination with the indication for American Indian males and for Pacific Islander males, there should be continued focus on effective strategies for teaching and providing support services to male students of color, especially in the area of basic skills.

- For Pacific Islander students, both males and females were disproportionality unsuccessful in basic skills (.49 and .73 respectively) and Pacific Islander females along with African American females lagged behind their peers on all indicators—below 1.0 and disproportionate to their representation. These groups will continue to be a focus of RCC's on-going equity efforts.

Table 3: Fall 2016 Proportionality Indices using Student Enrollment Data

	PROPORTIONALITY INDEX BY GROUP Fall 2016 Data (for Fall 2017 report)															
	Gender-Unknown	African–American	Hispanic	American Indian or Alaska Native	Pacific Islander	African-American		Hispanic		Native American		Pacific Islander		DSPS	Veterans	Foster Youth
						Female	Male	Female	Male	Female	Male	Female	Male			
Success in credit enrollment	0.97	0.86	0.96	1.02	0.92	0.88	0.83	0.98	0.95	1.04	1.00	0.81	1.01	1.00	1.01	0.73
Success in basic skills enrollment	0.78	0.75	1.00	1.24	0.68	0.84	0.63	1.05	0.92	1.39	0.97	0.73	0.49	0.88	0.84	0.43
Success in CTE enrollment	0.87	0.85	0.98	0.94	0.95	0.89	0.81	1.02	0.96	1.17	0.62	0.78	1.08	1.01	0.96	0.70
Success in transerable enrollment	1.02	0.86	0.96	0.98	0.95	0.88	0.85	0.97	0.95	0.94	1.02	0.87	1.01	1.08	0.83	0.46

Student Outcomes metrics using Score Card data

(ESL, Basic Skills ENG, Basic Skills Math, 30 units, SPAR, CTE, and Transfer) (Table 4 below)

Scorecard 2015 data (2008-2009 cohort) were used for RCC 2015 Proportionality indices and Score Card 2016 (2009-2010 cohort) were used for RCC 2016 Proportionality indices.

The cohort course-level data indicate movement in student outcomes, though because cohort outcomes are based on six year graduation rates, the full impact of strategies implemented in 2015-2017 won't be fully realized for several more years, especially for completion and transfer. In the meantime, RCC notes the following:

Hispanic Students
- Completion and Transfer continue to be the measures in which Hispanic students fall below proportionality, .85 and .81 respectively. When disaggregated by gender, Hispanic males rates are slightly lower than Hispanic females for completion: .82 for males and .87 for females, but considerably lower for transfer: .75 for males and .86 for females. Our student focus groups revealed that Hispanic males felt family pressure to work and provide for families more than male students in other racial/ethnic groups. The Guided Pathways model, when fully implemented, will assist students in career development and academic success and that focus, along with the built in support and guidance for staying on track to graduation and completion, may yield significant results for narrowing this proportionality gap.

African American Students
- There was upward movement for 30 unit completion for African American students. African American females saw significant improvement from 2015 to 2016 from .77 (considerably below proportionality) in 2015 to .98 in 2016.

- The CTE completion indices also improved from 0.68→0.97. Again, when further disaggregated by gender, the improvement in this indice for African American females went from .79 in 2015 to .92 in 2016.

- The Basic Skills English indices also moved upward for African American females, from .66 in 2015 to .84 in 2016.

- On each of the measures mentioned above, the proportionality indices for African American males actually decreased slightly: 30 unit completion, .87→.84, CTE completion, .53→.52, Basic Skills English, .67→.62.

- Why are African American females responding to initiatives while African American male students are not? Overall, for African American male students, five of six proportionality indices were lower than 0.8 and one index was lower than 0.9.

- As noted in previous sections, though the cohort data is yet to determine the full impact of our student equity strategies, it does currently indicate that attention must continue to be devoted to determining the academic success needs of male students of color at the college and developing strategies to narrow this persistent outcomes gap. There is real opportunity for institutional change here.

American Indian and Pacific Islander Students
American Indians and Pacific Islander students in the 2009-2010 cohort (2016 Score Card data) had a much wider proportionality gap than African American and Pacific Islander students in the 2008-2009 cohort (2015 Score Card data).

- American Indian students had five 2016 Proportionality indices which were lower than 0.8 (Basic Skills English, Basic Skills Math, 30-Units, Completion, and Transfer). However, 2016 CTE proportionality index improved from 0.83 to 1.16.

- For Pacific Islander students in 2016, all seven proportionality indices lower than 0.8 whereas in 2015, the 30 unit completion and basic skills English completion indices were > 1.0.

