

LOS RIOS COMMUNITY COLLEGE DISTRICT



BOARD MEETING AGENDA

Wednesday, November 12, 2014
5:30 pm

Sacramento City College
Performing Arts Center (PAC), Room 106
3835 Freeport Boulevard
Sacramento, CA 95822

1. CALL TO ORDER	Board President
2. SPECIAL ORDER OF BUSINESS	
A. Resolution 2014-19: Honoring Councilwoman Bonnie Pannell	Brian King
3. ORAL COMMUNICATIONS	
<i>The public may comment on any items within the board's jurisdiction, even if the items are not on the agenda only during this portion of the meeting. However, the law prohibits action by the Board on non-agenda items. A yellow "Speaker's Card" must be submitted to the clerk of the board and comments are limited to three (3) minutes.</i>	
4. CONSENT CONSIDERATIONS	
<i>A member of the Board may request that an item be removed for further discussion and separate action.</i>	
A. Board Meeting Minutes: October 2-3 and 15, 2014	Brian King
B. Scheduling of Board of Trustees Annual Organizational Meeting	Brian King
C. Curriculum Proposals: ARC/CRC/FLC/SCC	Susan L. Lorimer
D. Board Policy Revisions: Conflict of Interest Rules (P-8631)	JP Sherry
E. District Quarterly Financial Status Report (311Q)	Theresa Matista
F. Foundation Quarterly Investment Report	Theresa Matista
G. Ratify: Grants and Contracts Awarded	Beverly A. Sandeen
H. Ratify: New Contracts and Renewals	Theresa Matista
I. Ratify: Bid Transactions	Theresa Matista
J. Disposition of Surplus Equipment	Theresa Matista
K. Purchase Orders, Warrants, Checks, and Wires	Theresa Matista
L. Sabbatical and Professional Development Leaves	Brian King
M. Regular Human Resources Transactions	Brian King
5. FIRST READING	
A. Draft 2015 Board Meeting Calendar	Brian King
6. ACTION	
A. Public Hearing: Resolution No. 2014-17A: City of Sacramento Easement – CRC	Theresa Matista
B. College Student Equity Plans	Susan L. Lorimer

7. INFORMATION	
A. Legislative Update	JP Sherry
B. CCSSE/NSSE Engaging Latino Students for Transfer and College Completion	Kathryn Jeffery

8. BOARD MEMBER REPORTS

9. FUTURE AGENDA ITEMS

- 10. REPORTS and COMMENTS**
- Student Association
 - Classified Senate
 - Academic Senate
 - Other Recognized Constituencies
 - Chancellor’s Report

- 11. CLOSED SESSION**
Closed session may be held as authorized by law for matters including, but not limited to collective bargaining (Rodda Act), Education Code provisions, pending litigation, etc.
- A. Pursuant to Government Code section 54956.9, subd. (c), Conference with Legal Counsel – Anticipated Litigation; Initiation of litigation: One case
 - B. Pursuant to Government Code section 54957; Public Employee Performance Evaluation Instrument: Chancellor

12. OPEN SESSION: REPORT OF ANY ACTION TAKEN IN CLOSED SESSION, IF NECESSARY

13. ADJOURNMENT

LOS RIOS BOARD OF TRUSTEES			
Robert Jones President ▪ Area 2	Dustin Johnson Vice President ▪ Area 1	Vacant ▪ Area 3 Ruth Scribner ▪ Area 4 Pamela Haynes ▪ Area 5	Deborah Ortiz ▪ Area 6 Kay Albiani ▪ Area 7 Omba Kipuke ▪ Student Trustee
Meetings are held every second Wednesday of the month at 5:30 pm ▪ <i>Note:</i> Meeting times and locations are subject to change. For current information, call the District Office at (916) 568-3021.			
December 10, 2014 Regular Board Meeting ▪ Location: District Office			
Public records provided to the Board for the items listed on the open session portion of this agenda are available at the District Office located at 1919 Spanos Court, Sacramento, CA, during normal business hours. The Board agenda is posted on the District’s website: www.losrios.edu			
Help Us Help You			
Los Rios Community College District strives to make reasonable accommodations in all of its programs, services and activities for all qualified individuals with disabilities. Notification (568-3021) 48 hours in advance will enable the District to make arrangements to ensure meeting accessibility. When you arrive, please contact a staff member if you need assistance (Pursuant to Govt Code § 54954.2).			

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 12, 2014

SUBJECT:	Resolution 2014-19: Honoring Councilwoman Bonnie Pannell	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Special Order of Business Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King <i>Brian King</i>	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	X
		INFORMATION	

BACKGROUND:

Since 1998, Councilwoman Bonnie Pannell has been a driving force on the Sacramento City Council for the residents of the South Sacramento Area. Councilwoman Pannell has been a steadfast supporter of the Los Rios Community College District, especially Cosumnes River College. Councilwoman Pannell has been committed to a united, strong Sacramento community and has served as a powerful catalyst for the advancement of multicultural appreciation as well as the formation of a college-community coalition at Cosumnes River College. Notably, her efforts have spurred the collaboration between the District and Sacramento Regional Transit to extend the Blue Line light rail to Cosumnes River College. The collaboration has already brought a parking structure to the College’s premises in anticipation of that light rail connection. This light rail connection will benefit the entire region, making higher education more accessible under the District’s “Educating a Region” program and easing the daily gridlock on Highway 99.

STATUS:

Councilwoman Pannell announced her retirement effective June 23, 2014. The Los Rios Community College District Board of Trustees would like to recognize and thank Councilwoman Pannell for her steadfast support of the District and its Colleges.

RECOMMENDATION:

It is recommended that the Board of Trustees adopt Resolution No. 2014-19, which recognizes and thanks Councilwoman Pannell’s contributions to the District, its colleges, and the Sacramento Community.



LOS RIOS COMMUNITY COLLEGE DISTRICT

American River ▪ Cosumnes River ▪ Folsom Lake ▪ Sacramento City Colleges

RESOLUTION

№ 2014-19

Councilwoman Bonnie Pannell

WHEREAS, Councilwoman Bonnie Pannell has served with distinction on the Sacramento City Council since 1998; and

WHEREAS, Councilwoman Bonnie Pannell has been an unwavering advocate for the residents of the City of Sacramento generally as well as the residents of City Council District 8 in particular; and

WHEREAS, Councilwoman Bonnie Pannell has been a long-standing supporter of public higher education for the Sacramento region's community colleges; and

WHEREAS, Councilwoman Bonnie Pannell has been a courageous and consistent voice for the students and communities served by the Los Rios Community College District and its Colleges, including American River, Cosumnes River, Folsom Lake, and Sacramento City; and

WHEREAS, Councilwoman Bonnie Pannell has provided visionary leadership for and vigilant attention to the development of educational programs and facilities that are inclusive, equitable, accessible, and welcoming to all Sacramento students and residents for the betterment of individual lives, neighborhoods, and communities; and

WHEREAS, Councilwoman Bonnie Pannell has been committed to a united, strong Sacramento community and has served as a powerful catalyst for efforts that advance multicultural appreciation and a college-community coalition through such events as the Meadowview Jazz and Cultural Festival and the South Sacramento Youth Talent Showcase Gala held at Cosumnes River College; and

WHEREAS, Bonnie Pannell has been instrumental in developing the beneficial partnership between the District and Sacramento Regional Transit, including providing legislative and political support for the construction of a joint parking structure and the extension of the light rail to Cosumnes River College; and

WHEREAS, Councilwoman Bonnie Pannell has retired as of June 23, 2014; Now, therefore

BE IT RESOLVED that the Los Rios Board of Trustees applauds and thanks Councilwoman Bonnie Pannell for her contributions to the City of Sacramento, the Sacramento Region, the District, and the District's Colleges, and congratulates her on her retirement;

PASSED AND ADOPTED as Los Rios Community College District Resolution № 2014-19 this twelfth day of November, 2014, by the following called vote:

AYES	NOES	ABSENT
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Robert Jones, Board President

Attest:

Brian King, Chancellor and Secretary to the Board

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 12, 2014

SUBJECT:	Board Meeting Minutes: October 2-3 and 15, 2014	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King <i>Brian King</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

STATUS

The minutes of the Board of Trustees meetings held on October 2-3 and 15, 2014 are attached for Board review and consideration.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the minutes of the meetings held on October 2-3 and 15, 2014.



LOS RIOS COMMUNITY COLLEGE DISTRICT

Board of Trustees Retreat
Friday, October 3, 2014 - 5:30 pm
Saturday, October 4, 2014 - 9:00 am

FRIDAY, OCTOBER 3, 2014

1. CALL TO ORDER

The board retreat was called to order by President Haynes at 5:30 p.m., in the Main Conference Room at Los Rios Community College District, 1919 Spanos Court, Sacramento, California.

Present:

Mr. Robert Jones, President
Mr. Dustin Johnson, Vice President
Ms. Kay Albiani
Ms. Pamela Haynes
Ms. Deborah Ortiz
Ms. Ruth Scribner

Brian King, Chancellor

Absent:

None

2. ORAL COMMUNICATIONS

There were no oral communications.

3. CLOSED SESSION

The Board Members went into closed session at 5:30 p.m. to consider the matter listed below:

- A. Pursuant to Govt. Code § 54957: Public Employee Evaluation on Contract: Contract Officers

No reportable action was taken in closed session.

4. OPEN SESSION

Open Session resumed at 6:37 p.m.

5. ACTION

- A. Contract Officer Contracts

A motion was made by Ms. Ortiz, seconded by Ms. Haynes, that the Board of Trustees:

a) Extend the contracts to June 30, 2017 for the District Officers listed:

Mitchel Benson, Associate Vice Chancellor, Communications & Media Relations
Ryan Cox, Associate Vice Chancellor of Human Resources
Kathryn Jeffery, President Sacramento City College
Sue Lorimer, Vice Chancellor of Education & Technology
Pablo Manzo, Associate Vice Chancellor of Facilities Management
Doug Meline, Associate Vice Chancellor, Information Technology
Victoria Rosario, Associate Vice Chancellor of Student Services
Rachel Rosenthal, President Folsom Lake College
Beverly Sandeen, Vice Chancellor, Resource & Economic Development
JP Sherry, General Counsel

b) Grant annual step increases to those eligible on the Management Salary Schedule as listed:

Mitchel Benson, Associate Vice Chancellor, Communications & Media Relations
Ryan Cox, Associate Vice Chancellor of Human Resources
Sue Lorimer, Vice Chancellor of Education & Technology
Debbie Travis, President Cosumnes River College

Motion carried; 6:0

6. FUTURE DIRECTIONS DISCUSSION

- A. District Budget Update
- B. Building/Bond Program Update
- C. Draft 2015 Board Meeting Calendar
- D. Board Self Evaluation
- E. Workforce & Economic Development Reorganization
- F. Cosumnes River College Presidential Search
- G. Strategic Timeline for Student Access/Success: Major Initiatives for LRCCD

ADJOURNMENT (8:10 p.m.)

A motion was made by Ms. Scribner, seconded by Mr. Johnson, that the meeting be continued to Saturday, October 4th at 9:00 am.

Motion carried; 6:0

SATURDAY, OCTOBER 4, 2014

President Jones called the meeting to order at 9:00 am.

7. UPDATE AND DISCUSSION OF DISTRICT STRATEGIC PLAN: 2013-14 ACHIEVEMENTS / 2014-15 DESIRED OUTCOMES

The Board of Trustees reviewed information and discussed items related to the District Strategic Plan as follows:

A. STUDENT SUCCESS

1. American River College
2. Cosumnes River College
3. Folsom Lake College
4. Sacramento City College
5. Los Rios Trend Lines Update

B. TEACHING AND LEARNING EFFECTIVENESS

1. Student Success Scorecard Update: As required by Education Code, Section 84754.5 (d), the results of the 2014 Scorecard reports were presented for American River College, Cosumnes River College, Folsom Lake College, and Sacramento City College, including data on completion, persistence, 30-units, remedial mathematics, remedial English, remedial English as a second language, and career technical program completion. Board members asked questions regarding student progress and how the Scorecard data related to the annual District Trend Line data on student access and success.
2. Accreditation Update
3. Adult Education Update

C. ACCESS AND GROWTH

1. Access Update

D. COMMUNITY, ECONOMIC AND WORKFORCE DEVELOPMENT

1. Resource & Economic Development Update

E. ORGANIZATIONAL EFFECTIVENESS

1. Employee Survey Results
2. Recruitment and Hiring Statistics

8. OPEN BOARD DISCUSSION

The Board discussed a number of issues related to the future of the District and asked staff to provide information on those items at future meetings.

9. ADJOURNMENT

President Jones adjourned the meeting at 1:50 pm.

Brian King

Chancellor and Secretary to the Board of Trustees

Draft Minutes presented to the Board of Trustees: November 12, 2014



LOS RIOS COMMUNITY COLLEGE DISTRICT
Board Meeting Minutes
Wednesday, October 15, 2014

1. CALL TO ORDER

The board meeting was called to order by President Jones at 5:30 p.m., in the Tiff Martinez Board Room, 1919 Spanos Court, Sacramento, California.

Present:

Mr. Robert Jones, President
Mr. Dustin Johnson, Vice President
Ms. Kay Albiani
Ms. Pamela Haynes
Ms. Deborah Ortiz
Ms. Ruth Scribner

Mr. Omba Kipuke, Student Trustee

Dr. Brian King, Chancellor

2. ORAL COMMUNICATIONS

Jeffery Tardaguila addressed the Board of Trustees regarding a Regional Transit issue.

3. CONSENT CONSIDERATIONS

A motion was made by Ms. Albiani, seconded by Mr. Johnson, that the Board of Trustees approve Consent Consideration items A through K.

Roll Call Vote:

Aye: Albiani, Haynes, Johnson, Jones, Ortiz, Scribner

No: None

Motion carried; 6:0

A. *Board Meeting Minutes: September 10, 2014*

That the Board of Trustees approve the minutes of the meeting held on September 10, 2014.

B. *Curriculum Proposals: ARC/CRC/FLC/SCC*

That the Board of Trustees approve the curriculum proposals for American River, Cosumnes River, Folsom Lake and Sacramento City Colleges.

C. Resolution No. 2014-17: City of Sacramento Easement - CRC

That the Board of Trustees adopt Resolution No. 2014-17 declaring its intent to grant the City of Sacramento an easement to access Basin 69, as described in the easement, in exchange for the quitclaim of the old easement, and set the November 12, 2014 Board meeting as the date and time at which it will hold a public hearing on the granting of this conveyance.

D. SCC – Davis Center Easement

That the Board of Trustees accept the grant of an easement from the University of California for the Landscape Easement for the Sacramento City College Davis Center.

E. Resolution No. 2014-18: Liability Coverage for District Volunteers

That the Board of Trustees approve Resolution No. 2014-18 regarding liability coverage for volunteers.

F. Ratify: Grants and Contracts Awarded

That the Board of Trustees ratify the grant and contract awards listed herein pursuant to Board Policy 8315.

Title, Description, Term, Project Administrator	College/Unit	Amount	Source
MESA – Fund for Student Success <ul style="list-style-type: none"> • Renewal to support the MESA program. • 7/1/2014 through 6/30/2015 • Administrator: Anne Licciardi, Dean, Mathematics, Statistics, and Engineering 	SCC	\$50,500	CCCCO
MESA – Fund for Student Success <ul style="list-style-type: none"> • Renewal to support the MESA program. • 7/1/2014 through 6/30/2015 • Administrator: John Auberg, Dean, Mathematics 	ARC	\$50,500	CCCCO
CA Early Childhood Mentor Program <ul style="list-style-type: none"> • Renewal to provide stipends and professional development support to aspiring ECE teachers or administrators. • 8/1/2014 through 6/30/2015 • Administrator: Monica Pactol, Dean, Instruction 	FLC	\$650	Chabot-Las Positas CCD
Youth Empowerment Strategies for Success (YESS) Independent Living Program <ul style="list-style-type: none"> • Renewal to provide mentoring, tutoring, and life-skills training to transitioning foster youth. • 7/1/2014 through 6/30/2015 • Administrator: Steven Boyd, Dean, Health and Education 	ARC	\$22,500	Foundation for CA Community Colleges
Deputy Sector Navigator Grant – Health <ul style="list-style-type: none"> • Renewal to provide key talent for the region who will facilitate community college and industry partnerships that support the development of health related training programs. • 7/1/2014 through 6/30/2015 	SCC	\$200,000	CCCCO

<ul style="list-style-type: none"> Administrator: Gabriel Meehan, Associate Vice President, Workforce 			
Centers of Excellence – Technical Assistance Provider, Region A <ul style="list-style-type: none"> Renewal to serve as the technical assistance provider to colleges in the North Region. 7/1/2014 through 6/30/2015 Administrator: Walter DiMantova, Director, Workforce and Economic Development 	WED	\$148,500	CCCCO
Centers of Excellence – Technical Assistance Provider, Region D <ul style="list-style-type: none"> Renewal to serve as the technical assistance provider to colleges in the South Central Region. 7/1/2014 through 6/30/2015 Administrator: Walter DiMantova, Director, Workforce and Economic Development 	WED	\$148,500	CCCCO

G. Ratify: New Contracts and Renewals

That the Board of Trustees ratify the service and professional service agreements listed herein pursuant to Board Policy 8315.

CONTRACTS					
Description	Agreement Amount	Initial (I) Renewal (R)	Valid Dates	Consultant/ Contractor	Department Sponsor
Architectural Services for SCC Davis Center Phase II	\$715,667.00	I	9/3/14	Hammel, Green & Abrahamson, Inc.	FM
Consulting Services for People Soft Cashiering Project	\$40,000.00	I	8/15/14 – 3/5/15	Edgerock Technologies LLC	DO-IT
Consulting Services for Financial Aid	\$123,900.00	I	9/7/14 – 6/30/16	Ciber, Inc.	DO-IT

H. Ratify: Bid Transactions

That the Board of Trustees ratify the bid transactions for the month of September as herein listed.

CHANGE ORDERS					
Bid No	Description	Change Amount	Change Number	Vendor	New Contract Total
13015	SCC Student Services Modernization	\$117,725.00	3	Otto Construction	\$8,957,343.29
14019	ARC Student Services Addition	\$120,587.00	1	SW Allen Construction	\$2,906,231.00

I. Disposition of Surplus Equipment

That the Board of Trustees approve the disposal of the surplus items listed in the October board agenda packet, which are valued at \$5,000 or less, pursuant to Education Code section 81452.

J. Purchase Orders, Warrants, Checks, and Wires

That the Board of Trustees approve the numbered purchase orders, warrants, checks, and wires issued during the period of August 16, 2014 through September 15, 2014.

PURCHASE ORDERS		
General Fund	0001077804-0001078141 B115591-B115649	\$ 6,796,781.92
Capital Outlay Fund	0003015808-0003015837 -	
Child Development Fund	0006000745-0006000745 -	
Self-Insurance Fund	0009000325-0009000326	
WARRANTS		
General Fund	704114-705584	\$ 16,241,271.55
General Fund-ARC Instructional Related	004219-004304	
General Fund-CRC Instructional Related	021465-021492	
General Fund-FLC Instructional Related	030511-030532	
General Fund-SCC Instructional Related	043399-043471	
Capital Outlay Fund	828919-829034	
Child Development Fund	953980-953992	
Self-Insurance Fund	976204-976208	
Payroll Warrants	236465-237786	\$ 16,066,885.17
Payroll-Direct Deposit	693121-697076	
June Leave Process	237787-240683	
Payroll Vendor Warrants	56980-57136	
CHECKS		
Financial Aid Disbursements	2044470-2063913	\$ 16,780,857.49
Clearing Checks	-	\$ -
Parking Checks	2860-2863	\$ 178.00
Bookstore Fund – ARC	28520-28633	\$ 1,442,220.22
Bookstore Fund – CRC	025592-025661	
Bookstore Fund – FLC	8589-8635	
Bookstore Fund – SCC	046884-046925	
Student Clubs Agency Fund – ARC	4369-4430	\$ 134,660.00
Student Clubs Agency Fund – CRC	3384-3413	
Student Clubs Agency Fund – FLC	1794-1810	
Student Clubs Agency Fund – SCC	2848-2877	
Foundation – ARC	4062-4109	\$ 67,058.60
Foundation – CRC	1762-1802	
Foundation – FLC	0798-0809	
Foundation – SCC	3088-3102	
Foundation – DO	0589-0593	
Associated Students Trust Fund – ARC	0663-0664	\$ 45.00
Associated Students Trust Fund – CRC	-	
Associated Students Trust Fund – FLC	-	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	USI Check System 2625-2680 Manual Checks 9107-9107	\$ 161,951.45

WIRES		
Board of Equalization	-	\$ 20,900.00
PARS	-	\$ 26,496.14
Vendors	-	\$ -

K. Regular Human Resources Transactions

That the Board of Trustees approve the human resources transactions listed in the October board agenda packet.

4. FIRST READING

A. Board Policy Revisions ~ Conflict of Interest Rules (P-8631)

Revisions to Conflict of Interest Rules Policy P-8631 were presented to the Board of Trustees as a First Reading item for review and discussion.

5. INFORMATION

A. Student Success and Support Program Plans

The Student Success Act of 2012 (SB 1456) provided a foundation to implement certain recommendations of the Student Success Task Force through the Student Success and Support Program (SSSP). All districts received SSSP funds for 2014-15 to implement the new core services with the requirement to submit a Student Success and Support Program Plan to the California Community Colleges Chancellor’s Office by October 17, 2014. The Student Success and Support Program Plans were presented by district and college staff to the Board of Trustees.

6. BOARD MEMBER REPORTS

Trustees Jones, Haynes and Kipuke attended Folsom Lake College’s 10th Anniversary Celebration.

Trustee Johnson shared his recent experience of serving on an accreditation team, and recommended his colleagues consider going through the same experience.