- Between the two cohorts, the total numbers of American Indian students decreased from 21 to 6 and the total number of Pacific Islander students decreased from 28 to 19. These populations are too small from which to be able to draw any statistical conclusions. Though, due to the small number in this cohort, RCC has the opportunity to provide intrusive support for these students in a way that would have a significant impact on their success.

Special populations: Students with Disabilities, Veterans, Foster Youth
- Students with Disabilities (.70→.78) and Foster Youth (.36→56) showed improvement on the transfer indices, though they still fall below .8. Veterans declined from 1.15 in 2015 to .87 in 2016.

- Students with Disabilities and Foster Youth also had declines in Basic Skills Math falling below .8 for both groups.

- Foster Youth improved in 30 unit course completion from .82 in 2015 to .95 in 2016. However, in five out of seven proportionality indices, Foster youth students had a proportionality index lower than 0.8.

- Student Equity supports a program specialist for Foster Youth and tutoring and support services for Students with Disabilities. RCC will need to further evaluate the activities in these support programs in order to determine what strategies will lead to increased success for the students.

Table 4: Comparison of 2015 and 2016 Proportionality Indices using Score Card Data

	African-American		Hispanic		American Indian or Alaska Native		Pacific Islander		African-American				Hispanic			
	2015	2016	2015	2016	2015	2016	2015	2016	Female (2015)	Female (2016)	Male (2015)	Male (2016)	Female (2015)	Female (2016)	Male (2015)	Male (2016)
ScoreCard-30-units Completion	0.82	0.91	0.96	0.97	0.99	0.26	1.20	0.49	0.77	0.98	0.87	0.84	1.00	0.96	0.90	0.98
ScoreCard-ESL	5.01	0.67	0.93	0.91	0.00		0.00	0.00	5.01	2.00		0.00	0.88	0.96	1.03	0.85
ScoreCard-Basic Skills English	0.67	0.74	0.94	0.95	1.29	0.28	1.43	0.45	0.66	0.84	0.67	0.62	1.03	0.98	0.82	0.92
ScoreCard-Basic Skills Math	0.72	0.68	0.95	0.93	1.05	0.73	0.70	0.40	0.69	0.76	0.74	0.58	0.98	0.97	0.90	0.87
ScoreCard-Completion (SPAR)	0.94	0.92	0.89	0.85	0.93	0.40	0.79	0.13	0.96	1.07	0.91	0.75	0.93	0.87	0.82	0.82
ScoreCard-CTE Rate	0.68	0.97	1.00	0.96	0.83	1.16	0.27	0.69	0.79	0.92	0.53	0.52	0.99	1.05	1.00	0.89
ScoreCard-Transfer	1.15	0.97	0.82	0.81	1.01	0.56	0.75	0.18	1.15	1.12	1.14	0.75	0.86	0.86	0.78	0.75

Fewer than 5 African Americans enrolled in ESL in 2016 skewing ScoreCard ESL data.

	DSPS		Veterans		Foster Youth	
	2015	2016	**2015**	2016	**2015**	2016
ScoreCard-30-units Completion	1.03	1.07	0.98	1.04	0.82	0.95
ScoreCard-ESL	1.31	1.31	2.70	2.51		2.00
ScoreCard-Basic Skills English	0.95	0.91	1.18	1.20	0.72	0.47
ScoreCard-Basic Skills Math	1.11	0.75	1.44	1.34	0.81	0.49
ScoreCard-Completion (SPAR)	0.94	0.90	1.34	0.99	0.44	0.47
ScoreCard-CTE Rate	1.01	1.12	1.39	1.08	0.76	0.57
ScoreCard-Transfer	0.70	0.78	1.15	0.87	0.36	0.56

As noted in RCC's 2015 Student Equity plan, the student equity data has informed substantive campus-wide discussions about student equity. The college has **prioritized ESL and Basic Skills Completion**, **Course Success**, **Degree and Certificate Completion and Transfer** as the key success indicators for the Student Equity Plan of Riverside City College. Using California Guided Pathways to help frame our matriculation processes, RCC is continuing to emphasize the importance of deliberate and intrusive advising, mentoring and discipline-focused pedagogy that supports academic engagement and course success for all students. A key initiative for the implementation of this framework is the campus student engagement centers where integrated academic student support takes place within a primarily academic or cultural context. These centers serve as important places for students in targeted groups to get support for intellectual and personal development. Additionally, the reform of English and math college-level course placement reform, with the implementation of MMAP, is also showing positive results for equity students. Basic Skills placement has disproportionately impacted students in target groups; so this Student Equity Plan supports 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, decrease time spent in remediation and shorten the time spent and

units taken prior to graduation and transfer.[2] As RCC continues to implement Guided Pathways, the placement processes that reduce the students' time for remediation and the introduction of strategies such as co-curricular courses, embedded tutoring, and integrated academic support in order to increase success in basic skills courses for those who truly need it, The college will see the further narrowing of the equity gaps and continuous improvement to reach the college goal of 1.0 proportionality for all students.