Trustee Albiani attended Cosumnes River College’s Taste & Toast event.

Trustee Kipuke reported he has been attending various student board meetings throughout the District.

7. FUTURE AGENDA ITEMS

Trustee Albiani requested that the discussion regarding the 2015 calendar of board meetings be revisited.

8. REPORTS AND COMMENTS

The following constituency representatives presented reports to the Board:

Katelynn Rodriguez, President, Cosumnes River College Student Association
Rochelle Franco, President, Folsom Lake College Classified Senate
Kale Braden, President, Districtwide Academic Senate
Dean Murakami, President, LRCFT

Chancellor's Report:

ARC: American River College's football team is now ranked No. 1 in the state and No. 5 nationally after upsetting top opponents in consecutive weeks. According to the Sacramento Bee's sports archives, this is the first time since 1981 that a Sacramento team has been ranked No. 1 in California. On September 27, ARC beat City College of San Francisco (at that time ranked third in California) 13-0, the first time that CCSF had been shut out in more than two decades. On October 4, ARC beat College of San Mateo (then the No. 1 team in the state) 24-14. After those two upset victories, the 5-0 Beavers earned the top spot in the state (and No. 5 in a national poll). The Beavers are next in action October 18 when they travel to Weed to put their No. 1 ranking on the line against College of the Siskiyous. ARC is proud of all its student-athletes – for their success on the field AND in the classroom. Research shows that student-athletes consistently score higher than the overall student population in areas like GPA. Go Beavers!

CRC: The Cosumnes River College Communications and Public Information Office took home four Medallion Awards at a recent regional public relations conference in Sacramento. Region 6 of the National Council for Marketing and Public Relations awarded CRC a gold certificate for its annual report publication, a silver certificate for the President's Letter newsletter, and bronze certificates for the CRC website and Viewbook. Elsewhere on campus, CRC's Literary Series received 3rd place for Best Reading or Lecture Series in Sacramento News & Review's 2014 Best of Sacramento competition.

FLC: Folsom Lake College has educated more than 68,000 students in the region since receiving its initial accreditation in 2004. To celebrate its 10th Anniversary, FLC recently held two special events. On Friday, October 10th, the internal college community gathered for a presentation looking back at FLC's first decade. Special features included: performances by FLC's MOSAIC Dance Company and members of the Afro-Cuban Funk Band and Urban Jazz Project; the official unveiling of the college's falcon mascot costume; and "blast from the past" appearances by FLC founding members Skip Davies, Thelma Scott-Skillman and former District Chancellor Brice Harris. On Saturday, October 11th, thousands of community members turned out for an open house at the Folsom campus. Events included campus tours, student stage performances, a history display curated by the librarians, a children's art area, exhibition games on the athletic

fields, and a special live falcon demonstration with a show-stopping falcon flyover. Congratulations to Folsom Lake College on its 10th Anniversary!

SCC: Sacramento City College’s City Theatre cleaned up at this year’s annual Elly awards from the Sacramento Area Regional Theatre Alliance, or SARTA. The theatre company won five awards overall for its productions of “Scapino!” and “Snow White: A British Panto.” The awards for “Scapino!” included Overall Production, Direction, Leading Male and Set Design, and “Snow White” won for leading female. Elsewhere, a delegation of nursing faculty and administrators from the Nursing Vocational School in Changsha, China, visited SCC on Monday, October 13. The visit was coordinated along with a visit to ARC and the Sutter Extended Campus on Tuesday, October 14. The delegation was interested in seeing the classrooms and labs, and speaking with faculty and students in Los Rios nursing programs.

Chancellor King announced the following retirements:

Retirement			Years of Service
Jewell R. McGinley	Counselor	ARC	7
Renee A. Roeschen	Health Information Technology Professor/Coordinator	CRC	7
Deborah A. Lee	Administrative Assistant I	CRC	16+
Irina Kloumova	Mathematics Professor	SCC	17
Donald W. Jackson	College Receiving Clerk/Storekeeper	FLC	19+
Susan W. Roper	Chemistry Professor	SCC	21
Michele L. Jose	Administrative Assistant I	ARC	21+
Becky S. Alejandre	Home Economics Professor	ARC	22
Paul D. MacGowan	Agriculture/Natural Science Professor	ARC	22
Patricia P. Stanton	Counseling Clerk II	SCC	27+
Irene Velasquez	Library/Media Technical Assistant	ARC	35+

9. CLOSED SESSION

General Counsel Sherry announced closed session. The following Board members went into closed session at 7:00 pm to consider the matters listed below: Ms. Albiani, Ms. Haynes, Mr. Johnson, Mr. Jones, Ms. Ortiz, and Ms. Scribner.

- A. Pursuant to Government Code section 54957; Public Employee Performance Evaluation: Chancellor
- B. Pursuant to Government Code section 54957.6; Conference with Labor Negotiators – Agency designated representatives: Jon Sharpe; Unrepresented Employee: Chancellor
- C. Pursuant to Government Code 54956.9; Conference with Legal Counsel – Existing litigation; United States District Court Eastern District of California, 2:13-cv-02126-CKD

Closed Session Adjourned: 9:00 pm
Open Session: 9:05 pm

10. OPEN SESSION: REPORT OF ANY ACTION TAKEN IN CLOSED SESSION

In closed session, under item 9C, the Board of Trustees voted to authorize the settlement of an ADA lawsuit by the entry of a consent decree that shall require work to be performed at Sacramento City College and to pay the Plaintiff \$130,000 which includes her attorney fees, costs and all damages in exchange for full and complete release with no admission of liability.

Roll Call Vote:

Aye: Albiani, Haynes, Johnson, Jones, Ortiz, Scribner

No: None

Motion carried; 6:0

11. ACTION

A. Chancellor's Contract

In closed session, under item 9A, the Board of Trustees deemed that the Chancellor's performance for 2013-2014 was satisfactory.

A motion was made by Ms. Scribner, seconded by Ms. Haynes, that the Board of Trustees adjust the base pay on the Chancellor's Contract for the 2014-2015 year to \$280,875 and that during the remainder of the term of his contract, if the Chancellor meets the performance goals set by the Board and his overall performance is deemed satisfactory, that the Performance Compensation of five percent (5%) shall be rolled into his base salary for the ensuing contract year (commencing 2015-2016).

Roll Call Vote:

Aye: Albiani, Haynes, Johnson, Jones, Ortiz, Scribner

No: None

Motion carried; 6:0

12. ADJOURNMENT

A motion was made by Ms. Ortiz, seconded by Ms. Haynes, that the meeting be adjourned.

Motion carried; 6:0

President Jones adjourned the meeting at 9:10 p.m.

BRIAN KING

Chancellor and Secretary to the Board of Trustees

Draft Minutes presented to the Board of Trustees: November 12, 2014

jd

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 12, 2014

SUBJECT:	Scheduling of Board of Trustees Annual Organizational Meeting	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King <i>Brian King</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

STATUS

In compliance with Education Code section 35143, the Board of Trustees is required to schedule an annual organizational meeting “within a 15-day period that commences with the date upon which a governing board member elected at that election takes office. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar.” The 15-day period for 2014 is December 5 – 19.

RECOMMENDATION:

It is recommended that the Board of Trustees schedule the annual organizational meeting for Wednesday, December 10, 2014 at 5:30 p.m.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 12, 2014

SUBJECT:	Curriculum Proposals: American River, Cosumnes River, Folsom Lake and Sacramento City colleges	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item C	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Susan L. Lorimer <i>Susan L. Lorimer</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

STATUS:

The District Curriculum Coordinating Committee reviews college proposals for new, modified, or deleted courses and programs; general education guidelines, graduation competencies, grading policies, course placement into disciplines, and discusses and acts on other curriculum related issues. The enclosed curriculum was approved at the October 31, 2014 meeting.

The District Curriculum Coordinating Committee membership includes the following representatives: American River College – Julie Chung, Kirsten Corbin (Chair), Bill Simpson, Marie Schirmer, David Hylton II (student), Colleen Owings; Cosumnes River College – Michael Lawlor, Lee Weathers, Amanda Wolcott-Paskey, Whitney Yamamura; Folsom Lake College – Eric Wada, Debra Worth, Monica Pactol; Sacramento City College – Lonnie Larson, Richard Yang, Dyan Pease, Beverly Lopez (student), Mary Turner; District Senate – Kale Braden; Articulation Officer – Lynn Fowler; and District Office – Sue Lorimer.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the curriculum proposals for American River, Cosumnes River, Folsom Lake and Sacramento City colleges.

Los Rios Community College District

Recommendation for Adoption by the Board of Trustees

November 12, 2014

COURSE PROPOSALS

Course Deletions

American River College

1. **ART 120 Introduction to Metal Fabrication and Sculpture (0.50 - 3.00 units)**

Justification: This is a "100" numbered course which is no longer supported by FTE and will not be able to be offered.

2. **ART 292 Pace Topics In Art (1.00 unit)**

Justification: This course no longer meets the need of our students.

3. **ART 422 Film Making (3.00 units)**

Justification: This course no longer meets the needs of our students.

4. **ASTR 480 Honors Introduction to Astronomy (1.00 unit)**

Justification: This course is being replaced by ASTR 481.

5. **AT 101 Automotive Shop Safety (0.50 units)**

Justification: This course no longer meets the needs of our students. Its content is covered in AT 100.

6. **AT 172 BAR A-6 Alternative - Electrical and Electronic Systems Training (1.50 units)**

Justification: This course no longer meets the needs of our students.

7. **AT 173 BAR A-8 Alternative - Engine Performance Systems (1.50 units)**

Justification: This course no longer meets the needs of our students.

8. **AT 174 BAR Approved L1 Alternative- Advanced Engine Performance/Emission Systems (2.00 units)**

Justification: This course no longer meets the needs of our students.

9. **AT 179 Snap-On MODIS – Automotive Diagnostic Use and Operation (0.50 units)**

Justification: This course has been replaced by AT 186.

10. **AT 320 Engine Performance Technology (12.00 units)**

Justification: We replaced this class with AT 333 and AT334.

11. **AT 321 Engine Performance Technology (12.00 units)**

Justification: We replaced this course with AT333 and AT334.

12. **AT 323 Clean Air Car Course (6.00 units)**

Justification: This course no longer meets the needs of our students.

13. **CISP 320 COBOL Programming (4.00 units)**

Justification: COBOL is being replaced by more modern programming languages, so this course is no longer useful to our students.

14. **CISW 405 ActionScript for Flash (3.00 units)**

Justification: This course no longer meets the needs of our students.

15. **ENGWR 97 Intermediate Writing Skills (0.25 - 0.50 units)**

Justification: This course is no longer taught in the English Department. It was originally designed for tutors in the Writing Center, but the department now has a more effective way for training tutors, so the course is unnecessary.

16. **PET 497 Internship in Physical Education - Theory (1.00 - 4.00 units)**

Justification: PET classes are no longer offered. We have changed the designator from PET to KINES.

17. **PSTC 1068 Private Investigations (3.00 units)**

Justification: This course no longer meets the needs of our students.

18. **PSTC 1171 Death Investigation (4.00 units)**

Justification: This course no longer meets the needs of our students.

19. **PSTC 1172 California Department of Corrections Basic Investigators (4.00 units)**

Justification: This course no longer meets the needs of our students.

20. **PSTC 1193 Continuing Professional Training for Peace Officers (0.25 - 2.00 units)**

Justification: This course no longer meets the needs of our students.

21. PSTC 1809 Death Investigation - Update (1.25 units)

Justification: This course no longer meets the needs of our students.

22. RE 390 Real Estate Investment Analysis (3.00 units)

Justification: This course no longer meets the needs of our students.

23. TECCOM 315 Technical/Professional Communication: Plain English (1.50 units)

Justification: This course is being merged into some of the other Teccom courses.

Cosumnes River College

1. RTVF 363 Introduction to DVD Production: iDVD & DVD Studio Pro (3.00 units)

Justification: The software this course is based on is no longer being produced or supported by the manufacturer and is outdated as an industry standard.

Folsom Lake College

1. ART 447 Creating Supports for Painting (2.00 units)

Justification: The Art Department would like to combine this course in the future with Art 448-Matting, and Art 449-Picture Framing as part of a Gallery Certificate. The development of a Gallery Certificate has been outlined in the annual department plan. Additionally, the course is a two unit course and the Art Department has not been able to offer this course within its regular scheduling cycle. A three unit course would be more appropriate for the department's FTE allocation.

2. PHIL 358 Our Mothers' Legacy: Spiritual and Religious Traditions of Women (3.00 units)

Justification: We no longer have staff qualified to teach this course.

3. TA 320 Cinema Genres (3.00 units)

Justification: This is a stand-alone course with no relevance to future transfer or certificate-earning students. T&CA has no plans to offer this class for the foreseeable future.

Sacramento City College

1. ADMJ 341 Control and Supervision in Corrections (3.00 units)

Justification: The content within this course is available within our ADMJ340 course; therefore, this course is no longer necessary as a departmental offering.

2. **ADMJ 343 Supervision in Corrections (3.00 units)**

Justification: The content within this course is available within our ADMJ340 and ADMJ346 courses; therefore, this course is no longer necessary as a departmental offering.

3. **ADMJ 344 Leadership Development in Corrections (3.00 units)**

Justification: The content within this course is available within our ADMJ340 and ADMJ346 courses; therefore, this course is no longer necessary as a departmental offering.

4. **ADMJ 345 Legal Aspects of Corrections (3.00 units)**

Justification: The content within this course is available within our ADMJ340 and ADMJ346 courses; therefore, this course is no longer necessary as a departmental offering.

5. **ADMJ 347 Correctional Counseling and Interviewing (3.00 units)**

Justification: The content within this course is available within our ADMJ346 course; therefore, this course is no longer necessary as a departmental offering.

6. **MATH 334 Trigonometry (4.00 units)**

Justification: This course has been replaced with MATH 335, a trigonometry course that also covers some algebra topics.

7. **MET 353 Water Treatment Plant Calculations (3.00 units)**

Justification: Due to recent changes to Title 23 of the California Code of Regulations, this course no longer allows the student to be eligible to receive a Wastewater Treatment Plant Operator Certification.

8. **MET 354 Wastewater Treatment Plant Calculations (3.00 units)**

Justification: Due to recent changes to Title 23 of the California Code of Regulations, this course no longer allows the student to be eligible to receive a Wastewater Treatment Plant Operator Certification.

9. **MET 355 Water Treatment Plant Operation and Maintenance I (3.00 units)**

Justification: Due to recent changes to Title 23 of the California Code of Regulations, this course no longer allows the student to be eligible to receive a Wastewater Treatment Plant Operator Certification.

10. **MET 356 Wastewater Treatment Plant Operation and Maintenance I (3.00 units)**

Justification: Due to recent changes to Title 23 of the California Code of Regulations, this course no longer allows the student to be eligible to receive a Wastewater Treatment Plant Operator Certification.

11. MET 365 Water Treatment Plant Operation and Maintenance II (3.00 units)

Justification: Due to recent changes to Title 23 of the California Code of Regulations, this course no longer allows the student to be eligible to receive a Wastewater Treatment Plant Operator Certification.

12. MET 366 Wastewater Treatment Plant Operation and Maintenance II (3.00 units)

Justification: Due to recent changes to Title 23 of the California Code of Regulations, this course no longer allows the student to be eligible to receive a Wastewater Treatment Plant Operator Certification.

13. MET 375 Water Treatment Plant Operation and Maintenance III (3.00 units)

Justification: Due to recent changes to Title 23 of the California Code of Regulations, this course no longer allows the student to be eligible to receive a Wastewater Treatment Plant Operator Certification.

14. MET 376 Wastewater Treatment Plant Operation and Maintenance III (3.00 units)

Justification: Due to recent changes to Title 23 of the California Code of Regulations, this course no longer allows the student to be eligible to receive a Wastewater Treatment Plant Operator Certification.

15. SPORT 310 Basketball, Intercollegiate-Men (2.00 units)

Justification: The course was taught as an "other term" course that included parts of the fall and spring semesters. It has been replaced by Sport 311, which occurs in the Fall semester, and Sport 312, which occurs in the Spring semester. Consequently, Sport 310 will not be offered again.

New to College Courses

Folsom Lake College

1. **MUSM 306 Live Sound Reinforcement (3.00 units)**

Prerequisite: None.

18.00 hours lecture, 72.00 hours laboratory

This course provides an introduction to live sound mixing directed toward employment in the sound reinforcement industry and in operating sound systems in music clubs, theaters, churches, music festivals, and other venues. Students will develop competency in operating mixing consoles, speaker and monitor placement, microphone placement techniques, room equalization, reverb, delay, and other effects (gate/compressor/limiters, etc.). Students will learn practical techniques for creating optimal concert sound.

Justification: This course will be part of the Commercial Music Certificate Program - Live Sound Reinforcement emphasis.

2. **SPORT 311 Basketball, Intercollegiate-Men, Fall (1.50 units)**

Prerequisite: None.

Enrollment Limitation: Prior to enrollment, the student must demonstrate intercollegiate athletic skills as determined by a try-out conducted by the coaching staff.

88.00 hours laboratory

This is an advanced course designed to provide specialized training for competition with other community college teams. Demonstration of fundamental and advanced skills, adherence to the rules and etiquette of basketball, and execution of team strategy will be expected of all students. This course will encompass the pre-season, tournament, and non-league portion of the season. Students will travel to away games. This course may be taken up to four times.

Justification: This course provides a competitive intercollegiate experience for male student athletes in the sport of basketball and supports the continued roll out of Athletics per the Athletics Master Plan.

3. **SPORT 312 Basketball, Intercollegiate-Men, Spring (1.50 units)**

Prerequisite: SPORT 311 with a grade of "C" or better

Enrollment Limitation: Prior to enrollment, the student must demonstrate intercollegiate athletic skills as determined by a try-out conducted by the coaching staff.

87.00 hours laboratory

This is an advanced course designed to provide specialized training for competition with other community college teams. Demonstration of fundamental and advanced skills, adherence to the rules and etiquette of basketball, and execution of team strategy will be expected of all students. This course will encompass the pre-season, tournament, and non-league portion of the season. Student will be required to travel to away games. This course may be taken up to four times.

Justification: This course provides a competitive intercollegiate experience for male student athletes in the sport of basketball and supports the continued roll out of intercollegiate athletics according to the Athletics Master Plan.

4. **SPORT 366 Off Season Conditioning for Softball (1.00 - 3.00 units)**

Prerequisite: None.

54.00 - 162.00 hours laboratory

This course involves sport specific training and conditioning skills and techniques. There is a concentration of basic concepts with emphasis on conditioning. This course is designed to prepare students for intercollegiate softball. Students will be required to provide their own bat, glove, cleats, and appropriate softball attire. This course may be taken up to four times.

Justification: This course supports our Intercollegiate Softball program roll out as outlined in the Athletics Master Plan.

5. **SPORT 386 Off Season Conditioning for Tennis (0.50 - 3.00 units)**

Prerequisite: None.

Enrollment Limitation: Enrollment in the course is subject to a tryout conducted by the instructor.

27.00 - 162.00 hours laboratory

This course prepares the intercollegiate tennis player for the competitive season and is intended to reduce the risk of injury. Course content includes collegiate level tennis specific skill development, aerobic conditioning, sport specific strength training, agility, plyometrics, speed training, and joint flexibility along with associated activities to prepare the athlete physically and mentally. Student will be required to provide their own racket and tennis appropriate attire. This course may be taken up to four times.

Justification: This course will provide the off season athlete with the necessary physical and technical training needed for conditioning during the off season to prevent injury, increase muscular strength and endurance, and provide movement proficiency specifically orientated to the sport of tennis.

6. **TMACT 320 Basketball (1.00 unit)**

Prerequisite: None.

54.00 hours laboratory

This is a beginning basketball course. Instruction, demonstration, and participation will provide the student with ample knowledge of beginning level basketball. This course will cover the individual fundamental skills of basketball, including shooting, passing, ball-handling, individual defense, and rebounding. Rules, tactics, and etiquette of the game will be introduced.

Justification: The course meets the goals of the division unit plan. It provides students with the opportunity to take a variety of team activity type courses and utilize the new gymnasium facility. It also enables the student to become proficient in a specific sport. Additionally, it gives students another option for completing the team activity cluster required for the Kinesiology AA-T degree.

7. **TMACT 321 Basketball II (1.00 unit)**

Prerequisite: TMACT 320 with a grade of "C" or better

54.00 hours laboratory

This is an intermediate basketball course. Instruction, demonstration, and participation will provide the student with an understanding of intermediate level basketball. This course will cover intermediate level skills and tactics of basketball.

Justification: This course is part of a district-wide agreement on leveling of certain courses. This course has been identified as a viable course to offer based on student needs and allows students to utilize the new gymnasium facility. Additionally, it gives students another option for completing the team activity cluster required for the Kinesiology AA-T degree.

Sacramento City College

1. **ART 330 Mural Painting (3.00 units)**

Prerequisite: ART 300 and 320 with grades of "C" or better

36.00 hours lecture, 54.00 hours laboratory

This course is a comparative survey of the use of mural painting as an interactive, public art form throughout the world and across time. This course covers the process of creating a mural painting by analyzing a site, researching, planning, and executing murals in public spaces, and working collaboratively with others. Field trips are required to execute the work on location if applicable. The cost of materials for this course is approximately \$120 per student.

Justification: This is an important course not yet offered at this college. The course provides the opportunity for students to work collaboratively in the creative process, explore public art issues, and work on a large scale.

New to District Courses

American River College

1. **ASTR 481 Honors Astronomy: Stars, Galaxies, and Cosmology (4.00 units)**

Prerequisite: Placement into ENGWR 480 through the assessment process.

Advisory: MATH 100, 104, or 132 with a grade of "C" or better

54.00 hours lecture, 54.00 hours laboratory

This seminar-style course is an in-depth introduction to astronomy, focusing on stars, galaxies, and cosmology. It approaches current topics in astronomy through class discussion and laboratory activities, with an emphasis on critical thinking, problem-solving techniques, and conceptual reasoning. This course is not open to students who have completed ASTR 320.

Justification: This course provides students with a scientific basis for understanding stars, galaxies, and the Universe. It is part of ARC's honors program.

2. **BUS 317 Managing Workplace Conflict (3.00 units)**

Prerequisite: None.

54.00 hours lecture

This course focuses on identifying and understanding the underlying causes of workplace conflict and strategies for managing conflict effectively. It explores the impact of conflict on workplace communication, decision making, and leadership. It includes practical and strategic skills to prevent escalation of conflict and defuse disruptive behaviors.

Justification: In discussions with industry and governmental organizations, the need for this type of course is requested often. This course will be offered as part of a new certificate program in Conflict Resolution.

3. **BUS 332 Cross-Cultural Customer Service (3.00 units)**

Prerequisite: None.

54.00 hours lecture

This course focuses on defining and developing skills to ensure customer service satisfaction and success. Emphasis is placed on dealing with difficult situations and people from a cross-cultural perspective, and on bringing out the best in others. It provides practical, hands-on techniques for those engaged in customer contact.

Justification: This course is part of a new certificate program in cross-cultural conflict resolution and will also be added as an elective to the general business and small business management degree and certificate programs.

4. **DANCE 406 Introduction to Improvisation (2.00 units)**

Prerequisite: None.

Enrollment Limitation: DANCE 312, 320, or 330 with a grade of "C" or better, or audition.

18.00 hours lecture, 54.00 hours laboratory

This course builds on the technique covered in DANCE 312, DANCE 320, and DANCE 330. It introduces strategies for achieving improvisation without self-auditing and utilizes concepts for initiating the impulse to move in any dance style. Dancers work through menus and pre-planned improvisational spring boards towards the complete freedom of dancing in a way that is not preconceived. Confidence is developed through repetition, encouragement, facing the emotional risk, and finding a sense of joy by dancing in the moment. This course is designed for students with a background in dance.

Justification: As a member of the dance foundations family, this course allows our students the opportunity to excel in all dance courses and provides them with the foundation in technique and dance concepts necessary for those pursuing transfer into a university dance department. This course fulfills the physical education requirement for graduation and is a part of the dance degree and the dance pedagogy certificate.

Cosumnes River College

1. **AMT 375 Ford ASSET Automotive Wheel Alignment (3.00 units)**

Prerequisite: AMT 371 with a grade of "C" or better

Corequisite: AMT 374

Enrollment Limitation: Students taking this course must be enrolled in the Ford Automotive Student Service Education Training (ASSET) program due to prerequisite Ford Motor Company training requirements.

36.00 hours lecture, 54.00 hours laboratory

This course is offered to students enrolled in the Ford Automotive Student Service Education Training (ASSET) program. This course covers various automotive wheel alignment equipment and procedures. Wheel alignment diagnosis and repair will be performed as well as maintenance and repair of related systems. Students who successfully complete this course may be eligible for Ford Service Technician Specialty Training (STST) certification.

Justification: This course enables students to earn a Service Technician Specialized Training (STST) certification from Ford Motor Company needed in order to earn

Graduate status from the Automotive Student Service Education Training (ASSET) program from Ford Motor Company. This course is also required in order to maintain National Automotive Technicians Education Foundation (NATEF) accreditation as a Master Automotive Service Technology (MAST) program.

2. **AMT 376 Ford ASSET Automotive Heating and Air Conditioning (3.00 units)**

Prerequisite: AMT 371 with a grade of "C" or better

Enrollment Limitation: Students taking this course must be enrolled in the Ford Automotive Student Service Education Training (ASSET) program due to prerequisite Ford Motor Company training requirements.

36.00 hours lecture, 54.00 hours laboratory

This course is offered to students enrolled in the Ford Automotive Student Service Education Training (ASSET) program. This course covers the theory, diagnosis, and repair of automotive heating and air conditioning systems, including air management sub-systems and an overview of engine cooling systems. Proper handling of common automotive refrigerants in accordance with EPA regulations will also be covered. Students who successfully complete this course may be eligible for Ford Service Technician Specialty Training (STST) certification.

Justification: This course enables students to earn a Service Technician Specialized Training (STST) certification from Ford Motor Company needed in order to earn Graduate status from the Automotive Student Service Education Training (ASSET) program from Ford Motor Company. This course is also required in order to maintain National Automotive Technicians Education Foundation (NATEF) accreditation as a Master Automotive Service Technology (MAST) program.

3. **ENGR 304 How Things Work (3.00 units)**

Prerequisite: None.

Advisory: MATH 100

36.00 hours lecture, 54.00 hours laboratory

This course covers how everyday things and technologies operate and is designed primarily for non-science students or anyone interested in learning about technology. The basic scientific principles behind the technology will be explored. Systems studied will include mechanical, electrical, thermal, optical and others. Students will gain hands-on experience with basic machines and technologies during lab.

Justification: This course is needed to improve the technical literacy of the public and will increase the public understanding of engineering. It will potentially satisfy general education graduation requirements IV, CSU GE B1 and IGETC 5A, and should hopefully articulate with ENG 10 at UC Davis.

4. **ENGWR 341 Introduction to Technical and Professional Writing (3.00 units)**

Prerequisite: Eligibility for ENGWR 300

54.00 hours lecture

This course emphasizes principles of reader-centered writing for the workplace, focusing specifically on aspects of technical and professional writing. The course teaches the writing of documents used in industry and business. These documents may include memos, letters, brochures, reports, process analyses, technical descriptions, procedures, proposals, grants, scientific reports, web sites, software documentation, and case studies. The course may include team projects that require collaboration outside the classroom. The course complements communication skills needed for the division of Career and Technical Education. The course is intended to be applicable to AS and AA CTE degrees.

Justification: This course is designed to teach students the difference between basic English composition writing and writing in a professional environment. It teaches students the formatting expected in a business environment and the rhetoric necessary for technical, scientific, or business-based documents. The course complements communication skills needed for the division of Career and Technical Education. The course is intended to be applicable to AS and AA CTE degrees.

5. **POLS 380 Introduction to Research Design and Methodology (3.00 units)**

Prerequisite: POLS 301, 302, or 310 with a grade of "C" or better

54.00 hours lecture

This course is designed to introduce students to the political science research process. The course will address research design, quantitative and qualitative analysis and contemporary methodologies.

Justification: Empirical methodology is used in political science research, public policy, news analysis and everyday life. An understanding of political science methodology is required for a Bachelor of Arts in political science at most major universities. This course is designed to introduce students to the process of conducting and interpreting empirical research. It examines how we move from a basic question to a testable hypothesis. It considers various empirical methodologies that are used to test a hypothesis. It reviews the standards used to draw valid conclusions from research. It discusses the appropriate applications and limitations of methodology. A student who has completed this course will be better prepared to understand and interpret research findings.

6. **SONOG 202 Sectional Anatomy for Medical Imaging (3.00 units)**

Prerequisite: None.

Enrollment Limitation: This course is only available to students who have been accepted to the CRC Diagnostic Medical Sonography program. The CRC DMS program is an

application-based, cohort program. Therefore, students must have met all pre-requisite courses and been accepted in to the program to enroll in the SONOG courses.

54.00 hours lecture

This is an introductory course in cross-sectional anatomy. Basic principles of human anatomy are presented in cross section and multi-planes and applied to Sonographic images, along with comparison modalities in the diagnostic imaging fields. This course builds upon basic understanding of human anatomy and physiology as it relates specifically to diagnostic imaging in an integrated fashion. This course provides critical cross-sectional analysis of human anatomy in preparation for abdominal, pelvic, vascular and small parts scanning, including sonographic terminology and directional anatomy in the cross-sectional planes. Both BIOL 430 and BIOL 431 or equivalent courses must have been completed prior with a grade B or better, covering all of the major body systems. This course is only available to students who have been accepted in to the CRC Diagnostic Medical Sonography program.

Justification: The existing required courses do not cover cross-sectional anatomy to the depth required for sonography. In consultation with the DMS advisory committee and upon review of the existing DMS and A&P courses, it was determined that the DMS students would benefit from cross-sectional anatomy instruction prior to the scanning courses.

Sacramento City College

1. **PHOTO 391 Advanced Studio Lighting Techniques (3.00 - 4.00 units)**

Prerequisite: PHOTO 312 and 390 with grades of "C" or better; equivalent or technical competency determined by a photography department faculty member upon evaluation of photography portfolio.

Enrollment Limitation: Students must use a DSLR style camera to complete all course objectives and assignments. Point-and-Shoot cameras are not allowed.

36.00 hours lecture, 54.00 - 108.00 hours laboratory

This course is an advanced study in studio lighting techniques used in the production of commercial and advertising photography. Topics of instruction include advanced studio and location lighting set-ups, shooting with a specific art direction, and studies in composition and meaning of advertising photographs. Students will capture a variety of industry specific assignments including food and beverage, fashion and retail, travel and leisure, and consumer's products. Commercial post-processing techniques with imaging software will also be discussed. The class includes: lectures, visual presentations and discussions, a field trip, lab time, written tests, and the development of a professional presentation portfolio. Students must provide their own adjustable DSLR camera and related instructional materials.

Justification: This course covers advanced topics in studio lighting as they relate to commercial and advertising photography for building a portfolio and honing skills that will be used to seek employment.

2. **TAFILM 333 Film Production Workshop II (3.00 units)**

Prerequisite: TAFILM 332 with a grade of "C" or better

36.00 hours lecture, 72.00 hours laboratory

This course allows students to gain additional experience in technical and management skills necessary to design and produce a film production on location. Students may take more active lead roles for various aspects of the finished product, such as pre-production planning, scripting, equipment operations, lighting, audio, and post-production.

Justification: This course will allow students to develop more hands-on practical experience in film production. This course will provide more leadership opportunities and increased critical thinking requirements to better prepare students for the professional film industry.

3. **TAFILM 334 Film Production Workshop III (3.00 units)**

Prerequisite: TAFILM 333 with a grade of "C" or better

36.00 hours lecture, 72.00 hours laboratory

This course allows students to gain advanced skills and leadership experiences in technical and management areas necessary to design and produce a film production on location. Students will take lead positions and may be required to assist in the training of other students for various aspects of the finished product, such as pre-production planning, scripting, equipment operations, lighting, audio, and post-production. Students may serve as department heads or as producers, directors, and production managers.

Justification: This course will allow students to develop more hands-on practical experience in film production. This course will provide more leadership opportunities and increased critical thinking requirements to better prepare students for the professional film industry.

4. **TAFILM 344 Introduction to Digital Effects (3.00 units)**

Prerequisite: None.

Advisory: TAFILM 340

36.00 hours lecture, 54.00 hours laboratory

This course is an introductory study of digital effects production, with specific focus on motion graphics, compositing, effects processing, and title sequences. Students will explore digital effects for film, multimedia, and emerging broadcast technologies.

Justification: This course provides knowledge in one of the fundamental building blocks of film production and directly supports other filmmaking courses that are being offered as a core of courses for an AA degree.

5. **TAFILM 345 Intermediate Digital Effects (3.00 units)**

Prerequisite: TAFILM 344 with a grade of "C" or better

36.00 hours lecture, 54.00 hours laboratory

The course presents an intermediate level exploration of the theory and practice of digital effects for film multimedia and emerging broadcast technologies. Intermediate level skills are developed in digital effects software. Techniques for compositing, keying, motion graphics, and color correction are demonstrated.

Justification: The film studies and film production related courses are being moved to a new designator (TAFILM) to allow for program expansion and better student understanding of course offerings.

6. **TAFILM 495 Independent Studies in Film (1.00 - 3.00 units)**

Prerequisite: None.

6.00 - 36.00 hours lecture, 36.00 - 54.00 hours laboratory

This course involves an individual student or small groups of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among college, faculty members, and students. Independent Studies in Film offers students a chance to do research and/or experimentation that is more typical of advanced studies in Film. UC transfer credit will be awarded only after the course has been evaluated by the enrolling UC campus. The units completed for this course cannot be counted toward the minimum 60 units required for admissions

Justification: The film studies and film production related courses are being moved to a new designator (TAFILM) to allow for program expansion and better student understanding of course offerings.

7. **TAFILM 498 Work Experience in Film (1.00 - 4.00 units)**

Prerequisite: None.

60.00 - 300.00 hours laboratory

This course provides supervised work experience in a professional film setting. Students may be assigned to work Production Management, Camera (i.e. Director of Photography, Camera Operator), Lighting (i.e. Rigger, Lighting Technician), Sound (i.e. Production Mixer, Boom Operator), Grip, Set Decoration, Production Design, Props, Make-Up, Film Editing, Acting, and Directing. Work Experience may be taken for a total of 16 units when there are new or expanded learning objectives.

Justification: The film studies and film production related courses are being moved to a new designator (TAFILM) to allow for program expansion and better student understanding of course offerings.

PROGRAM PROPOSALS

Program Deletion(s)

American River College

1. **Death Investigation Update**

Justification: This program no longer meets the needs of our students.

Sacramento City College

1. **Correctional Services**

Justification: The Correctional Certificate program is no longer essential or necessary.

2. **Police Services**

Justification: The Police Services Certificate is no longer essential or necessary.

3. **Wastewater Treatment Plant Operation**

Justification: The Mechanical-Electrical Technology Department/Wastewater Treatment Operator Program no longer meets the requirements of California's Career Technical Education Program of training students to enter the California work force upon graduation. Due to changes in the State of California Code of Regulations-Title 23, our wastewater students are unable to receive a mandatory State of California Wastewater Operator's license because they do not meet the minimum qualifying work experience of 1,800 hours of Operator In Training, nor at this time is the wastewater industry able to provide the opportunity for all our students to participate in internship programs that would satisfy this requirement

4. **Wastewater Treatment Plant Operation**

Justification: The Mechanical-Electrical Technology Department/Wastewater Treatment Operator Program no longer meets the requirements of California's Career Technical Education Program of training students to enter the California work force upon graduation. Due to changes in the State of California Code of Regulations-Title 23, our wastewater students are unable to receive a mandatory State of California Wastewater Operator's license because they do not meet the minimum qualifying work experience of 1,800 hours of Operator In Training, nor at this time is the wastewater industry able to provide the opportunity for all our students to participate in internship programs that would satisfy this requirement.

5. **Water Treatment Plant Operation**

Justification: The Mechanical-Electrical Technology Department/Water Treatment Plant Operation program has been determined to be a non-viable program.

6. **Water Treatment Plant Operation**

Justification: The Mechanical-Electrical Technology Department/Water Treatment Plant Operation program has been determined to be a non-viable program.

New Programs

American River College

1. **Computer Applications for Small Business**

This certificate provides an overview of the specific computer related skills needed to run a small business. The focus is on word processing, electronic spreadsheets, desktop publishing, web page creation, computerized accounting, and an overview of small business/entrepreneurship.

Justification: This program provides computer training and skill development for those individuals currently running a small business and/or planning to be in business. The focus is on skill development of common small business computer application needs.

2. **Conflict Management**

This certificate focuses on identifying and understanding the underlying causes of workplace conflict and strategies for managing conflict effectively. It explores the impact of conflict on workplace communication, decision-making, and leadership. It covers practical and strategic skills to prevent escalation of conflict and defuse disruptive behaviors.

Justification: This program provides occupational training and continuing education in identifying and understanding the underlying causes of workplace conflict and strategies for managing conflict effectively through understanding individual, organizational and personnel behavior and theory. This knowledge base may be applied across all industries and organizations.

3. **Cross-Cultural Conflict Resolution**

This certificate provides the knowledge and skills needed to resolve cross-cultural conflict with both internal and external customers. It combines a theoretical understanding of conflict with the practical application of handling conflict within the context of a diverse environment.

Justification: This certificate teaches students how to handle cross-cultural conflict in the workplace. The goal of this certificate is to give students the skills and knowledge they need to succeed in a multi-cultural workplace.

4. **Nutrition and Dietetics**

The Associate in Science degree in Nutrition and Dietetics for Transfer provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to the California State University system. The Associate in Science degree in Nutrition and Dietetics for Transfer (AS-T) may be obtained by the completion of 60 transferable, semester units with a minimum 2.0 GPA, including (a) the major or area of emphasis described in the Required Program outlined below (earning a C or better in these courses)

and (b) either the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education Breadth Requirements.

Justification: This new degree is part of ARC's effort to offer AA-T and AS-T degrees to prepare students for transfer to CSUs and other four-year schools.

5. **Project Management**


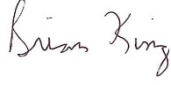
This certificate covers the responsibilities of a project manager. It includes the knowledge needed to manage a project, control costs, and schedule resources. It also introduces the use of project management software to track project resources, tasks, and milestones. Included in the program are basic business and management theory, as well as accounting principles.

Justification: This program expands on a survey of business, as well as provides occupational training and continuing education in project management techniques and software, management function and theory, and accounting principles. These skills and abilities may be applied to numerous management functions, professions, and industries.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 12, 2014

SUBJECT:	Board Policy Revisions: Conflict of Interest (P-8631)	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item D	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	JP Sherry 	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King 	ACTION	
		INFORMATION	

BACKGROUND:

National Science Foundation (NSF) grants require grantees to have particular conflict of interest policies in place. The District has a Conflict of Interest Code Policy (Board Policy P-8611) and a Conflict of Interest Rules Policy (Board Policy P-8631) to limit conflicts of interest in the conduct of the District’s business. Neither of these currently contains the particular policies required by NSF.

STATUS:

The proposed amendments to the Conflict of Interest Rules Policy P-8631 add the policies required by NSF regarding conflicts of interest. The proposed Policy requires that the investigator under the grant disclose any significant financial interests to the Director of Accounting Services in writing. The Policy defines who an investigator is, what constitutes a significant financial interest, and what constitutes a conflict of interest. The proposed Policy requires the Director of Accounting Services to conduct an annual review of those disclosed interests to determine if a conflict exists and what conditions or restrictions should be imposed to manage any conflicts of interest. Examples of these conditions or restrictions are listed in the proposed Policy and there is a procedure for exceptions where appropriate. Finally, the Policy dictates the records retention policy for these financial disclosures.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the proposed revisions to Board Policy P-8631.

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1.0 Definitions

1.1 “Conflict of Interest”

1.1.1 A “conflict of interest” exists when a Los Rios Community College District employee, in their role as a District/College employee, participates in a decision or transaction or provides services, where the employee personally benefits from the decision, transaction, or services.

1.1.2 A “conflict of interest” also exists when a Los Rios Community College District employee, in their role as a District/College employee, participates in a decision or transaction or provides services, where ~~the~~ a member of the employee’s immediate family personally benefits from the decision, transaction, or services.

1.1.3 A benefit may either be financial or non-financial.

1.1.3.1 A financial benefit exists when an employee or a member of ~~their~~ his or her immediate family receives a monetary benefit or ~~their-his or her~~ existing financial interests are materially affected by the decision, transaction, or services.

1.1.3.2 A non-financial benefit exists when an employee or a member of ~~their-his or her~~ his or her immediate family receives a non-monetary benefit (for example, the employee or family member receives a grade, a service, an enrollment, priority enrollment, or special treatment) by the decision, transaction, or services.

1.1.4 Where the benefit received in the transaction is indirect and immaterial, a conflict of interest does not exist.

1.2 The immediate family of an employee is defined as: mother, father, grandparent, or grandchild of the employee or of the employee’s spouse or domestic partner; stepmother, step-father, spouse, domestic partner, son, mother-in-law, father-in-law, son-in-law, step-son, daughter, daughter-in-law, step-daughter; brother, brother-in-law, sister, sister-in-law, aunt, or uncle of the employee; child of a domestic partner, sibling of a domestic partner; wife or husband of a domestic partner’s child; or any person living in the immediate household of the employee.

1.3 A District/College employee “participates in a decision” when the employee, in his or her role as a District/College employee, makes or participates in the making of a decision. A District/College employee “participates in a transaction” or “provides services” when the employee, in his or her role as a District/College employee, participates in, executes, processes, reviews, or approves a transaction or services.

1.4 “Financial interest” means a District/College employee’s investment in or position with business entities, interests in real property, sources of income, sources of gifts,

the personal finances of the employee, or the personal finances of a member of the immediate family of the employee.

2.0 Conflict of Interest Prohibited

2.1 A District/College employee shall not participate in a decision or transaction or provide services when they have a conflict of interest.

2.1.1 If it is unclear whether a conflict of interest exists, the determination shall be made by the General Counsel.

3.0 Purchasing Transactions

3.1 A District/College employee shall not participate in the preparation of specifications for the purchase of equipment or material, the selection of a vendor, or the selection of a contractor if such participation constitutes a conflict of interest.

3.2 A District/College employee who participates in the selection of a vendor shall sign the following conflict of interest disclaimer statement:

"This is to certify that the undersigned employee has no economic interests which may foreseeably be materially affected by having participated in the development of the specifications for equipment and/or material represented by this requisition."

3.3 No purchase or lease of goods or contract for services shall be made from any District/College employee or a member of the immediate family of an employee unless there has been a specific determination in writing by the Director of General Services that the goods or services are not available from any other source.

4.0 Specific Employee and Immediate Family Transactions

4.1 A District/College employee shall not participate in a decision or transaction or provide services that will benefit the employee or a member of the immediate family of the employee in the following areas:

4.1.1 Student record transactions: Examples include, but are not limited to, grade changes, course enrollments, and providing permission numbers.

4.1.2 Financial transactions: Examples include, but are not limited to, payroll, fee payments, retail purchases (bookstore, cafeteria, etc.), and box office transactions.

4.1.3 Human resource transactions: Examples include, but are not limited to, hiring, discipline, termination, employee record changes, and absence report or timesheet processing.