Finally, with regard to male students, 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 unique barriers male students face in achieving academic success at RCC. Some of the qualitative data from the RP Group-led focus groups has already been discussed throughout this document. A sample of the summary recommendations align with the four Guided Pathways pillars as well. Among these are:

- *Examine college/district policies that create barriers for students to access academic supports offered within the college.*
  - This plan has noted that culturally proficient institutions should always reflect upon the policies and practices that present barriers to student access and success. The college has enacted the five-minute advising model to provide monthly information items about college programs, services and upcoming activities and deadlines for all faculty to share with students at the beginning of each class period; and the coordination of integrated support teams for student support will also address this institutional reflection on how to improve our student support services for increased student success.
- *Robustly engage students in the design, development, and testing of communication strategies regarding resources available to support their success.*
  - RCC's commitment to professional development for faculty, especially in the use and skills of andragogic practices for student learning should help here. This recommendation supports the premise that adult learners should be more involved in the process and tools of their learning.

- *Foster social connections with other students.*
  - Student Engagement Centers, the commitment to training student leaders and peer mentors and providing opportunities for student retreats supports this recommendation

- *Regularly capture student feedback that can be used to inform and modify processes, practices, and policies throughout the institution.*
  - As noted previously, the college intends to institutionalize the practice of gaining feedback from students about their experiences and expectations as a means to inform our practice.

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

Strategies and Next Steps

Strategically, the mission and vision of the RCC Student Equity Plan is to align with the Guided Pathways framework, operationalized at RCC as *Completion Counts through Pathways.*

1) RCC's Champions for Change cohorts – embedded in many of the administration and instructional departments – will 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 the overall college mission. This will occur through ongoing Cultural Proficiency in-service training on Flex days, in campus committees and at staff retreats.

2) The Student Equity Plan recognizes the value of <u>*dedicated equity programs*</u> 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 Project, Puente Program, Disability Resource Center, Veterans, Foster Youth, and EOPS.** They address academic support needs of identified student equity groups. Recent data (2015) shows promising results for African American students enrolled in classes in the Ujima Project Learning Communities and who also utilize the academic support services that are based in the HOME Room student engagement center. Overall, African American Ujima students have higher persistence and retention rates than those who are not associated with Ujima. Data from student athletes indicates that they also perform at levels much higher, on all measures (basic skills, credit course, completion and transfer) than non-athlete students. Both of these examples indicate that the integrated academic support model, especially as it pertains to students having a campus "home" and support from campus personnel who know the students as a complete person, is a proven model for student success. The challenge is to scale up these best practices to provide that level of support for all students.

3) The Student Equity Plan systematizes a <u>*partnership of Student Equity with Strategic Planning Councils and Guided Pathways workgroups*</u> (CTE, College Readiness, Transfer Pathways) and individual departments and disciplines in order to support and 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.* RCC does this with a philosophy of "Each One, Reach One." The efforts presented in the integrated plan as well as for specifically targeted equity activities outlined here in this Executive Summary will be directed toward the prioritized success indicators for Student Equity: 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 and transfer. RCC is committed to narrowing the proportionality gap through intensive and deliberate outreach to students in the targeted groups and will focus in the coming years in the following ways:

<u>Three – Five year plan is to focus on Equity in Access and Equity in Success</u>:
- 2017-2018
    a. Strengthen targeted efforts to increase Native American / Alaska Native and Pacific Islander / Native Hawaiian student success
    b. Scale up successful pilots and small programs
    c. Make adjustments to pilots and programs based on evaluation and assessment
    d. 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.

- 2018-2019
    a. Assess processes, monitor milestones, and evaluate targets
    b. Scale up successful pilots and small programs
    c. Make adjustments to programs based on evaluation and assessment
    d. 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.

Appendix A: Target Status

Goal: Credit Course Completion

Target Population(s)	2015 Report Gap	Goal	Status & Current Activities	Funding and Point of Contact
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.	Activities: - Research and Evaluation - Instructional Support Activities (SI, etc.) - Professional Development (Cultural Proficiency Training) - Curriculum / Course Development or Adaptation - Student Equity Coordination / Planning - Outreach - Student Services - Direct Student Support (books, vouchers, etc.) 56.5% success rate for African Americans in Credit Course Completion Fall 2016. 66.9% success rate for American Indian / Native American in Credit Course Completion Fall 2016.	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.
	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.		

Target Population(s)	2015 Report Gap	Goal	Status & Current Activities	Funding and Point of Contact
	62.9% success rate for Hispanic in Credit Course Completion, Fall 2014. 54.5% success rate for Foster Youth 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. Narrow this gap by helping 10 more Foster Youth each semester pass their credit courses by the end of Fall 2019.	63.3% success rate for Hispanic in Credit Course Completion Fall 2016. 48.0% success rate for Foster Youth in Credit Course Completion Fall 2016.	

Goal: Transfer Course Completion

Target Population(s)	2015 Report Gap	Goal	Status & Current Activities	Funding and Point of Contact
B.2 African American, American Indian / Native American, and Students with Disabilities	55.3% success rate for African American, 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.	Activities: - Research and Evaluation - Faculty Development - Instructional Support Activities - Curriculum / Course Development or Adaptation - Outreach - Student Equity Coordination / Planning - Student Services or other Categorical Programs - Direct Student Support	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.

Target Population(s)	2015 Report Gap	Goal	Status & Current Activities	Funding and Point of Contact
	51.7% success rate for American Indian / Native American, 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.	57.2% success rate for African American, Transfer Course Completion Fall 2016. 64.8% success rate for American Indian / Native American, Transfer Course Completion Fall 2016.	
	55.4% success rate for Students with Disabilities, 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.	82.4% success rate for Disabilities, Transfer Course Completion Fall 2016.	

Goal: Basic Skills Course Completion

Target Population(s)	2015 Report Gap	Goal	Status & Current Activities	Funding and Point of Contact
African Americans	26% success rate for English Basic Skills courses	Narrow this gap by helping 10 more African	Activities: - Research and Evaluation - Faculty Development	Activities addressing these gaps are funded through the Equity allocation – Wendy

Target Population(s)	2015 Report Gap	Goal	Status & Current Activities	Funding and Point of Contact
	and 17.9% success rate for Math Basic Skills Courses, Fall 2014	American students progress through Basic Skills courses by the end of Fall 2018.	- Curriculum / Course Development or Adaptation - Instructional Support Activities - Student Equity Coordination / Planning - Outreach - Student Services - Direct Student Support 38.5% success rate for English Basic Skills courses and 28.7% success rate for Math Basic Skills Courses, Fall 2016	McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.
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 by the end of Fall 2018.	51.4% success rate for English Basic Skills courses and 42.2% success rate for Math Basic Skills Courses, Fall 2016	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.
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 by the end of Fall 2018.	22.2% success rate for English Basic Skills courses and 45.5% success rate for Math Basic Skills Courses, Fall 2016	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.

Goal: Degree and Certificate Completion

Target Population(s)	2015 Report Gap	Goal	Status & Current Activities	Funding and Point of Contact
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.	Activities: - Research and Evaluation - Faculty Development - Curriculum / Course Development or Adaption - Student Equity Coordination / Planning - Outreach - Student Services - Direct Student Support 5.3% (SPAR 6 year rate) for Completion and 37.5% for certificates for 2009-2010 cohort	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.
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.	35.1% (SPAR 6 year rate) for Completion and 51.7% for certificates for 2009-2010 cohort	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.
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.	16.7% (SPAR 6 year rate) for Completion and 62.5% for certificates for 2009-2010 cohort	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and

Target Population(s)	2015 Report Gap	Goal	Status & Current Activities	Funding and Point of Contact
				reporting on these metrics.
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.	38.0% (SPAR 6 year rate) for Completion and 52.5% for certificates for 2009-2010 cohort	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.
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.	19.4% (SPAR 6 year rate) for Completion and 30.8% for certificates for 2009-2010 cohort	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.

Goal: Transfer

Target Population(s)	2015 Report Gap	Goal	Status & Current Activities	Funding and Point of Contact
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	Activities: - Research and Evaluation - Student Services or other Categorical Programs - Student Equity Coordination / Planning	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.

Target Population(s)	2015 Report Gap	Goal	Status & Current Activities	Funding and Point of Contact
		years. Spring 2019.	5.3% Transfer for 2009-2010 cohort (6 year rate)	
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.	24.1% Transfer for 2009-2010 cohort (6 year rate)	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.
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.	10.3% Transfer for 2009-2010 cohort (6 year rate)	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.
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.	19.9% Transfer for 2009-2010 cohort (6 year rate)	Activities addressing these gaps are funded through the Equity allocation – Wendy McEwen, Dean, Office of Institutional Effectiveness will have the responsibility of tracking and reporting on these metrics.