4.1.4 Financial aid transactions: Examples include, but are not limited to, application, approval and disbursement for grants, loans, fee waivers, and scholarships.

- 4.1.5 Student services: Examples include, but are not limited to, counseling, CalWORKs, DSPS, EOP&S, and Child Development Centers.

5.0 Incompatible Activities

5.1 A District/College employee shall not engage in any employment, activity, or enterprise which is clearly inconsistent, incompatible, in conflict with, contrary to, or inimical to his or her duties as a District/College employee. Prohibited activities include, but are not limited to, the following:

- 5.1.1 Using the prestige or influence of the District/College(s) for the employee's private gain or advantage or the private gain or advantage of another.
- 5.1.2 Using District/College(s) time, facilities, equipment, or supplies for the employee's private gain or advantage or the private gain or advantage of another.
- 5.1.3 Using, or having access to, confidential information available by virtue of District/College(s) employment for private gain or advantage or providing confidential information to persons to whom issuance of this information has not been authorized.
- 5.1.4 Receiving or accepting money or any other consideration for the performance of his or her duties as a District/College employee from anyone other than the District.
- 5.1.5 Performance of an act in other than his or her capacity as a District/College employee knowing that the act may later be subject, directly or indirectly, to the control, inspection, review, audit, or enforcement by the same employee.
- 5.1.6 Receiving or accepting, directly or indirectly, any gift, including money, or any service, gratuity, favor, entertainment, hospitality, loan, or any other thing of value from anyone who is doing or is seeking to do business of any kind with the District/College(s) or whose activities are regulated or controlled by the District/College(s) under circumstances from which it reasonably could be substantiated that the gift was intended to influence the employee in his or her official duties or was intended as a reward for any official actions performed by the District/College employee.
- 5.1.7 Subject to any other laws, rules, or regulations as pertain thereto, not devoting his or her full time, attention, and efforts to the District/College(s) during his or her hours of duty as a District/College employee.

6.0 Student Loans [Higher ~~Education~~-Ed. Opportunity Act, Pub. Law No 110-315, ~~§section~~ 493]

6.1 As it relates to student loans, the following prohibitions also apply to the District/College and its employees:

- 6.1.1 A District/College employee is prohibited from steering students to use one particular student loan lender over another or delaying the processing of a loan with one student loan lender over another lender. Students must select the student loan lender of their choice.
- 6.1.2 A District/College employee shall not make the offer of private student loans to a student contingent upon a specific number of Title IV loans being offered to a student loan lender.
- 6.1.3 A District/College employee shall not request or accept from any lender any assistance in calling students or working in the financial aid offices of the Colleges. Notwithstanding this prohibition, student loan lenders may provide professional development training and educational counseling materials as long as the materials identify the lender that assisted in preparing the materials and student loan lenders may provide staffing services on a short-term, non-recurring basis during emergencies or disasters.

7.0 Exceptions

- 7.1 Employees shall make every effort to avoid conflicts of interest or perceived or potential conflicts of interest. In the event an employee believes they may have a conflict of interest, they shall discuss that matter with their immediate supervisor. As appropriate, the immediate supervisor shall inform the Vice Presidents of Administration for College employees or a Director of Accounting Services for District Office employees.
- 7.2 There are certain decisions, transactions or services that may benefit an employee or a member of the immediate family of the employee where employees are required to participate due to their position in the District or due to the resources available. In those instances, prior to participating in the decision or transaction or rendering the services, the employees shall disclose any interest they have that may be benefited from the decision, transaction, or services in writing to the Vice President of Administrative Services for College employees or a Director of Accounting Services for District Office employees, and obtain their written approval. Additional controls, such as periodic review, shall be undertaken to prevent or detect irregularities.
- 7.3 The selection of educational materials by faculty in the context of a course they teach is not covered under this District Policy.

8.0 Additional Provisions for National Science Foundation (NSF) Grants

- 8.1 Prior to submitting any NSF grant application and annually during the term of any NSF grant, each "investigator" shall disclose to the Director of Accounting Services all significant financial interests of the investigator (including those of the investigator's spouse and dependent children):

8.1.1 that would reasonably appear to be affected by the research or educational activities funded or proposed for funding by NSF; or

8.1.2 in entities whose financial interests would reasonably appear to be affected by such activities.

This disclosure must be updated as reportable significant financial interests are obtained.

8.2 The term “investigator” means the principal investigator, co-principal investigators/co-project directors, and any other person at the District/College who is responsible for the design, conduct, or reporting of research or educational activities funded or proposed for funding by NSF.

8.3 The term “significant financial interest” means anything of monetary value, including, but not limited to: salary or other payments for services (e.g., consulting fees or honoraria); equity interest (e.g., stocks, stock options, or other ownership interests); and intellectual property rights (e.g., patents, copyrights, and royalties from such rights).

8.3.1 The term “significant financial interests” does not include:

8.3.1.1 salary, royalties, or other remuneration from the Los Rios Community College District;

8.3.1.2 income from seminars, lectures, or teaching engagements sponsored by public or non-profit entities;

8.3.1.3 income from service on advisory committees or review panels for public or nonprofit entities;

8.3.1.4 an equity interest that, when aggregated for the investigator and the investigator’s spouse and dependent children, meets both of the following tests: does not exceed \$10,000 in value as determined through reference to public prices or other reasonable measures of fair market value, and does not represent more than a 5% ownership interest in any single entity; or

8.3.1.5 salary, royalties, or other payments that, when aggregated for the investigator and the investigator’s spouse and dependent children, are not expected to exceed \$10,000 during the twelve-month period.

8.4 Annually, The Director of Accounting Services shall review financial disclosures, determine whether a conflict of interest exists, and determine what conditions or restrictions, if any, should be imposed by the District to manage, reduce or eliminate such conflict of interest. A conflict of interest exists when the reviewer(s) reasonably determines that a significant financial interest could directly and significantly affect the design, conduct, or reporting of NSF-funded research or educational activities.

The Director of Accounting Services shall keep NSF's Office of the General Counsel appropriately informed if the District finds that it is unable to satisfactorily manage a conflict of interest.

8.5 Examples of conditions or restrictions that might be imposed to manage, reduce or eliminate conflicts of interest include, but are not limited to:

8.5.1 public disclosure of significant financial interests;

8.5.2 monitoring of research by independent reviewers;

8.5.3 modification of the research plan;

8.5.4 disqualification from participation in the portion of the NSF-funded research that would be affected by significant financial interests;

8.5.5 divestiture of significant financial interests; or

8.5.6 severance of relationships that create conflicts.

8.6 If the Director of Accounting Services determines that imposing conditions or restrictions would be either ineffective or inequitable, and that the potential negative impacts that may arise from a significant financial interest are outweighed by interests of scientific progress, technology transfer, or the public health and welfare, then the Director of Accounting Services may allow the research to go forward without imposing such conditions or restrictions.

7.38.7 The District shall maintain records of all financial disclosures and of all actions taken to resolve conflicts of interest for at least three years beyond the termination or completion of the grant to which they relate, or until the resolution of any NSF action involving those records, whichever is longer.

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LRCCD

Policy Adopted: 6/12/13

Policy Revised:

Adm. Regulation: [R-8323](#)

DRAFT 9/23/14

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 12, 2014

SUBJECT:	District Quarterly Financial Status Report (311Q)	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item E	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

BACKGROUND:

Pursuant to the provisions of AB 2910, Chapter 1486, Statutes of 1986, each quarter districts must report their financial condition on forms prescribed by the California Community Colleges Chancellor’s Office. This prescribed report (form CCFS-311Q) must be submitted to the Chancellor’s Office and to the County Superintendent of Schools within forty-five (45) days following the end of each quarter for the first three quarters. The fourth quarter report is due no later than August 31. The Chancellor’s Office staff will then review the prescribed quarterly reports and notify districts if further action is necessary.

STATUS:

In accordance with AB 2910, the Governing Board should review the enclosed prescribed report (CCFS-311Q) at a regularly scheduled meeting and enter the report as part of the minutes of the meeting. As required, the District’s Chief Executive Officer (Chancellor) and Chief Business Officer have certified that the information for the quarter ended September 30, 2014 contained in this report is correct.

RECOMMENDATION:

It is recommended that the Board of Trustees receive the September 30, 2014 Quarterly Financial Status Report (CCFS-311Q) and the related financial statements and authorize staff to submit the prescribed report to the Chancellor’s Office and to the Sacramento County Office of Education.

LOS RIOS COMMUNITY COLLEGE DISTRICT
GENERAL FUND
STATEMENT OF APPROPRIATIONS, REVENUE & EXPENDITURES
FOR THE QUARTER ENDED SEPTEMBER 30, 2014
UNAUDITED

	Adopted Budget	YTD Activity
BEGINNING FUND BALANCE, JULY 1		
Uncommitted	\$ 13,981,855	\$ 13,981,855
Committed	17,296,722	17,296,722
Restricted	3,757,322	3,757,322
TOTAL BEGINNING FUND BALANCE	35,035,899	35,035,899
REVENUE:		
GENERAL PURPOSE		
0Ax Total Computational Revenue	261,278,974	61,577,382
0H2 Lottery Funds	6,414,407	-
Apprentice/Other General Purpose/Interfund Transfers	16,534,203	5,946,631
TOTAL GENERAL PURPOSE	284,227,584	67,524,013
SPECIAL PROGRAMS	48,678,025	9,596,534
TOTAL REVENUE AND TRANSFERS IN	332,905,609	77,120,547
TOTAL REVENUE, TRANSFERS AND BEGINNING FUND BALANCE	\$ 367,941,508	\$ 112,156,446
APPROPRIATIONS/EXPENDITURES:		
1000 Academic Salaries	\$ 140,235,878	23,639,258
2000 Classified Salaries	73,744,772	15,327,668
3000 Employee Benefits	63,811,526	13,629,870
4000 Supplies and Materials	16,069,001	1,156,807
5000 Other Operating Expenses and Services	35,571,966	5,345,902
6000 Capital Outlay	10,729,570	709,427
7600 Payments to Students	6,200	6,086
Oth 7xxx Other Outgo	11,073,640	8,260,575
TOTAL APPROPRIATIONS/EXPENDITURES AND TRANSFERS OUT	351,242,553	68,075,593
ENDING FUND BALANCE		
Uncommitted	11,779,178	
Committed	3,388,397	
Restricted	1,531,380	
TOTAL ENDING FUND BALANCE	16,698,955	
TOTAL APPROPRIATIONS/EXPENDITURES AND ENDING FUND BALANCE	\$ 367,941,508	

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

Quarterly Financial Status Report, CCFS-311Q

VIEW QUARTERLY DATA

CHANGE THE PERIOD

Fiscal Year: 2014-2015

District: (230) LOS RIOS

Quarter Ended: (Q1) Sep 30, 2014

Line	Description	As of June 30 for the fiscal year specified			
		Actual 2011-12	Actual 2012-13	Actual 2013-14	Projected 2014-2015
I. Unrestricted General Fund Revenue, Expenditure and Fund Balance:					
A.	Revenues:				
A.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	250,715,233	258,910,910	272,673,655	283,084,476
A.2	Other Financing Sources (Object 8900)	7,567,602	6,644,836	6,662,575	1,143,108
A.3	Total Unrestricted Revenue (A.1 + A.2)	258,282,835	265,555,746	279,336,230	284,227,584
B.	Expenditures:				
B.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	255,131,420	260,617,446	270,653,700	291,199,964
B.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	8,069,826	6,973,175	8,980,297	9,138,622
B.3	Total Unrestricted Expenditures (B.1 + B.2)	263,201,246	267,590,621	279,633,997	300,338,586
C.	Revenues Over(Under) Expenditures (A.3 - B.3)	-4,918,411	-2,034,875	-297,767	-16,111,002
D.	Fund Balance, Beginning	38,529,630	33,611,219	31,576,344	31,278,577
D.1	Prior Year Adjustments + (-)	0	0	0	0
D.2	Adjusted Fund Balance, Beginning (D + D.1)	38,529,630	33,611,219	31,576,344	31,278,577
E.	Fund Balance, Ending (C. + D.2)	33,611,219	31,576,344	31,278,577	15,167,575
F.1	Percentage of GF Fund Balance to GF Expenditures (E. / B.3)	12.8%	11.8%	11.2%	5.1%

II. Annualized Attendance FTES:

G.1	Annualized FTES (excluding apprentice and non-resident)	52,626	50,380	50,211	51,932
-----	---------------------------------------------------------	--------	--------	--------	--------

III. Total General Fund Cash Balance (Unrestricted and Restricted)

	Description	As of the specified quarter ended for each fiscal year			
		2011-12	2012-13	2013-14	2014-2015
H.1	Cash, excluding borrowed funds		-1,070,313	28,018,901	40,770,817
H.2	Cash, borrowed funds only		0	0	0
H.3	Total Cash (H.1+ H.2)	25,444,672	-1,070,313	28,018,901	40,770,817

IV. Unrestricted General Fund Revenue, Expenditure and Fund Balance:

Line	Description	Adopted Budget (Col. 1)	Annual Current Budget (Col. 2)	Year-to-Date Actuals (Col. 3)	Percentage (Col. 3/Col. 2)
Revenues:					
I.1	Unrestricted General Fund Revenues (Objects 8100, 8600, 8800)	283,084,476	283,084,476	67,313,489	23.8%
I.2	Other Financing Sources (Object 8900)	1,143,108	1,143,108	210,524	18.4%
I.3	Total Unrestricted Revenue (I.1 + I.2)	284,227,584	284,227,584	67,524,013	23.8%
Expenditures:					
J.1	Unrestricted General Fund Expenditures (Objects 1000-6000)	291,199,964	291,199,964	53,826,738	18.5%
J.2	Other Outgo (Objects 7100, 7200, 7300, 7400, 7500, 7600)	9,138,622	9,138,622	7,527,143	82.4%
J.3	Total Unrestricted Expenditures (J.1 + J.2)	300,338,586	300,338,586	61,353,881	20.4%

K.	Revenues Over(Under) Expenditures (I.3 - J.3)	-16,111,002	-16,111,002	6,170,132
L	Adjusted Fund Balance, Beginning	31,278,577	31,278,577	31,278,577
L.1	Fund Balance, Ending (C. + L.2)	15,167,575	15,167,575	37,448,709
M	Percentage of GF Fund Balance to GF Expenditures (L.1 / J.3)	5.1%	5.1%	

V. Has the district settled any employee contracts during this quarter? **YES**

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

Contract Period Settled (Specify) YYYY-YY	Management		Academic				Classified	
	Total Cost Increase	% *	Permanent		Temporary		Total Cost Increase	% *
Total Cost Increase			% *	Total Cost Increase	% *			
a. SALARIES:								
Year 1: 2014-15								
Year 2: 2015-16								
Year 3: 2016-17								
b. BENEFITS:								
Year 1:								
Year 2:								
Year 3:								

* As specified in Collective Bargaining Agreement or other Employment Contract

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code.

The Board of Trustees approved the contract agreement with the Service Employees International Union on July 9, 2014 and with the Los Rios Classified Association on August 13, 2014. The contract period for both contracts is 7/1/2014 - 6/30/2017. Both contracts continue the same compensation formula from prior agreements which provides for salary schedule or benefit improvements contingent upon new continuing revenues to support those costs.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COPs, etc.)? **NO**

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

VII. Does the district have significant fiscal problems that must be addressed? **NO**
This year? **NO**
Next year? **NO**

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 12, 2014

SUBJECT:	Foundation – Quarterly Investment Report	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item F	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

BACKGROUND:

Since 1998, the District and Foundation adopted a Master Agreement whereby the Foundation became an auxiliary organization of the District. All college foundation investment activities were combined under the Los Rios Foundation. UBS Financial Services Inc. is the investment consultant for the Foundation.

As an auxiliary organization, the Foundation is not required to operate under GC 53600 investment restrictions. The Foundation Board has adopted a Statement of Rules, Objectives and Guidelines to govern the investment of funds. The funds should be invested with care, skill, prudence and diligence with the goal of producing returns equal to or exceeding prevailing standards among foundations of similar asset size, as well as for the protection of funds held in perpetual duration. The Statement defines the investment guidelines for specified asset classes for endowed funds as follows: equities, defined as common stock, convertible preferred stock, convertible bonds, and convertible stock, shall represent 15-70% of the total fund assets; fixed-income securities, defined as investments with maturities greater than one year that pay a fixed rate of return, shall represent 20-50% of the total assets; alternative investments, defined as fund-of-fund investments, shall represent up to 20% of the total fund assets; and cash, defined as maturities shorter than one year, shall represent 2-10% of the total fund assets. In addition, the Statement provides guidelines for investing non-endowed funds based upon the purpose of the donation and the horizon of time for the use of funds. The three non-endowed portfolio funds available are cash management, fixed income and balanced funds.

STATUS:

This report represents the investment activity for the quarter ended September 30, 2014. The investments are directed by the Los Rios Foundation Finance Committee and realized and unrealized earnings are shown in the accompanying schedules. The return for the endowed portfolio of \$7.6 million for the quarter ended September 30, 2014 was -2.22% compared to -1.47% for the composite benchmark. The yield for the quarter ended September 30, 2014 for the total managed portfolio of \$10.6 million is -1.59%. This compares to the composite benchmark of -1.04% for the same period. In accordance with generally accepted accounting principles, investments are restated to market value as of each fiscal year-end.

RECOMMENDATION:

It is recommended that the Board of Trustees receive the Foundation Quarterly Investment Report for the quarter ended September 30, 2014.

Los Rios Foundation
Investment Portfolio
For the Period July 1, 2014 - September 30, 2014

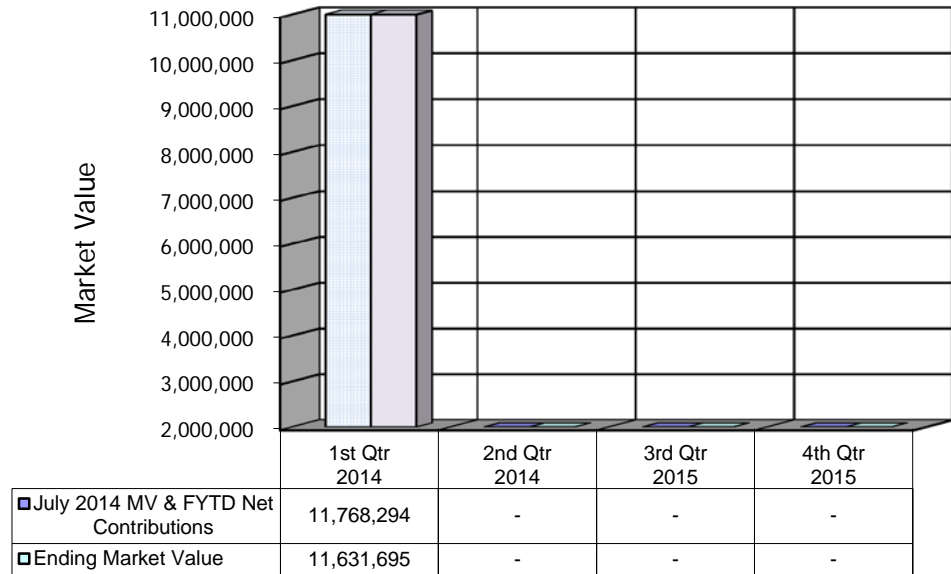
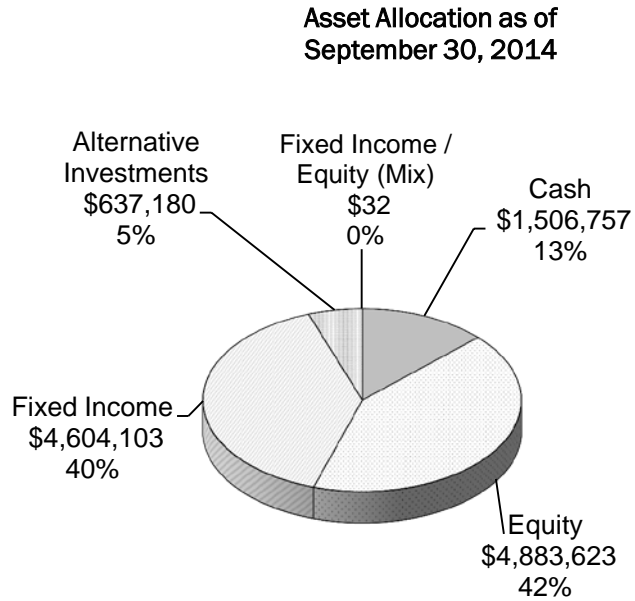
TOTAL PORTFOLIO	Guidelines	Opening Balance July 2014	Net Deposits/ Withdrawals	Unrealized Gains/(Losses)	Realized Gains/(Losses)	Interest / Dividends	Total YTD Earnings	YTD Fees	Market Value (a)	% of Total Current Market Value
Managed (Endowed):										
Cash (Gift Receipt & Scholarship)	2-10%	520,704				54	54	-	520,758	9%
Fixed Income										
Pimco*		1,281,490		(12,285)	(2,044)	9,648	(4,681)	(3,165)	1,273,644	16%
Spectrum		276,281	-	(2,091)	149	4,022	2,080	(648)	277,713	4%
Total Fixed Income	20-50%	1,557,771	-	(14,376)	(1,895)	13,670	(2,601)	(3,813)	1,551,357	20%
Equities										
Parametric Portfolio		2,309,732		(17,612)	7,749	10,681	818	(4,541)	2,306,009	30%
Snow (Brandes Investment Advisor)		694,635		(34,348)	6,655	3,601	(24,092)	(1,891)	668,652	9%
JP Morgan International (Alliance)		644,688		(51,349)	4,489	2,512	(44,348)	(1,755)	598,585	8%
Hansberger International		675,703		(44,444)	5,265	2,266	(36,913)	(1,839)	636,951	8%
Structured Note		189,757		(22,600)		857	(21,743)		168,014	2%
Brandes International Small Cap		169,504		(11,314)		328	(10,986)	(248)	158,270	2%
Brandes EM		357,813		(22,097)	8,682	3,944	(9,471)	(1,200)	347,142	5%
Total Equities	15-70%	5,041,832	-	(203,764)	32,840	24,189	(146,735)	(11,474)	4,883,623	64%
Alternative Investments										
Liquid Alternatives		580,265		(10,667)		882	(9,785)	(1,489)	568,991	6%
UBP		19,396		1,159	47,630	4	48,793	-	68,189	1%
Total Alternative Investments	up to 20%	599,661	-	(9,508)	47,630	886	39,008	(1,489)	637,180	7%
Total Managed (Endowed)		7,719,968	-	(227,648)	78,575	38,799	(110,274)	(16,776)	7,592,918	100%
Managed (Non-endowed):										
Madison Short Duration Fixed Income*		3,062,349	-	(27,337)		24,527	(2,810)	(6,793)	3,052,746	
Total Managed (Endowed & Non-endowed)		10,782,317	-	(254,985)	78,575	63,326	(113,084)	(23,569)	10,645,664	
Non-Endowed:										
Cash Management - Money Market		985,945		-	-	54	54	-	985,999	
Fixed Income - Equities (Mix)										
Cimaroli Charitable Remainder Trust		32		-	-	-	-	-	32	
Total Non-Endowed		985,977	-	-	-	54	54	-	986,031	
TOTAL PORTFOLIO		11,768,294	-	(254,985)	78,575	63,380	(113,030)	(23,569)	11,631,695	

(a) Market Value from UBS Financial Services, Inc. statement dated 9-30-14.

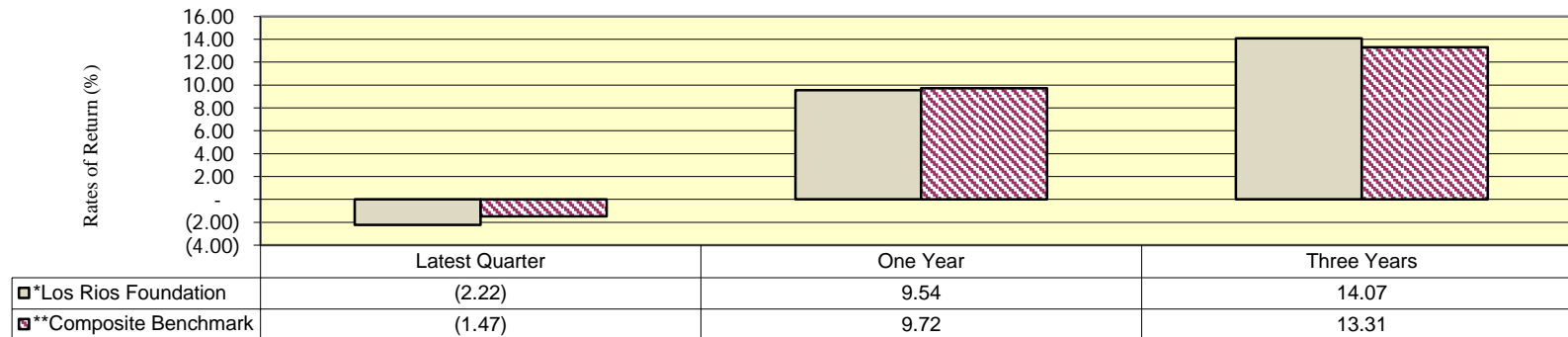
*Includes accrued interest

**Los Rios Foundation
Account Summary
as of September 30, 2014**

Portfolio Change July 2014 through September 2014



Performance Analysis as of September 30, 2014




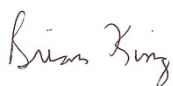
*The definition of Los Rios Foundation Return is Managed Portfolio Net Time Weighted Returned which is net of fees.

**Provided by UBS Financial Services, Inc. Composite benchmark is composed of various market indices selected by UBS to approximate the Foundation's asset allocation.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 12, 2014

SUBJECT:	Ratify: Grants and Contracts Awarded	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item G	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Beverly Sandeen 	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King 	ACTION	
		INFORMATION	

BACKGROUND:

During the period of October 1, 2014 and October 31, 2014, the District received executed agreements for the following grant and contract awards:

Title, Description, Term, Project Administrator	College/Unit	Amount	Source
MESA – Fund for Student Success <ul style="list-style-type: none"> • Renewal to support the MESA program. • 7/1/2014 through 6/30/2015 • Administrator: Brandon Muranaka, Interim Dean, Science, Math, and Engineering 	CRC	\$50,500	CCCCO
Deputy Sector Navigator – Global Trade & Logistics <ul style="list-style-type: none"> • Renewal to provide key talent for the region to facilitate community college and industry partnerships that support the development of global trade/logistics training programs. • 7/1/2014 through 6/30/2015 • Administrator: Walter DiMantova, Director, Workforce and Economic Development 	WED	\$200,000	CCCCO
College to Career Program <ul style="list-style-type: none"> • Renewal to provide support services to students with intellectual disabilities. • 7/1/2014 through 6/30/2017 • Administrator: Michael Poindexter, Vice President, Student Services 	SCC	\$750,000	CCCCO

RECOMMENDATION:

It is recommended that the Board of Trustees ratify the grant and contract awards listed herein, pursuant to Board Policy 8315.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 12, 2014

SUBJECT:	Ratify: New Contracts and Renewals	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item H	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

BACKGROUND:

During the period of October 1 - 31, 2014, the District received executed agreements and/or extensions for the following contracts:

CONTRACTS					
Description	Agreement Amount	Initial (I) Renewal (R)	Valid Dates	Consultant/ Contractor	Department Sponsor
Engineering and Design Services for ARC Boiler	\$17,320.00	I	10/06/14 – 06/30/15	Peters Engineering	FM
Consulting Services for PeopleSoft Projects	\$20,000.00	R	07/01/14 – 06/30/15	VDefine	DO-IT
SB70 Round 6 Coordination and Technical Assistance Services	\$115,732.00	R	07/01/14 – 06/30/15	El Dorado County Office of Education	FLC
SB70 Round 6 Services to Develop Video Marketing Materials	\$39,492.00	R	07/01/14-06/30/15	El Dorado County Office of Education	FLC

RECOMMENDATION:

It is recommended that the Board of Trustees ratify the contracts listed above, pursuant to Board Policy 8315.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 12, 2014

SUBJECT:	Ratify: Bid Transactions	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item I	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

BACKGROUND:

Pursuant to Board Policy 8315 the bid transactions herein listed occurred during the period of October 1 - 31, 2014.

CHANGE ORDERS					
Bid No	Description	Change Amount	Change Number	Vendor	New Contract Total
12001	FLC New Gym Complex	\$20,260.00	7	Flintco Pacific Inc.	\$13,591,561.22
13009	ARC Culinary Arts Building Expansion	\$86,554.00	5	Broward Builders	\$8,505,062.00

BID AWARDS					
Bid No	Description	No of Responses	Award Date	Successful Vendor	Contract Amount
CMAS# 3-12-70-2247E	DO System Area Network Hardware & Support	N/A	10/24/14	Carahsoft Technology Corp	\$305,218.35
CMAS# 3-12-70-2247E	CRC System Area Network Hardware & Support	N/A	10/23/14	Carahsoft Technology Corp	\$129,525.71
RFP 15008	El Dorado Center Energy Management System Upgrades	1	10/22/14	Honeywell Building Solutions	\$321,689.00

RECOMMENDATION:

It is recommended that the Board of Trustees ratify the bid transactions for the month of October as herein listed.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 12, 2014

SUBJECT:	Disposition of Surplus Equipment	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item J	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

BACKGROUND:

The Education Code regulates the procedures by which a community college district can dispose of real and personal property. Education Code section 81452 provides that the governing board may, by unanimous vote, dispose of items valued at \$5,000 or less by private sale without advertising or selling the items at public auction. The District has previously held an auction, at least annually and past auctions have generally cost more than they have netted for the District. In 1998, the District began transferring such surplus items to the State of California since the cost to store and sell such surplus items is greater than potential revenues.

STATUS:

The District has a quantity of surplus material, such as outdated desks and computers, which need to be disposed of. The State of California has accepted some of the surplus items but is not willing to take the entire surplus because they are unable to sell it. The District has located a scrap dealer who is willing to take most of our surplus items and recycle them.

All of the surplus items to be disposed of are either broken and/or not working, obsolete, in poor condition, or not needed for district/college operations: 2 audio player/recorders; 3 bookcases; 4 cabinets; 37 chairs; 154 computers; 2 copiers; 3 desks; 1 docking station; 1 exhaust hood; 1 fax machine; 2 interfaces; 1 keyboard; 4 keyboard trays; 34 laptops; 20 locker rows; 1 mailing machine; 1 modem; 89 monitors; 6 network switches; 7 partitions; 10 pianos; 13 printers; 1 projector; 1 refrigerator; 2 scanners; 2 tables; 3 televisions; and 1 video player. These items have a value of less than \$5,000.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the disposal of the listed items per Education Code section 81452.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 12, 2014

SUBJECT:	Purchase Orders, Warrants, Checks and Wires	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item K	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

BACKGROUND:

A listing of purchase orders, warrants, checks and wires issued during the period of September 16, 2014 through October 15, 2014 is on file in the District Business Services Office for review.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the numbered purchase orders, warrants, checks and wires that are reflected on the attached schedule.

PURCHASE ORDERS		
General Fund	0001078142-0001078615 B115650-B115664	\$ 1,697,967.62
Capital Outlay Fund	0003015838-0003015896 -	
Child Development Fund	0006000746-0006000746 -	
Self-Insurance Fund	-	
WARRANTS		
General Fund	705585-707125	\$ 10,035,297.22
General Fund-ARC Instructional Related	004305-004419	
General Fund-CRC Instructional Related	021493-021530	
General Fund-FLC Instructional Related	030533-030556	
General Fund-SCC Instructional Related	043472-043647	
Capital Outlay Fund	829035-829173	
Child Development Fund	953993-954003	
Self-Insurance Fund	976209-976211	
Payroll Warrants	240684-242664	\$ 18,916,056.05
Payroll-Direct Deposit	697077-701314	
October Leave Process	242665-244053	
Payroll Vendor Warrants	57137-57314	
CHECKS		
Financial Aid Disbursements	2063914-2069281	\$ 5,837,651.17
Clearing Checks	2522-2523	\$ 4,362.50
Parking Checks	2864-2866	\$ 104.00
Bookstore Fund – ARC	28634-28752	\$ 2,299,641.90
Bookstore Fund – CRC	025662-025698	
Bookstore Fund – FLC	8636-8692	
Bookstore Fund – SCC	046926-047075	
Student Clubs Agency Fund – ARC	4431-4492	\$ 154,334.24
Student Clubs Agency Fund – CRC	3414-3455	
Student Clubs Agency Fund – FLC	1811-1823	
Student Clubs Agency Fund – SCC	2878-2926	
Foundation – ARC	4110-4122	\$ 93,643.22
Foundation – CRC	1803-1838	
Foundation – FLC	0810-0828	
Foundation – SCC	3103-3138	
Foundation – DO	0594-0604	
Associated Students Trust Fund – ARC	0665-0667	\$ 7,201.39
Associated Students Trust Fund – CRC	0599-0603	
Associated Students Trust Fund – FLC	0498-0501	
Associated Students Trust Fund – SCC	-	
Regional Performing Arts Center Fund	USI Check System 2681-2769 Manual Checks 9108-9108	\$ 515,379.06
WIRES		
Board of Equalization	-	\$ 4,200.00
PARS	-	\$ -
Vendors	-	\$ -

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 12, 2014

SUBJECT:	Sabbaticals/Professional Development Leaves	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item L	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King <i>Brian King</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

BACKGROUND:

The agreement with the Los Rios College Federation of Teachers (LRCFT) provides that at least ten (10) Type A sabbaticals and 2.1 FTE of Type B professional development leaves be granted each year. Type A leaves are leaves of one semester at full pay or one year at half pay. Type B leaves are reassigned time for up to 100% and for up to one year in duration.

The agreement with the LRCFT permits the Professional Standards Committee at each college to recommend the conversion of one or more Type A sabbaticals into equivalent FTE of Type B leaves.

Sabbatical/professional development leave recommendations are presented to the Board in April and November of each year.

The criteria for leaves, as stated in the LRCFT agreement are as follows:

1. Retraining of applicant to allow for future new assignment(s) in a needed area as determined by College and District priorities.
2. Studies, projects or activities that provide staff with opportunities to upgrade academic, technical, and vocational skills and knowledge for current or future assignments.
3. Studies, projects, or activities for the improvement of curriculum, educational delivery systems, student personnel services, or other support services.
4. Studies, projects, or activities for development or revision of certificate or degree programs.
5. Studies, projects, or activities related to feasibility or revision of new or existing programs.
6. Studies, projects, or activities for the enhancement of student access and success at the course, program or institutional levels.

RECOMMENDATION:

It is recommended that the attached sabbatical/professional development leaves be approved by the Board of Trustees for the 2014-15 year.

**Fall 2014 Board Agenda
Sabbatical Leaves**

American River College

**Type A Leave: Zero (0) Type A Leave requested
 Two (2) Type A Leaves converted to 1.0 Type B Leave**

Type B Leave: 1.131 FTE Type B Leave requested

Type A Leave Time

Annual FTE

Zero (0) Type A Leave(s) unused during 2014/15

Zero (0) FTE Type A Leave to be carried forward to 2015/16 (per LRCFT Section 11.6.8.5)

Type B Leave Time

Annual FTE

Deb Aucoin-Ratcliff Nursing Professor 40% Spring 2015 .200 FTE
“Nursing Curriculum Phase I”

Proposal: The purpose of this proposal is to initiate the development of a new or largely revised nursing curriculum under the direction and guidance of a project manager. The Nursing Department has been using curriculum that was developed over two decades ago using concepts from a 1970’s nurse theorist which are now recognized as not being culturally competent. The new/revised curriculum will incorporate the current needs in the field of nursing.

Joan Brenchley-Jackson Biology Professor 30% Spring 2015 .150 FTE
“Biology Teaching Collection Curation”

Proposal: The ARC Biology Department is fortunate to have a university-level teaching collection of over 1,000 specimens including birds, mammals, reptiles, insects, nests, shells, skulls, bones and more. Using museum-quality curation techniques, the professor is requesting release time to complete much needed and significant repairs to particular specimens which are currently out of service to the biology students.

Benjamin Etgen Mathematics Professor 33.3% Spring 2015 .167 FTE
“Open ARC Math 120”

Proposal: The project proposal is to develop an open source text and online educational resource for Intermediate Algebra (Math 120). Intermediate Algebra will then join Pre-Algebra (Math 32) and Beginning Algebra (Math 100) in having the option of an open source text with MyOpenMath designed for our curriculum. MyOpenMath is a free, open source platform for mathematics courses. The project will consist of 1) an open source text, 2) algorithmically generated homework problems aligned to the text, 3) forums for students to ask and answer questions and interact with the instructor, 4) embedded videos, and 5) contact information.

**Fall 2014 Board Agenda
Sabbatical Leaves**

<u>Type B Leave Time</u>	<u>Annual FTE</u>
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Kathleen Fox	Nursing Professor	30%	Spring 2015	.150 FTE
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“Lactation Consultant Program Finalized”

Proposal: The purpose of this proposal is to complete the work begun in Phase I (Fall 2014) which included the research and curriculum development of a new certificate program for preparation as a lactation consultant. Work in Phase II will include overseeing the curriculum through the campus approval process and then obtaining approval from the State Chancellor’s Office for a new-to-the-system certificate. The approved program will be marketed to licensed health care professionals seeking the certificate of added competency, current pre-licensure students in the health care fields, and others within the nutrition, early childhood, public health and lactation communities seeking preparation for lactation consultant certification.

Sharleen McCarroll	Mathematics Professors	9.4%	Spring 2015	.047 FTE
C.R. Messer		53.3%		.267 FTE

“Multimedia Math Learning Center Redesign – Second Edition”

Proposal: The Multimedia Math Learning Center houses the independent study program for students who need to complete developmental mathematics courses (basic math through intermediate algebra). In Spring 2013, after several years of planning, the MMLC launched a major redesign of the program in order to improve student success and persistence. In particular, the focus was on four key ideas: 1) master-based learning, 2) curricular redesign, 3) computer-based testing, and 4) increased student-faculty interaction. Now in the sixth semester and with encouraging results, certain areas of the curriculum need to be addressed to promote even greater student success. The purpose of this one-semester proposal is to complete all the work necessary to write a second edition of materials to be used by students for the Summer 2015 semester and beyond.

Elizabeth Specker	ESL Professor	30%	Spring 2015	.150 FTE
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“ARC Reading and Eye Movement Resource Lab”

Proposal: The purpose of this proposal is to set up a resource lab on campus in which faculty from the ESL Department, English Department, and others would be able to use equipment and research to help students in their reading skills. The lab will be a place in which instructors can meet individually with their students, either as part of the course content or as additional help outside of class time, and be able to view and record a student’s reading movements. The lab will contain an eye tracking camera, which enables one to follow the movements of a person’s eyes. The data is recorded and a video of the reading session can be immediately played back for the instructor and student to view and then discuss. The REM lab will also have the capabilities to record eye movement data that can be compiled and analyzed for longer term research projects.

Zero (0) FTE Type B Leave unused during 2014/15

Zero (0) FTE Type B Leave to be carried forward to 2015/16 (per LRCFT Section 11.6.8.5)

**Fall 2014 Board Agenda
Sabbatical Leaves**

Cosumnes River College

**Type A Leave: One (1) Type A Leave requested
Zero (0) Type A Leave converted to Type B Leave**

Type B Leave: .700 FTE Type B Leave requested

Type A Leave Time

Annual FTE

Lance Parks	CIS Professor	100%	Spring 2015	.500 FTE
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“Obtain CAE2Y Status”

Proposal: The National Security Agency (NSA) and the Department of Homeland Security (DHS) jointly sponsor the National Centers of Academic Excellence in Information Assurance (IA) award at two-year institutions (commonly referred to as “CAE/2Y”). The goal of this program is to reduce vulnerability in our national information infrastructure by promoting higher education and research in IA and producing a growing number of professionals with IA expertise in various disciplines. Currently thirteen community colleges in the United States have obtained CAE2Y status. This project is to apply and receive CAE2Y certification for CRC, which will further enhance the information security program and better serve our students, community and employers.

Zero (0) Type A Leave unused during 2014/15

Zero FTE of Type A Leave to be carried forward to 2015/16 (per LRCFT Section 11.6.8.5)

Type B Leave Time

Annual FTE

Rhonda Farley		30%		.150 FTE
Jennifer Francisco	ESL Professors	30%	Spring 2015	.150 FTE

“ESL Program Re-vision”

Proposal: Faced with dramatic internal and external challenges, the ESL Department recognizes the need for change. In order to respond to these challenges, it is critical that we conduct a comprehensive needs assessment, research the use of acceleration and supplemental instruction in academic language acquisition, and restructure the CRC ESL program with a comprehensive plan for curriculum redesign including the development of two courses designed to promote college success for English language learners.

George Nyenbeku	Sociology Professor	40%	Spring 2015	.200 FTE
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“Creating an Ethnic Studies AAT Program for CRC”

Proposal: Through the medium of instruction, we (those of us in the Social and Behavioral Sciences) need an Ethnic Studies AAT program at CRC to continue the premise of both cultural pluralism and integration (the shared experiences and intercultural relationships of our diverse student body) by bringing the unique experiences of CRC’s ethnically diverse student populations into the classroom. Additionally, an Ethnic Studies AAT program will allow our students the opportunity to have a professional and scholarly approach from which to understand and continue to celebrate their respective ethnic group, and equally important, other ethnic groups’ contributions to American society.

**Fall 2014 Board Agenda
Sabbatical Leaves**

Type B Leave Time

Annual FTE

Grant Parker Music Professor 20% Spring 2015 .100 FTE
“Development of MUFHL 300 – Introduction to Music as an online offering”

Proposal: The CRC Music Department currently has no online offerings and is underserving one type of student. Not all music courses will work online; however MUFHL 300 – Introduction to Music is a course that will work well as an online course. MUFHL 300 is a general education course that serves general student body and serves CSU area C1 and IGETC area 3A along with three non-music CRC degrees including one AA-T and one CRC Certificate. MUFHL 300 is offered in an online version at ARC, so this curriculum is not new to district, but it will be new to CRC. If Type B leave is granted I will develop the materials needed to offer this course in an online environment.

Richard Schubert Philosophy Professor 20% Spring 2015 .100 FTE
“Best Practices in Honors Program Admissions and CRC Honors Website Revision”

Proposal: I propose to research best practices in honors program admissions and produce a report that will support the CRC Honors Committee in revising its admissions criterion. I also propose to revise the CRC Honors website, which is currently significantly out of date.

.180 FTE Type B Leave unused during 2014/15

.180 FTE Type B Leave to be carried forward to 2015/16 (per LRCFT Section 11.6.8.5)

**Fall 2014 Board Agenda
Sabbatical Leaves**

Folsom Lake College

Type A Leave: Zero (0) Type A Leave requested
Zero (0) Type A Leave converted to Type B Leave

Type B Leave: .200 FTE Type B Leave requested

Type A Leave Time

Annual FTE

Zero (0) Type A Leave unused during 2014/15

Zero FTE of Type A Leave to be carried forward to 2015/16 (per LRCFT Section 11.6.8.5)

Type B Leave Time

Annual FTE

Sherry Rogers	Biology Professor	40%	Spring 2015	.200 FTE
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“Biology 431 Anatomy & Physiology Delivery Mode Change”

Proposal: Folsom Lake College (FLC) biology courses, and science courses in general, are offered in traditional lecture and laboratory formats with little diversity of delivery mode. This proposal represents a first step toward adopting two alternative delivery modes: the flipped classroom and hybrid distance learning. This first step involves creating a lecture library (screencasts) and developing a framework of activities for flipped lecture in Biology 431, Anatomy & Physiology.

.205 FTE Type B Leave unused during 2014/15

.205 FTE Type B Leave to be carried forward to 2015/16 (per LRCFT Section 11.6.8.5)

**Fall 2014 Board Agenda
Sabbatical Leaves**

Sacramento City College

**Type A Leave: Zero (0) Type A Leave requested
Zero (0) Type A Leave converted to Type B Leave**

Type B Leave: .284 FTE Type B Leave(s) requested

Type A Leave Time

Annual FTE

Zero (0) Type A Leave unused during 2014/15

**Zero (0) FTE of Type A Leave to be carried forward to 2015/16 (per LRCFT Section
11.6.8.5)**

Type B Leave Time

Annual FTE

Ling Huang Chemistry Professor 27% Spring 2015 .134 FTE

“Making use of the Pico Spin NMR45 Spectrometer for the Organic Chemistry Laboratory”

Proposal: The Chemistry Department has purchased an NMR Spectrometer to provide first year organic chemistry students the opportunity to learn how to operate the NMR and interpret the spectrum, connecting theory with actual compounds. California State University expects students transferring credits in organic chemistry to have this knowledge. This sabbatical project provides time for this chemistry professor to learn how to operate the NMR Spectrometer to its maximum potential and teach its operation to colleagues and students

Jeff Karlsen Distance Education Coordinator 30% Spring 2015 .150 FTE

“Express Online Archive”

Proposal: *The Express*, Sacramento City College’s student newspaper, is one of the most frequently accessed resources in the Special Collections Department of the Learning Resources Center. This project will digitize the collection, which holds key information on the history of our college, region and state, expanding its use and making it available on a larger scale than is currently possible to student and community researchers. The timing of this work is particularly appropriate given the coming 100 year anniversary of the college in 2016.

.007 FTE Type B Leave unused during 2014/15

.007 FTE Type B Leave to be carried forward to 2015/16 (per LRCFT Section 11.6.8.5)

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 12, 2014

SUBJECT:	Regular Human Resources Transactions	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Consent Item M	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King <i>Brian King</i>	CONSENT/ROUTINE	X
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

RECOMMENDATION:

It is recommended that the Board of Trustees approve the Human Resources transactions on the attached pages.

M A N A G E M E N T

APPOINTMENT TO TEMPORARY POSITION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Sacramento City College</u>	
Ely, Aiden W. (M.A., Chapman University)	Interim Dean of Student Services <i>(Not to exceed 960 hours)</i>	11/03/14 – 06/30/15

RETIREMENT(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Cosumnes River College</u>	
Travis, Deborah J.	College President (After 25 years of service)	12/31/2014

FACULTY

LEAVE(S) OF ABSENCE

<u>Name</u>	<u>Subject/Position</u>	<u>Type</u>	<u>Effective Date(s)</u>
<u>American River College</u>			
Halseth, Aileen L.	Mathematics Professor	Medical (100%)	08/23/14 – 12/18/14 (Revised)
Halseth, Aileen L.	Mathematics Professor	Type C	01/01/15 – 05/20/15
<u>Cosumnes River College</u>			
Calamar, Jeanne M.	Kinesiology Professor	Medical (100%)	08/21/14 – 09/21/14
Marchand, Lisa P.	ESL Professor	Medical (100%)	09/10/14 – 11/20/14 (Revised)
<u>Folsom Lake College</u>			
Macias-Perez, Elvia	Spanish Professor	Medical (35%)	01/01/15 – 05/20/15 (Revised)
Tikhonov, Inna V.	Counselor	Maternity	11/03/14 – 12/18/14 (Revised)
<u>Sacramento City College</u>			
Deglow, Annette	Mathematics Professor	Medical (100%)	09/17/14 – 11/08/14
Dewar, Robert E.	Kinesiology Professor/Head Coach	Medical (13.4%)	09/23/14 – 12/18/14
Brar, Arshpreet K.	Counselor	Maternity	10/06/14 – 12/03/14
Strimling, Amy K.	ECE Professor	Maternity	10/13/14 – 12/18/14
Hawthorne, Julie A.	Communication Professor	Medical (40%)	08/21/14 – 05/20/15
Williams, Gayle K.	Business Professor	Medical (100%)	10/16/14 – 12/18/14 (Revised)

PRE-RETIREMENT WORKLOAD REDUCTION(S)

<u>Name</u>	<u>Subject/Position</u>	<u>FTE</u>	<u>Effective Date(s)</u>
<u>Folsom Lake College</u>			
Macias-Perez, Elvia	Foreign Language Professor	.700	08/20/15 – 05/31/20
<u>Sacramento City College</u>			
Stein, Shanna R.	Accounting Professor	.5333	08/20/15 – 05/31/20

FACULTY

PRE-RETIREMENT WORKLOAD REDUCTION(S) Continued

<u>Name</u>	<u>Subject/Position</u>	<u>FTE</u>	<u>Effective Date(s)</u>
Forrester, Elizabeth V.	Philosophy Professor	.500	08/20/15 – 05/31/20

REASSIGNMENT / TRANSFER(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>Folsom Lake College</u>	
Reisner, Carolyn M.	Counselor/ Articulation Officer From Counselor/Articulation Officer, ARC	12/01/2014
	<u>Sacramento City College</u>	
Muther, Shantra H.	ESL Professor (80%)/Lab Coordinator (20%) From ESL Professor (100%)	07/01/14

RETIREMENT(S)

<u>Name</u>	<u>Subject/Position</u>	<u>Effective Date(s)</u>
	<u>American River College</u>	
Gibson, Patricia V.	Anthropology Professor (After 24 years of service)	05/21/2015
Champion, Kathy L.	Librarian (After 36 years of service)	05/21/2015
	<u>Cosumnes River College</u>	
Aagaard, David N.	Counselor (After 25 years of service)	06/11/2015
	<u>Sacramento City College</u>	
Flaherty, Pamela L.	Mathematics Professor (After 17 years of service)	05/21/2015
Miner, Thomas E.	English Professor (After 25 years of service)	05/21/2015

**TEMPORARY, PART-TIME EMPLOYEES Summer 2014
American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Herman,Kathryn M.	Counselor	1 %

**TEMPORARY, PART-TIME EMPLOYEES Fall 2014
American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Allen,Jana M.	Physical Education	7 %
Andersen,James A.	Emergency Medical Services	10 %
Campas,Steven	Administration of Justice	1 %
Conant,Jessica L.	Job Seeking/Changing Skills	7 %
Gaynor,Carolyn R.	Administration of Justice	1 %
Gessler,Martin J.	Fine Arts, General	40 %
Hawe,Larry E.	Automotive Technology	35 %
Hawkes,Phillip N.	Anthropology	55 %
Hein,Randall D.	Emergency Medical Services	10 %
Kert,Dave E.	Administration of Justice	1 %
Lenaghan,Alice Elizabeth	Music	3 %
Pogue,Brian A	Speech Communication	20 %
Silva,Douglas J.	Restaurant and Food Services Management	28 %
Stemmann,Karsten	Mathematics, General	20 %
Wolffey,Ronald E.	Emergency Medical Services	23 %

**TEMPORARY, PART-TIME EMPLOYEES Fall 2014
Cosumnes River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Brown,Shelley J.	Librarian	10 %
Elias,Julian C.	ESL Reading	17 %
Ghuman,Maninder K.	Librarian	40 %
Gunn,Kristin Anne	Librarian	10 %
Hall,Celia F.	Librarian	31 %
Johansen,Trine B	Anthropology	20 %
Morse,Julie A.	ESL Writing	8 %
Patrice,Alicia	Librarian	3 %
Riddle,Lisa K.	ESL Writing	49 %
Roberge,Andrea M.	Learning Skills, Learning Disabled	15 %
Rogers,Marsha M.	Office Technology/Office Computer Applicati	7 %
Schreiner,John M.	Software Applications	40 %
Sheldon,David G.	Learning Skills, Learning Disabled	15 %
Spake,Reuben M	Mathematics, General	13 %

**TEMPORARY, PART-TIME EMPLOYEES Fall 2014
Folsom Lake College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Beese,Michelle A.	Counselor	20 %
Cho,Eun L.	Painting & Drawing	3 %
Dale,Michael J.	Commercial Music	26 %
** (A4) Germany, Talver J.	Fine Arts, General	2 %
Hart,Aleris E.	Art	3 %
Lorenzo,Gina M.	Counselor	27 %

FTE appearing as 0% for the current or upcoming semester is pending determination of assignment / load. FTE in previous semesters will appear as 1% for assignments between 0% and 1%. * =New Employee ** =Returning Employee

Employees hired under equivalency criteria pursuant to Ed. Code Section 87359, Title V, Section 53430(a), and Board Policy 5123 will be identified as follows: A1;A3;A4;B1;B2;B3;B4=Experience / Education | A2 = Education | A5;B5 = Experience

**TEMPORARY, PART-TIME EMPLOYEES Fall 2014
Folsom Lake College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Moles,Alistair	Philosophy	20 %
Morrison,Jill	Counselor	41 %
Semnani,Razieh	Mathematics, General	5 %
Snow,Camille D	Counselor	32 %
Swanson,David C.	Chemistry, General	15 %

**TEMPORARY, PART-TIME EMPLOYEES Fall 2014
Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Ahlenstorf, Tracy	Counselor	2 %
Alexander,Frances V	Accounting	1 %
Buffington,Michelle W.	Chemistry, General	53 %
Christenson,Sandra L.	English	40 %
Cook,Stephen P.	English	8 %
Dicus,Michelle M.	Chemistry, General	40 %
Dobbs,Charles K.P.	English	20 %
Eckley,Terri L.	Psychology, General	20 %
Grady,Kevin R.	Learning Skills, Learning Disabled	33 %
Harada,Syreeta J.	Political Science	13 %
Okoroike,Simeon O.	Mathematics, General	10 %
Pierce-Washington,Charlotte	Counselor	24 %
Richmond,Pamela R.	English	57 %
** (B5) Riley,Jack A.	Aeronautical & Aviation Technology	65 %
Schmits-Fuentes,Theresa J.	English	21 %
Screechfield,Rosalie M.	Learning Skills, Learning Disabled	33 %
Silveira,Leslie C.	Counselor	14 %
Suy,Shaun	Counselor	4 %
Suy,Shaun	Counselor	1 %
Tabrizi,Farough	Counselor	20 %
** (A5) Taheri,Mansour	Mathematics, General	17 %
Turney,Nicholas S.	Speech Communication	10 %
Warnes,Mathias	Classics-Humanities	20 %
** (A1) Wright,Tatyana N.	Counselor	21 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2014
American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Badilla,Araceli	Job Seeking/Changing Skills	20 %
Corbin,Kirsten Bunce	Reading	17 %
Gonzales,Allan	Respiratory Care/Therapy	15 %
Hardwick,Chanin A.	Academic Guidance	40 %
Hayes,Rebecca W.	Software Applications	7 %
Herrell,Kim E.	Counselor	1 %
Ilaga,Lisa Hunsaker	Respiratory Care/Therapy	23 %
Maddox,Michael W.	Chemistry, General	30 %
Meadows,Dale C.	Chemistry, General	20 %
Messer,Carter-Ryan	Mathematics, General	40 %
Molina-Kanae,Martina E.	Counselor	2 %
Nelson,Jessica B.	Job Seeking/Changing Skills	20 %
Nelson,Jessica B.	Counselor	3 %

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**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2014
American River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Young, Jiayi	Digital Media	13 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2014
Cosumnes River College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
** (A5) Do, Minhong T.	ESL Reading	12 %
Farley, Rhonda	ESL Reading	36 %
Hendrix, L. Ralph	Counselor	2 %
Hoskins, Ninfa E.	Counselor	1 %
Kagan, Alexander	Counselor	2 %
Marshall-Mills, Denise L.	Counselor	2 %
Noel, Brian E.	Automotive Technology	22 %
Wilson, James B.	ESL Speaking/Listening	21 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2014
Folsom Lake College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Cooper, David	Information Technology, General	17 %
Kidrick, Valerie	Fine Arts, General	2 %
Sayago, Maria S.	Fine Arts, General	2 %

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS Fall 2014
Sacramento City College**

<u>Name</u>	<u>Subject</u>	<u>FTE</u>
Hunter, Mark A.	Mathematics, General	20 %
Kagan, Alexander	Counselor	1 %
Ruedas, Sandra R.	Counselor	4 %
Stein, Shanna R.	Accounting	27 %
Times, Kenneth J.	Counselor	4 %

FTE appearing as 0% for the current or upcoming semester is pending determination of assignment / load. FTE in previous semesters will appear as 1% for assignments between 0% and 1%. * = New Employee ** = Returning Employee

Employees hired under equivalency criteria pursuant to Ed. Code Section 87359, Title V, Section 53430(a), and Board Policy 5123 will be identified as follows: A1;A3;A4;B1;B2;B3;B4=Experience / Education | A2 = Education | A5;B5 = Experience

C L A S S I F I E D

APPOINTMENT(S)				
<u>Name</u>	<u>Position</u>		<u>Assigned to</u>	<u>Effective Date(s)</u>
Badolian, Alexandra	Graphic Designer		CRC	11/03/14
Bogan, Quarmaine M.	Counseling Clerk I		SCC	10/06/14
Bradshaw, Jill M.	Research Analyst		FLC	11/17/14
Brown, Samantha	Laboratory Technician-Science		ARC	10/27/14
Cox, Daniel H.	Facilities Planning and Engineering Specialist		FM	10/13/14
Foster, Bernice L.	Administrative Assistant I		ARC	10/20/14
Knowlton, Rebecca A.	Library/Media Technical Assistant, 75%		ARC	10/20/14
Lavrushchak, Vita M.	Financial Aid Clerk II		ARC	10/20/14
Linnyk, Inna	Programmer II		ARC	11/03/14
Naji, Munaf I.	Laboratory Technician-Science		ARC	10/06/14
Santos, Jonathan J.	Programmer I		ARC	10/06/14
Slav, Lyudmila	Account Clerk II		DO	11/03/14
LEAVE(S) OF ABSENCE				
<u>Name</u>	<u>Position</u>	<u>Type of Leave</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
ID# 0004331	District Office	Unpaid	DO	11/26/14
Cox, Daniel H.	Facilities Planning And Engineering Specialist	Personal, 16.9%	FM	10/13/14-12/19/14
Ralphs, Jason D.	Disabled Students Programs And Services Supervisor	Long-term Staff Development Leave, 100%	ARC	01/12/15-05/15/15
Shaban-Johnson, Rawan G.	Information Technology Business/Technical Analyst I	Child Care, 100%	DO	11/07/14-01/01/15

CLASSIFIED

**LEAVE(S) OF ABSENCE,
CONTINUED**

<u>Name</u>	<u>Position</u>	<u>Type of Leave</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Takemoto, Darren	Information Technology Technician II-Lab/Area Microcomputer Support, 50%/Audiovisual Production and Maintenance Technician I, 50%	Long-term Staff Development Leave, 100%	FLC	01/26/15-05/25/15

**PLACEMENT ON 39-MONTH
RE-EMPLOYMENT LIST**

<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Miller, Alan E.	Custodian	ARC	10/23/14

PROMOTION(S)

<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Stevenson, James T.	College Receiving Clerk/Storekeeper (Groundskeeper	CRC FM)	10/28/14

**REASSIGNMENT(S)/
TRANSFER(S)**

<u>Name</u>	<u>New Position (Current Position)</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Obi, Anthony M.	Senior Information Technology Technician-Lab/Area Microcomputer Support, 12 months (Senior Information Technology Technician-Lab/Area Microcomputer Support, 10 months	SCC SCC)	10/20/14

RECLASSIFICATION(S)

<u>Proposed Position Name</u>	<u>Assigned (Current Position)</u>	<u>Effective to</u>	<u>Date(s)</u>
Cosentino, James L.	Information Technology Systems/Database Administrator Analyst II (Information Technology Systems/Database Administrator Analyst I	FLC FLC)	07/01/14

C L A S S I F I E D

RECLASSIFICATION(S), CONTINUED			
<u>Proposed Position Name</u>	<u>Assigned (Current Position)</u>	<u>Effective to</u>	<u>Date(s)</u>
Hixon, Timothy M.	Information Technology Systems/Database Administrator Analyst II (Information Technology Systems/Database Administrator Analyst I	CRC CRC)	07/01/14
Kwong, Daniel L.	Information Technology Systems/Database Administrator Analyst II Information Technology Systems/Database Administrator Analyst I	SCC SCC)	07/01/14
Skubenich, Sergey	Information Technology Systems/Database Administrator Analyst II (Information Technology Systems/Database Administrator Analyst I	ARC ARC)	07/01/14

RELEASED FROM EMPLOYMENT (39-MONTH LEAVE ENDED)			
<u>Name</u>	<u>Position</u>	<u>Assigned To</u>	<u>Effective Dates(s)</u>
Wallace, Frank A.	Audiovisual Production And Maintenance Technician II	CRC	09/02/14

RESIGNATION(S)			
<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Deary, Demetria D.	Library/Media Technical Assistant	FLC	11/20/14
Dorokhin, Aleksandr I.	Outreach Clerk	SCC	10/15/14
Poon, Vivian M.	Buyer III	DO	11/15/14

C L A S S I F I E D

RETIREMENT(S)			
<u>Name</u>	<u>Position</u>	<u>Assigned to</u>	<u>Effective Date(s)</u>
Matsubara, Tomoko J.	Student Personnel Assistant- Disabled Students Programs And Services (After 21+ years of service)	ARC	11/30/14
Mendenhall, JoAnn	Instructional Services Assistant II (After 7+ years of service)	ARC	12/31/14
Phoenix, Lynda K.	Grant Coordination Clerk (After 19+ years of service)	ARC	11/29/14
Quezada, Ramon	Head Groundskeeper (After 28+ years of service)	FM	12/31/14

Temporary Classified Employees
 Education Code 88003 (Per AB 500)
The individuals listed below are generally working in short term, intermittent or interim assignments during the time frame designated,

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>American River College</u>			
Ali, Nimo	Counseling Clerk I	10/17/2014	06/30/2015
Allen, Michael J.	Art Model	10/20/2014	06/30/2015
Benson, Karen G.	Special Projects	10/08/2014	06/30/2015
Brashears, Molly Allison	Clerk II	10/06/2014	06/30/2015
Bustillos-Abduljalil, Cameron E.	Special Projects	10/25/2014	06/30/2015
Carlson, Erin M.	Special Projects	08/25/2014	06/30/2015
Culian, Jennifer C.	Instructional Assistant	09/25/2014	06/30/2015
Desmond, Fadia H.	Instructional Assistant	10/03/2014	06/30/2015
Douglas, Rebecca L	Counseling Clerk II	08/18/2014	06/30/2015
Espinoza, Jesse M.	Clerk I	09/22/2014	06/30/2015
Glenn, Cynthia M.	Special Projects	10/06/2014	06/30/2015
Glushchenko, Maksim	Custodian	08/25/2014	06/30/2015
Gould, Kristine M.	Special Projects	10/10/2014	06/30/2015
Gregory, Bari J.	Special Projects	10/01/2014	06/30/2015
Hailemariam, Tsedale G.	Clerk I	10/27/2014	06/30/2015
Hart, Melanie J.	Special Projects	10/06/2014	06/30/2015
Helms, Shelby C.	Special Projects	10/06/2014	06/30/2015
Lehman, Linda A.	Special Projects	10/06/2014	06/30/2015
Lorente, Michael R.	Asst. Coach-Basketball (M)	10/01/2014	06/30/2015
McMannis, Alexis L	Special Projects	10/06/2014	06/30/2015
Miller, Kellen P.	Laboratory Technician	10/06/2014	06/30/2015
Moore, Randy W.	Instructional Assistant	07/01/2014	06/30/2015
Portman, Camron J	Instructional Assistant	10/06/2014	06/30/2015
Portman, Camron J	DSP&S Clerk	10/07/2014	06/30/2015
Rice, Melissa M	Asst. Coach-Basketball (W)	10/01/2014	06/30/2015
Rogers, James C	Special Projects	10/06/2014	06/30/2015
Sailor, Maya L.	Instructional Assistant	10/15/2014	06/30/2015
Singh, Randall M.	Clerk I	10/22/2014	06/30/2015
Singh, Stephanie S.	Special Projects	09/19/2014	06/30/2015
Sutryk, Michael J	Financial Aid Clerk I	10/13/2014	06/30/2015
Thompson, Stacey	Special Projects	10/25/2014	06/30/2015
Weiler, Jennifer	Special Projects	10/06/2014	06/30/2015

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>Cosumnes River College</u>			
Carthen, Charlene A.	Student Personnel Assistant	10/01/2014	06/30/2015
Castellanos, Lourdes	Clerk III	10/06/2014	06/30/2015
Clark, Deedria L.	Game Timer	10/01/2014	06/30/2015
Dedrick, Sapphire S.	Game Timer	09/24/2014	06/30/2015
Doughty, Denise S.	Clerk I	10/20/2014	06/30/2015
Hanrahan, Molly P.	Sports Program Director	06/01/2014	06/30/2014
Hanrahan, Molly P.	Student Personnel Assistant	09/22/2014	06/30/2015
Kolonis, John C.	Senior IT Technician	10/21/2014	06/30/2015
Kucera, Kristen L.	Instructional Assistant	10/13/2014	06/30/2015
Lee, Michael C.	Custodian	09/22/2014	06/30/2015
Lor, Maiteng	Bookstore Aide	10/21/2014	06/30/2015
Martin, Dominik N.	Special Projects	07/01/2014	06/30/2015
Nguyen, Cathy P.	Asst. Financial Aid Officer	09/15/2014	06/30/2015
Padilla, Anjelica V.	Art Model	09/15/2014	06/30/2015
Palaspas, Candice	Student Personnel Assistant	08/25/2014	06/30/2015
Reyes, Cherish L.	Special Projects	08/25/2014	06/30/2015
<u>Folsom Lake College</u>			
Baker, Ryan N.	Special Projects	09/19/2014	06/30/2015
Bogar, Riley W.	Special Projects	09/25/2014	06/30/2015
Boyd, Michael S.	Special Projects	09/25/2014	06/30/2015
Bunyard, Tisha L.	Clerk II	08/25/2014	06/30/2015
Chang, Jason A.	Special Projects	10/02/2014	06/30/2015
DeSanto, Richard J.	Special Projects	10/14/2014	06/30/2015
Fields, Kevin M.	Special Projects	09/29/2014	06/30/2015
Gothier, Tyler J.	Special Projects	09/25/2014	06/30/2015
Hickey, Milena M.	Special Projects	08/23/2014	06/30/2015
Howarth, Carolyn	Special Projects	09/25/2014	06/30/2015
Prizhbilov, Olga S.	Student Personnel Assistant	10/07/2014	06/30/2015
Quinn, Wade A.	Special Projects	09/25/2014	06/30/2015
Riensch-Bowman, Tyler M.	Campus Patrol	10/24/2014	06/30/2015
Tiwary, Abhilasha	Account Clerk I	10/22/2014	06/30/2015
Van Camp, James G.	Special Projects	10/20/2014	06/30/2015

<u>Name</u>	<u>Title</u>	<u>Effective Date</u>	<u>End Date</u>
<u>Sacramento City College</u>			
Aguada, Richard M.	Campus Patrol	10/24/2014	06/30/2015
Axelson, Alison K.	Account Clerk III	10/07/2014	06/30/2015
Baxter, Diane M.	Art Model	10/07/2014	06/30/2015
Clark, Brian M.	Sports Athletic Trainer	10/09/2014	06/30/2015
De Los Angeles, Ernest A.	Athletic Trainer	10/10/2014	06/30/2015
Favela, Florentina C.	Instructional Assistant	09/15/2014	06/30/2015
Garcia, David J.	Asst. Coach-Basketball (M)	10/01/2014	06/30/2015
Granados, Ana K.	Clerk I	10/24/2014	06/30/2015
Grey, Rhonda G.	Student Personnel Assistant	09/29/2014	06/30/2015
Knapp, Matthew J.	Instructional Assistant	10/06/2014	06/30/2015
Madsen, Julie A	Sports Athletic Trainer	10/15/2014	06/30/2015
Menda, Gregory N	Bookstore Clerk I	09/25/2014	06/30/2015
Ortiz, America M.	Clerk I	10/24/2014	06/30/2015
Scott, Kevin A	Bookstore Clerk II	10/06/2014	06/30/2015
Serpa, Jennifer A.	Special Projects	07/01/2014	06/30/2015
Singh, Gurpreet	Campus Patrol	10/13/2014	06/30/2015
Smith, Darrell L	Custodian	09/18/2014	06/30/2015
Smith, Rachel M.	Art Model	09/25/2014	06/30/2015
Waldorf-Sifuentes, Sol	IT Technician I	11/01/2014	06/30/2015

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 12, 2014

SUBJECT:	Draft 2015 Board Meeting Calendar	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	First Reading Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Brian King <i>Brian King</i>	CONSENT/ROUTINE	
		FIRST READING	X
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	
		INFORMATION	

STATUS

A draft copy of the proposed 2015 annual board meeting calendar is attached for the Board's review and discussion. The final draft will be presented for approval at the next regular board meeting on December 10, 2014.

RECOMMENDATION:

The draft 2015 annual board meeting calendar is presented for first reading.

LOS RIOS COMMUNITY COLLEGE DISTRICT

2015 Board Meeting Calendar



Regular Board meetings every 2nd Wednesday (unless otherwise noted) at 5:30 pm

JANUARY				JULY			
	14				8		
FEBRUARY				AUGUST			
	11 FLC				12		
MARCH				SEPTEMBER			
6-7*	11				9 CRC		
APRIL				OCTOBER			
	8			2-3*		21	
MAY				NOVEMBER			
	13 ARC					18 SCC	
JUNE				DECEMBER			
	10				9		

*Board Retreat Dates

Convocation Dates: January 16, 2015; August 21, 2015

Graduation: May 20, 2015

MEETING LOCATIONS:

Meetings are held in the District Office Board Room, unless otherwise noted. All meeting location addresses for 2015 are as follows:

Los Rios Community College District Office: 1919 Spanos Court, Sacramento, CA 95825

American River College (ARC): 4700 College Oak Drive, Sacramento, CA 95841

Cosumnes River College (CRC): 8401 Center Parkway, Sacramento, CA 95823

Folsom Lake College (FLC): 10 College Parkway, Folsom, CA 95630

Sacramento City College (SCC): 3835 Freeport Boulevard, Sacramento, CA 95822

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 12, 2014

SUBJECT:	Public Hearing: Resolution No. 2014-17A: City of Sacramento Easement – CRC	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Theresa Matista <i>Theresa Matista</i>	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	X
		INFORMATION	

BACKGROUND:

In 2001, the Los Rios Community College District (District) granted easements to the City of Sacramento (City) for the construction, reconstruction, operation, use and maintenance of a storm drainage detention basin (known as Basin 69). The easement provided the City with an access easement. The construction of new athletic fields at CRC has eliminated road access to Basin 69. On October 15, 2014, pursuant to Education Code section 81311, the District declared its intent to grant a new access easement to the City in exchange for a quitclaim deed of the existing easement in Resolution No. 2014-17. The Board also set the November 12, 2014 Board meeting as the time and place for a public hearing on this subject. Notice of that intention was given by posting the Board’s Resolution at three public places within the District and publishing it once, pursuant to the Education Code, in a newspaper of general circulation.

STATUS:

The Board may approve the granting of this easement unless ten percent (10%) or more of the electors of the District protest the granting of the easement. No electors have objected. The next step in this process is for the Board to hold a public hearing on this subject. In order to approve the granting of this easement, after taking public comment, the Board must approve the attached Resolution No. 2014-17A by an affirmative vote of two-thirds (2/3) of its members. The City will provide the District with a quitclaim deed to the old easement in exchange for this new easement access.

RECOMMENDATION:

It is recommended that the Board of Trustees conduct a public hearing; adopt Resolution No. 2014-17A granting the City an easement to access Basin 69 as described in the easement, and authorize the Chancellor or designee to execute the necessary deeds; and deliver the new easement to the City in exchange for the quitclaim deed from the City.



LOS RIOS COMMUNITY COLLEGE DISTRICT

American River ▪ Cosumnes River ▪ Folsom Lake ▪ Sacramento City Colleges

RESOLUTION

№ 2014-17A

Authorizing and Directing Execution of Easement to City of Sacramento

WHEREAS, the Los Rios Community College District, a California local governmental entity (hereinafter referred to as “the District”), is the owner of all real property located at Cosumnes River College (hereinafter referred to as “the College”); and

WHEREAS, the District entered into a 2001 agreement with the City of Sacramento (hereinafter referred to as “the City”) to grant the City easements for the construction, reconstruction, operation, use, and maintenance of a storm drainage detention basin (hereinafter referred to as “Basin 69”), as well as an access easement; and

WHEREAS, the District has since constructed athletic fields that have eliminated the access to Basin 69; and

WHEREAS, the District proposes to provide a new access easement in exchange for the City’s quitclaiming of the old easement back to the District; and

WHEREAS, the District is required by Education Code, section 81311 to declare its intention to dedicate the easement and to hold a public hearing regarding the proposed dedication; and

WHEREAS, the District declared its intention to grant the easements in Resolution No. 2014-17 (Intent to Dedicate Easement to the City of Sacramento) and set a public hearing for November 12, 2014 on the question of making the conveyance; and

WHEREAS, the District posted Resolution No. 2014-17 in three public places in the District not less than 10 days before November 12, 2014, and published the notice once pursuant to the Education Code in a newspaper of general circulation in the District not less than 5 days prior to November 12, 2014; and

WHEREAS, the District has received no petitions protesting the proposed dedication; and

WHEREAS, granting a new easement is to the District’s benefit, and will not adversely affect the District in any respect nor have a significant adverse effect on the environment; Now, therefore

BE IT RESOLVED that the Los Rios Community College District Board of Trustees authorize and direct the Chancellor or designee to execute deeds granting the easement for the purpose of accessing Basin 69 at the College as identified in Resolution No. 2014-17;

PASSED AND ADOPTED as Los Rios Community College District Resolution № 2014-17A this twelfth day of November, 2014, by the following called vote:

AYES	NOES	ABSENT
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Robert Jones, Board President

Attest:

Brian King, Chancellor and Secretary to the Board

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 12, 2014

SUBJECT:	College Student Equity Plans	ATTACHMENT: Yes	
		ENCLOSURE: None	
AGENDA ITEM:	Action Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	Susan L. Lorimer <i>Susan L. Lorimer</i>	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King <i>Brian King</i>	ACTION	X
		INFORMATION	

BACKGROUND:

In 1991, the California Legislature charged all public education segments to provide educational equity “through environments in which each person...has a reasonable chance to fully develop his or her potential” (Education Code Section 6601.2c). Therefore in 1992, the California Community Colleges Board of Governors (BOG) adopted a student equity policy to ensure that historically underrepresented groups in higher education had an equal opportunity for access, success, and transfer and requested all districts to develop, implement, and evaluate a student equity plan. In 1996, the BOG amended its policy to establish the adoption of a student equity plan as a minimum standard for receipt of state funding. Then in 2002, the BOG adopted Title 5 regulations requiring equity plans to address increasing access, course completion, English as a second language and basic skills completion, degrees, certificates and transfer, for at a minimum, the following student groups who may be disproportionately impacted by college practices, programs, or services: American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites, men, women, and persons with disabilities. Colleges were required to submit equity plans in 2003 and again in 2005. Due to state budget cuts from 2008-2009 through 2012-2013, the legislature suspended many regulatory requirements related to student equity and other initiatives. Then the Student Success Act of 2012 (SB1456) reaffirmed the value of focusing on student equity in the effort to improve student success and caused the Chancellor’s Office to convene a Student Equity Workgroup made up of community college stakeholder representatives tasked to update the equity planning process. The planning requirements were released to the colleges in March 2014. Then, in June 2014, AB 860 was passed requiring additional populations to be addressed in student equity plans: current or former foster youth, low-income students, and veterans. In the 2014-2015 state budget \$70 million of the additional Student Success and Support Program (SSSP) funds were targeted to help colleges close achievement gaps based on state approved Student Equity Plans submitted by January 1, 2015. This is the first time state resources have been allocated to colleges to implement their equity plans.

STATUS:

Each Los Rios college began working on its Student Equity Plan in spring 2014 following Chancellor’s Office prescribed guidelines, which included a planning crosswalk guide for Student Equity and SSSP plans, potential data sources and methods for measuring

disproportionate impact, a format for providing plan goals and objectives, a budget, and a plan evaluation and schedule. The District received a total allocation of \$3,249,977 for plan implementation, which will be distributed to the colleges as follows:

- ARC: \$1,322,645
- CRC: \$ 580,769
- FLC: \$ 327,383
- SCC: \$1,019,180

The plans are due to the Chancellor's Office on January 1, 2015 and require Board of Trustees approval.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the Student Equity Plans for American River, Cosumnes River, Folsom Lake and Sacramento City Colleges for submission to the Chancellor's Office.

American River College

Student Equity Plan

January 1, 2015

AMERICAN RIVER COLLEGE STUDENT EQUITY PLAN

Table of Contents

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- Target Groups
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- Indicator Definitions and Data
 - Access
 - Course Completion (*Retention*)
 - ESL and Basic Skills Completion
 - Degree and Certificate Completion

Goals and Activities

- Access
- Course Completion (*Retention*)
- ESL and Basic Skills Completion
- Degree and Certificate Completion
- Transfer

Budget

- Sources of Funding

Evaluation Schedule and Process

Attachments (*Optional*)

***American River College
Student Equity Plan
Signature Page***

District: Los Rios Community College Date Approved by Board of Trustees: _____

College President: _____

Vice President of Student Services: _____

Vice President of Instruction: _____

Academic Senate President: _____

Student Equity Coordinator/Contact Person: _____

Executive Summary

EXECUTIVE SUMMARY

American River College (ARC) is a public community college serving over 30,000 students in suburban Sacramento County and granting associate degrees and professional certificates. It offers instructional and support services during the day, evening, and weekends on its 153-acre campus and at centers and locations in the community.

The college's vision is to be a premier learning community that transforms and enriches people's lives. Its mission is to ensure students identify their educational goals and needs and successfully accomplish student learning in the broad educational areas of career and technical education, developmental education, general education, and lower-division post-secondary education to achieve transfer. The college values access, benefit of education, communication, community development, diversity, employees, excellence, fiscal responsibility, innovation and risk taking, leadership, research and evaluation, student learning outcomes, sustainability, and technology.

The college reviewed and analyzed the California Community College Chancellor's Office (CCCCO) Datamart, Scorecard, Data-on-Demand data, as well as CalPASS Foster Youth Dashboard and local data^(OC1), and identified several overarching themes that inform our approach to addressing each of the student equity indicator areas.

- Creating Seamless Educational Pathways
- Improving the Conditions for Learning
- Building a Culture of Data-Informed Inquiry & Action
- Strengthening Institutional Capacity to Focus, Align & Scale Interventions

These themes provide context for the plan's initiatives as well as direction as to how the College plans to approach implementation. For example, *Creating Seamless Educational Pathways* provides context to one key initiative in this plan—implementing a comprehensive outreach program focused on secondary school and adult learners as well as community partners. *Improving the Conditions for Learning* reflects the plan's intent to support the development of a highly responsive culture of inclusion, belonging and safety through enhancing faculty and staff professional development opportunities in a wide variety of areas associated with cultural literacy. *Building a Culture of Data-Informed Inquiry and Action* speaks to developing the capacity to systematically collect and analyze data within a collaborative environment to better inform our understanding of the student experience as well as the impact of our interventions. This deeper awareness and understanding provides the impetus for reconsidering, and where applicable, redesigning our efforts to better meet these needs. As such, building a culture of data-informed inquiry and action is critical to *Strengthening Institutional Capacity to Focus, Align & Scale Interventions*—our ability to redesign the student experience so that the most impactful institutional practices and interventions reside at the center of the institution, unavoidably

experienced by the vast majority of our students, rather than by just a select few at the margins of the institution.

The aforementioned themes clearly suggest that this Student Equity Plan is a multi-year document. The first year emphasizes capacity-building activities, from expanding research and collaborative inquiry capabilities to investigating best practices in specific initiative areas as part of initial design work. These initial efforts will result in focused, targeted goals and activities which will be the basis for ongoing resource allocation. Additionally, the building of a comprehensive outreach and professional development plan is already underway, the implementation of which will more fully inform the goals and activities planned for future years of the plan. Resources will be allocated to support those goals and activities.

Target Groups

As the data indicates, the following groups have been identified in the five Student Equity Indicator areas:

Access:

While the greatest disproportionate impact is seen in the comparisons of the Multi-Racial student population, the Asian/Filipino/Pacific Islander population represents a significant disproportionate impact.

Course Completion:

Among all students who successfully completed credit courses, the analysis identifies African American and foster youth groups as the most disproportionately impacted.

ESL and Basic Skills:

ESL: Among all students who completed basic skills ESL, the students who experience the greatest adverse impact in successful completion of a degree-applicable ESL course are Hispanic/Latino students.

English: Among all students who complete basic skills English, the students who experience the greatest adverse impact in successful completion of a degree-applicable English course are African American, American Indian, and Pacific Islander students.

Math: Among all students who complete basic skills math, the students who experience the greatest disproportionate impact in terms of successful completion of a degree-applicable math course are African American, American Indian/Alaskan Native, Filipino, and Hispanic/Latino students.

Degree and Certificate Completion:

Degrees: Among all students earning degrees, the analysis identified the African American, multi-racial, low-income and 1st generation (used as a local proxy for the CCCC's "economically disadvantaged" group), and foster youth groups as being most impacted.

Certificates: Among all students earning certificates, groups most impacted are American Indian/Alaskan, multi-racial, Pacific Islander, and low income students.

Transfer:

Among all students, the students who experience the greatest adverse impact in successful transfer completion are Hispanic/Latino students.

Goals_[GT2]

Based upon the data utilized for this plan, the following goals have been identified to address the Student Equity Indicator achievement gaps associated with disproportionately impacted students:

- 1) *Creating Seamless Educational Pathways*
 - a) Develop and sustain comprehensive outreach and in-reach plans which will:
 - a) Re-establish strong partnerships with primary feeder school districts and community partners;
- 2) *Building a Culture of Data-Informed Inquiry and Action*
 - a) Conduct and utilize campus-based research data to develop and expand institutional capacity that improves success rates for historically underrepresented students (HUR) and other disproportionately impacted students;
 - b) Develop and engage in effective and meaningful methods of data communication and understanding across the college.
 - c) Align institutional research with interventions to improve Student Equity Indicator achievement gaps
 - d) Design and carry out processes to involve the college in productive dialogue about the role of institutional research in addressing the Student Equity Indicator achievement gaps.
- 3) *Improving the Conditions for Learning*
 - a) Develop and implement on-going professional development programs and activities to assist faculty and staff address the needs of HUR and other disproportionately impacted students;
 - b) Establish and nurture positive relationships with community groups associated with students who are disproportionately impacted.
- 4) *Strengthening Institutional Capacity to Focus, Align & Scale Interventions*

Activities

The college plans to:

- Establish and maintain effective partnerships with K-12 feeder schools;
- improve curriculum alignment, course articulation, career pathways;
- Expand outreach activities with community-based and non-profit organizations.
- Develop an Advisory Council which includes faculty, staff administrators, students, private industry and community members to identify and implement outreach and recruitment strategies for HUR and other disproportionately impacted students.
- Utilize research to implement effective practices which result in student success for HUR and other disproportionately impacted students.

-
- Evaluate strategies and interventions developed for improving success rates for HUR and other disproportionately impacted students identify effective practices.
- Expand effective strategies and interventions on a larger scale that improve success rates for HUR and other disproportionately impacted students.
- Participate in programs such as the Student Equity Scorecard through the USC Center for Urban Education, Achieving the Dream through the Lumina Foundation or other national models to assist with aligning programs and services to meet the needs of all students and eliminate the achievement gap.
- Develop first-year faculty professional development programs and incorporate cultural literacy components.
- Explore options for Adult Education opportunities with K-12 partners.

Resources

The resources used to support the goals and activities as outlined in the Student Equity Plan will be used in the following categories: 1) Professional Development; 2) Outreach, Student Support and Retention, 3) Research and Evaluation, and 4) Coordination. The first year plan will include pilot programs with reassigned time to determine best practices which will be implemented the following years of the plan.

Contact Person/Student Equity Coordinator

Robin Neal-Dean of Enrollment Services

Campus-Based Research

Overview

ARC has followed strictly the data analysis methodologies as identified in the Student Equity Template and Guidelines, and applied them to each of the potential data sources identified for each performance indicator (attachment B: Crosswalk, p.5). In instances where it was felt that local or indicator specific sources would enhance the college's ability to assess disproportionate impact in a given performance area, the Proportionality and 80% indexes were also applied to local data sources.

While CCCCO data sources provided age, gender, ethnicity, and disability breakouts for each of the student equity indicators, that was found not to always be the case for the economically disadvantaged, veterans, and foster youth groups. Completion rates for the economically disadvantaged group, where available, were sourced from the Data on Demand system, however completion rates for the veterans group were not available from any of the CCCCO data sources (when possible, local sources were used). The CalPASS Foster Youth Dashboard was found to provide relatively little consistently derived performance data, so rates for this group have been derived from local data when possible (e.g., # of degrees and certificates). In addition to CCCCO data sources, results from the recent administration of the OC3 Community College Survey of Student Engagement (CCSSE) will be analyzed to align strategies and activities with the Student Equity Plan.

The population size for the DSPS student population was too small to provide statistically significant responses for this indicator. Further campus-based research is underway to more fully explore this student population.

Additional Groups:

During the development of the plan, there was interest in exploring at least two additional groups that are often marginalized: undocumented immigrants and students who identify as LGBT. Both groups often live under the shadow of fear, anxiety and stigma and may have limited access to resources. Students who are attending college and are undocumented immigrants may be identified by their AB 540 status. In 2013, demographic questions about students' sexual orientation and gender identity were added to OpenCCApply, the CCCCO's online application for students enrolling in California community colleges. Student enrollment data aggregated by sexual orientation and gender identity is being kept at the CCCCO in much the same way as data about race and ethnicity and is available to college researchers.

Although these additional groups are not presented in this initial Student Equity Plan, the college community has intentions to collect and analyze data to determine whether disproportionate impact exists on any of the indicators above.

Given the recent implementation of these new data elements, the CCCCCO wasn't able to provide the same multi-year tracking cohort oriented performance statistics as it has for the other groups. Sources only just now being collected in the CCCApply application intake process is, as yet, not sufficiently representative of the college's overall student body for local disproportionate impact analyses to be performed.^[OC4] It was not possible to run an analysis to determine if there was any disproportionate impact, at least using the multi-year cohort tracking in terms of any of the indicators among these groups. Now that AB540, LGBT and other groups will be identified via the application process, there is a regular source of data. American River College plans to analyze the data among the equity indicators for these student groups in comparison to the population percentages in the surrounding community.

Measurement of Disproportionate Impact

Disproportionate Impact: Per state requirement, disproportionate impact is calculated one or both of the following ways: the 80% and proportionality indexes.

- The 80% Index: Evidence of disparate impact occurs when any race, sex, or ethnic group experiences success rates less than four-fifths (4/5) (or 80%) of the rate for the group with the highest rate. The 80% Index is used in Title VII enforcement by federal government.
- The Proportionality Index: The CCCCCO guidelines define the proportionality index as follows: "The proportionality methodology compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage)."

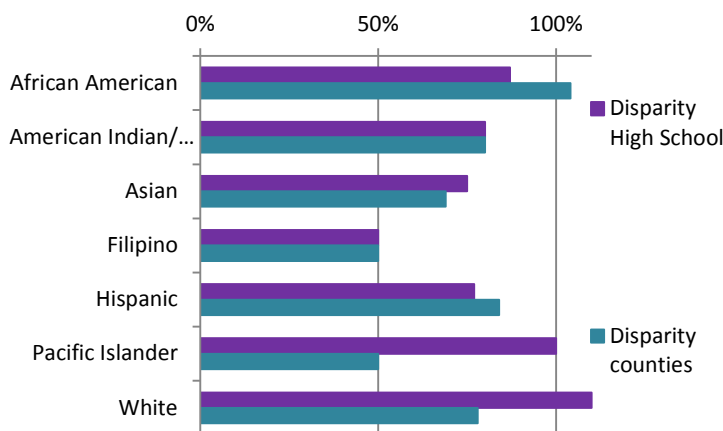
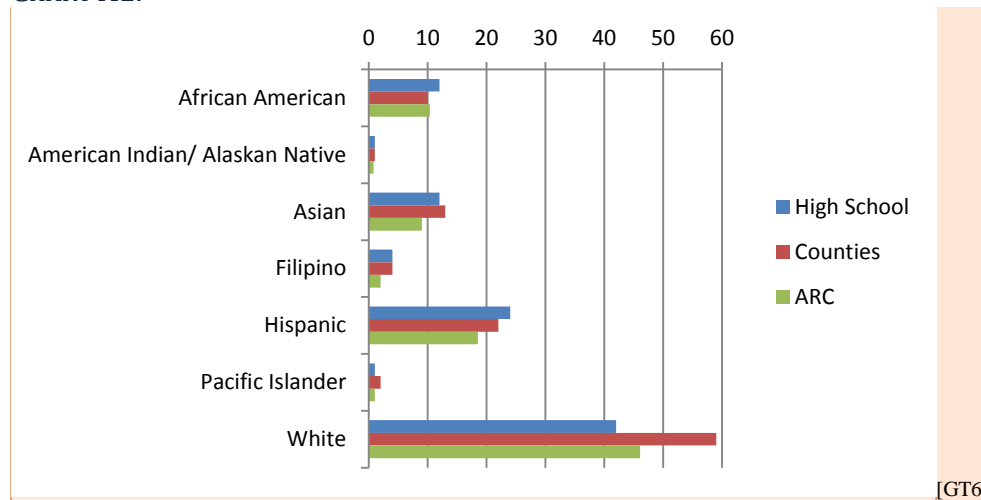
Given that the community colleges have been allowed to establish their own disproportionality threshold when applying the proportionality Index to their data (Student Equity Template & Guidelines, Attachment C: page 4 - *The proportionality methodology does not specify at which point a proportionality index should be considered as a "disproportionate impact."* *The designation of which disaggregated subgroups should be considered as disproportionately impacted will rely on the judgment of the analysis team based on local conditions.*), the 80% Index has been used as the primary form of analysis in the development of ARC's Plan. For this iteration of its Plan, ARC used "overall" Scorecard completion rates for those indicators which further disaggregated results by "prepared" and "not prepared" student groups. Future planning will take into consideration these additional sources of completion statistics and impacts they reveal. Similarly, in future iterations of its Plan, ARC will also make use of disproportionate impact analyses from prior year Scorecard cohorts, particularly for student groups with cell sizes ("N") for a single cohort year that are too small to generate statistically reliable completion rates and index values.^[OC5]

CAMPUS-BASED RESEARCH

ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served. In addition to the Chancellor’s Office data on local area high schools, community demographics were sourced reflecting the 2010 U.S. Census for comparison to the American River College student population. Based on our examination of the data for Access (Indicator A), we found the following: While the greatest disproportionate impact is seen in the comparisons of the Multi-Racial student population (.105), the Asian/Filipino/Pacific Islander population represents a significant disproportionate impact at 2.89. The Asian population is 13% of the population in the service area counties, and 12% of the high school graduating population for the service area, but only 9% of the ARC student population. See chart A1.

DATA ANALYSIS AND FINDINGS

CHART A1.



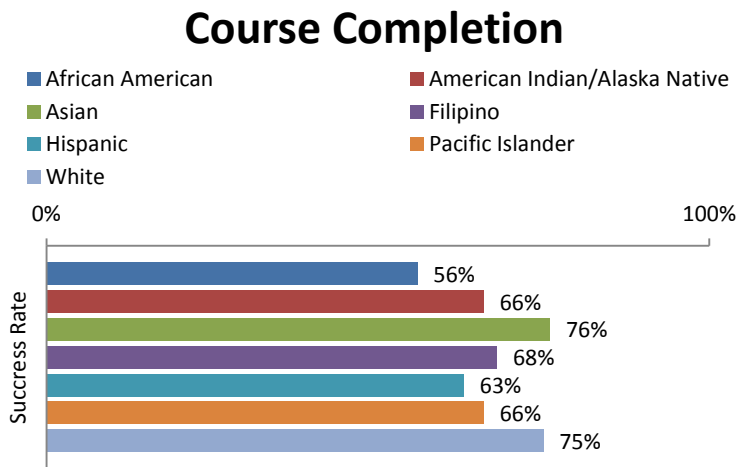
CAMPUS-BASED RESEARCH

A. COURSE COMPLETION. Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

Among all students who successfully completed credit courses, the analysis identifies African American and foster youth groups as the most disproportionately impacted. See chart B1.

DATA ANALYSIS AND FINDINGS

CHART B1.



Racial/Ethnic Group	Group Success Rate/HPG Rate	80% Rule Comparison Value*
African American	56%/76%	0.74
American Indian/ Alaskan Native	66%/76%	0.87
Asian	76%/76%	1.0
Hispanic	68%/76%	0.87
Pacific Islander	63%/76%	0.84
Multi-Ethnic	66%/76%	0.87
White	75%/76%	0.99

CAMPUS-BASED RESEARCH

B. ESL and BASIC SKILLS COMPLETION. Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

DATA ANALYSIS AND FINDINGS

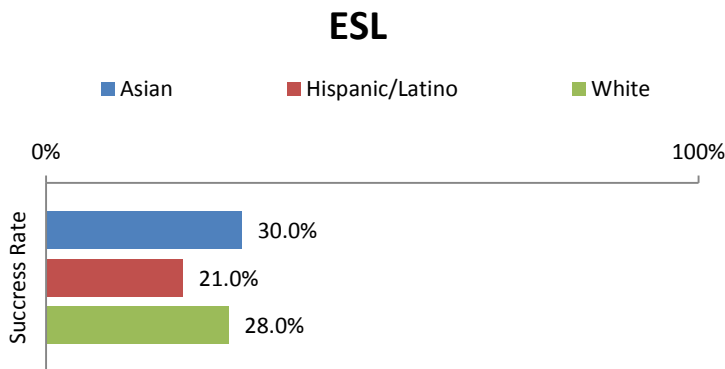
ESL

Analysis:

Based upon our examination of the data for ESL and Basic Skills Completion (Indicator C), we found the following: Among the students who completed basic skills ESL, the students who experience the greatest adverse impact in successful completion of a degree-applicable ESL course are Hispanic/Latino students.

Disproportionate impact is demonstrated through the 80% Rule for the groups identified. There are two data points of adverse impact for Hispanic/Latino students: 1) The percentage of students who enrolled and succeeded in a degree applicable ESL course was 21% compared to 30% success rate for the highest performing group (HPG) and 2) The score on the 80% rule test for the highest performing group was 71%. Based on the 80% index Hispanic/Latinos suffer the most adverse impact at 21%. See chart C1 below.

Chart C1.



Racial/Ethnic Group	Group Success Rate/HPG Rate	80% Rule Comparison Value*
Asian	30%/30%	0.71
Hispanic/Latino	21%/30%	0.21
White	28%/30%	0.94

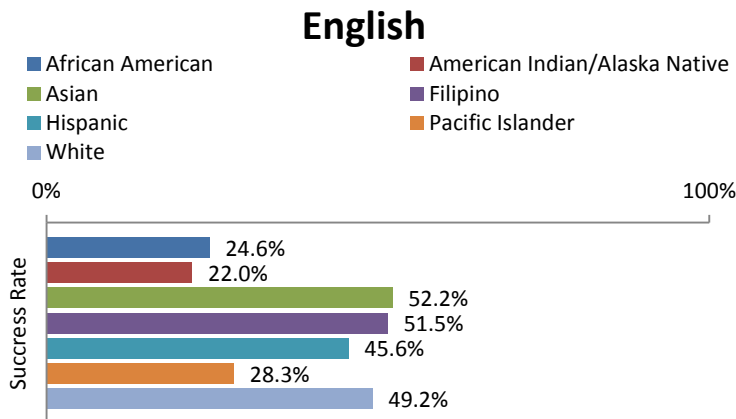
ENGLISH

Analysis:

Based on our examination of the data for ESL and Basic Skills Completion (indicator C), we found the following: Among all students who complete basic skills English, the students who experience the greatest adverse impact in successful completion of a degree-applicable English course are African American, American Indian, and Pacific Islander students. There are two data points that show evidence of adverse impact for African Americans, American Indian, and Pacific Islanders: 1) The percentage of African American students who enrolled and succeeded in a degree-applicable English course was 25% compared to 52% success rate for the highest performing group (HPG). The percentage of American Indian students who enrolled and succeeded in a degree-applicable English/Reading course was 22% compared to 52% success rate for the HPG. The percentage of Pacific Islander students who enrolled and succeeded in a degree-applicable English/ course was 28% compared to 52% success rate for the HPG. 2) The African American score on the 80% rule test was 47%, the American Indian score on the 80% rule test was 42%, and the Pacific Islander score on the 80% rule was 54%. See chart C2 below.

DATA ANALYSIS AND FINDINGS

CHART C2.



Racial/Ethnic Group	Group Success Rate/HPG Rate	80% Rule Comparison Value*
African American	24.6%/52.2%	0.47
American Indian/Alaskan Native	22.0%/52.2%	0.42
Asian	52.2%/52.2%	1.0
Filipino	51.5%/52.2%	0.99
Hispanic	45.6%/52.2%	0.87
Pacific Islander	28.3%/52.2%	0.54
White	49.2%/52.2%	0.97

MATH

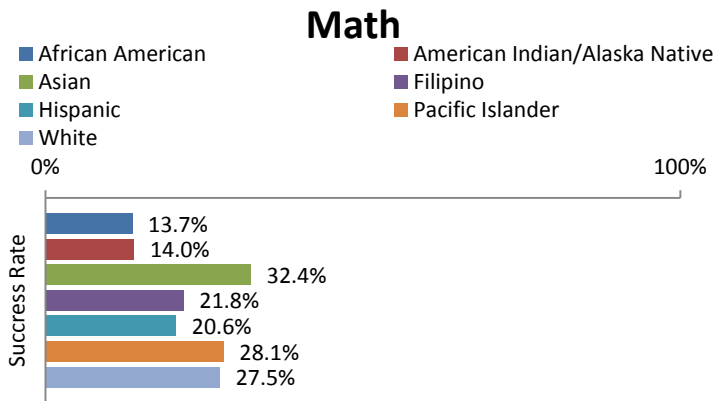
Analysis:

Based on an examination of the data obtained from the Student Success Scorecard, we found the following concerning the successful completion of basic skills math:

Among all students who complete basic skills math, the students who experience the greatest disproportionate impact in terms of successful completion of a degree-applicable math course are African American, American Indian/Alaskan Native, Filipino, and Hispanic/Latino students.

Disproportionate impact is demonstrated through the 80% Rule for the groups identified. On this indicator, Asians are the highest performing group (HPG) at 32.4%. Any group which is less than four-fifths (4/5 or eighty percent) of the rate for the highest performing group are regarded as experiencing a disproportionate impact. Based on the 80% index African Americans suffer the most adverse impact at 42% followed by American Indians/Alaskan Natives at 43%. The disproportionate impact for Hispanic/Latino students is 64% and 67% for Filipinos. See chart C3 below.

Chart C3.



Racial/Ethnic Group	Group Success Rate/HPG Rate	80% Rule Comparison Value*
African American	13.7%/32.4%	0.42
American Indian/Alaskan Native	14%/32.4%	0.43
Asian	32.4%/32.4%	1.00
Filipino	21.8%/32.4%	0.67
Hispanic	20.6%/32.4%	0.64
Pacific Islander	28.1%/32.4%	0.87
White	27.5%/32.4%	0.85

CAMPUS-BASED RESEARCH

C. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

Analysis:

Data sources analyzed for the Degree & Certificate Completion indicator:

- Student Progression & Attainment Rate (source: Scorecard) – recommended “potential data source”
- Career & Technical Education Completions (source: Scorecard) – recommended “potential data source”
- Degrees awarded (source: local data)
- Certificates awarded (source: local data)

Where available, completion rates for the economically disadvantaged group were sourced from the Data on Demand system. Rates for the veterans group were not available from any of the CCCCO data sources but have been provided in instances where a local source was used. While the CalPASS Foster Youth Dashboard will undoubtedly provide extremely useful performance information in future iterations of this institutional assessment, it currently provides little information for comparably defined indicators. However, foster youth data is available at the college level, so rates for this group have been derived in instances where local data sources have been used (e.g., # of degrees and certificates).

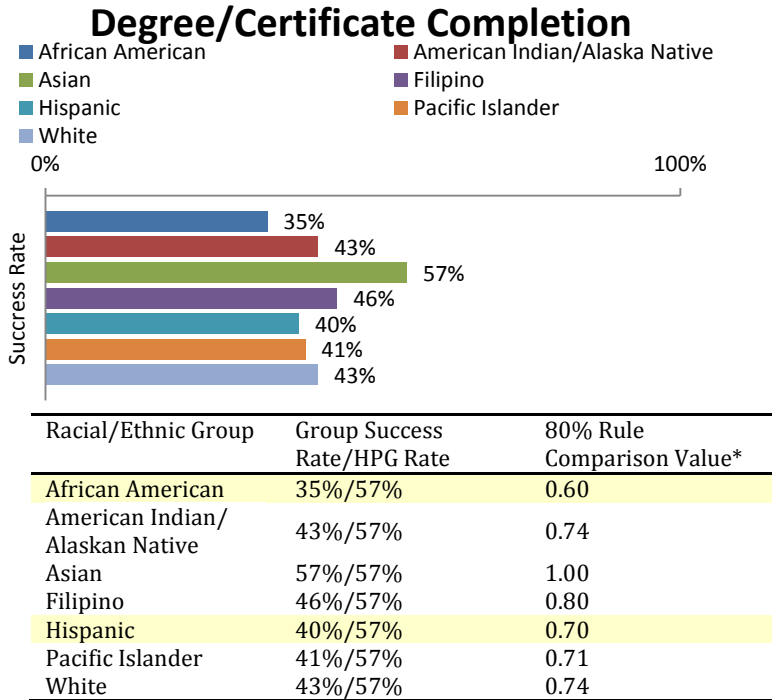
Given that the Student Equity Template and Guidelines allowed community colleges to establish their own thresholds when using the Proportionality Index, ARC opted to base its primary assessment of potential disproportionate impact on the results of the 80% Index. Applying the 80% Index to the SPAR and C&TE Completions source data resulted in several instances in which one disproportionately high performing group (e.g., 18-19 year olds, Asian, Filipino) skewed the results of the analysis with the effect that virtually all other groups were shown as being disproportionately impacted. Controlling for these groups in the analysis of SPAR and C&TE Completions data facilitated identifying the male (C&TE only), African American, and Hispanic/Latino groups as most impacted.

Acknowledging that the outcome of both SPAR and C&TE Completions data sources are broader than the attainment of degrees or certificates (outcome: degree, or certificate, or transfer prepared, or transfer), the 80% Index was also applied to local data for students earning degrees and certificates at ARC. For students earning degrees, the analysis identified the African American, multi-racial, low-income and 1st generation (used as a local proxy for the CCCCO’s “economically disadvantaged” group), and foster youth groups as being most impacted. For students earning certificates, groups most impacted are

American Indian/Alaskan, multi-racial, Pacific Islander, and low income students. See chart D1 below.

DATA ANALYSIS AND FINDINGS

CHART D1.



CAMPUS-BASED RESEARCH

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

Analysis:

Based on our examination of the data for Transfer Completion (Indicator E), we found the following: Among all students, the students who experience the greatest adverse impact in successful transfer completion are Hispanic/Latino students. There are data points that show evidence of adverse impact for Hispanic/Latino students: 1) The proportion of students who enrolled and who completed a degree, certificate or transfer-related outcomes was 26.9% compared to 62.5% successful completion rate for the highest performing group (HPG) and 2) Their score on the 80% rule test for success was 43%.

According to the data for Transfer Completion (Indicator E), we also found the following: Among all students, the students who experience the second greatest adverse impact in successful transfer completion are White students. There are data points that show evidence of adverse impact for White students: 1) The proportion of students who enrolled and who completed a degree, certificate or transfer-related outcomes was 34.8% compared to 62.5% successful completion rate for the highest performing group (HPG) and 2) Their score on the 80% rule test for success was 55.7%.

The population sizes for African-American students and American Indian/Alaskan Native students were too small to provide statistically significant responses for this report.

The college has a variety of resources currently in place to address the needs of the Hispanic/Latino population. These include Educational Practices such as the early alert system, which identifies at risk students and reaches out to them; the Teaching Institute, which provides professional development to faculty and has been augmented to include a component on equity in the classroom; and the Transfer Center, which provides counseling to students who are considering transfer to four-year institutions. Relevant institutional policies include a thorough orientation process for new students, which take place both online and on campus, and a faculty hiring process that aims to be equitable as the college aims to recruit a faculty that reflects the diversity of our student body. Organizational structures that support our commitment to reducing disproportionate impact include a district Faculty Diversity Internship Program, which recruits interested personnel who have no teaching background into mentoring experiences as a way of preparing the next generation of faculty; the Equity Committee, which is a standing committee with representation from constituencies around the campus; a variety of student organizations such as the *Latinos Unidos*; and the Community and Diversity Center, which trains students to be peer mentors and provides professional development to faculty. Special Programs around the campus that seek to address this disproportionate impact include Puente; the Basic Skills Committee, which provides a variety of services and programs across campus;

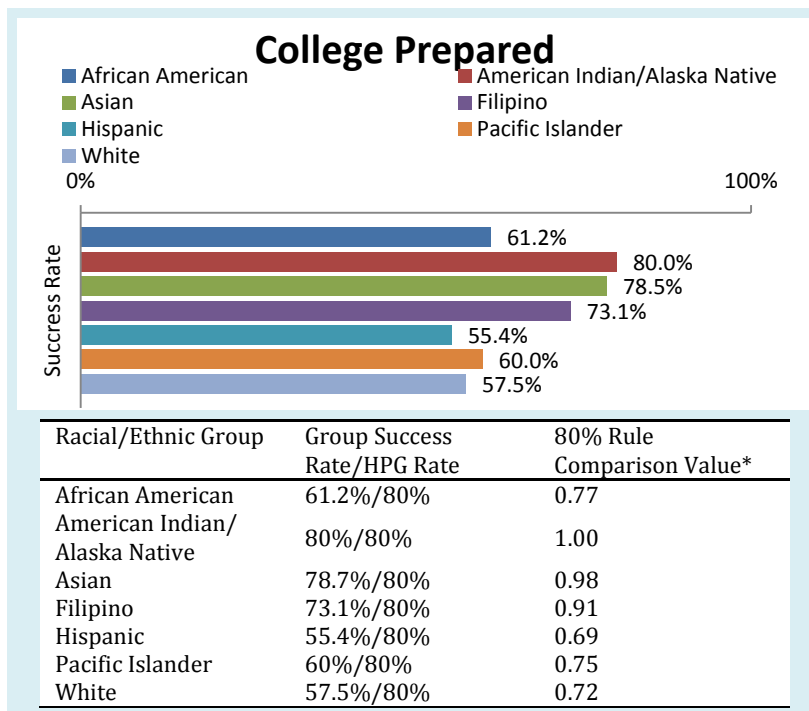
and the *Honrando A Nuestros Estudiantes* ceremony, which recognizes Hispanic/Latino graduates from across the Los Rios District.

Transfer Centers have been established to strengthen the college’s transfer function and to increase the number of students prepared for transfer to institutions offering the baccalaureate degree. Since their inception as pilot programs (1985-1989), each Transfer Centers’ core charge was to enhance access of historically underrepresented students (i.e., Native American/Alaskan Native, Asian/Pacific Islanders, African Americans, Chicano/Latino, disabled students). The ARC Student Success and Support Program (SSSP) Plan includes the goal of scaling up the current Transfer Center to impact greater numbers of students.

Community College Survey of Student Engagement (CCSSE) 2014 results indicate that 40.8% of ARC students took part in an online orientation prior to the beginning of classes and 16.9% of respondents attended an on-campus orientation prior to the beginning of classes. By contrast, 27.9% of students were unaware of a college orientation and 10.7% were unable to participate. ARC has increased its use of online orientations in order to reach students who might have scheduling issues attending on-campus orientations, and has instituted Group Planning Sessions (GPS) to scale up orientations for first-time students. See chart E1 below.

DATA ANALYSIS AND FINDINGS

CHART E1.



Goals and Activities

In order to create seamless educational pathways, improve the conditions for learning, build a culture of data-informed inquiry and action, and strengthen institutional capacity to focus, align and scale interventions, the following goals, and activities have been designed to improve outcomes for disproportionately impacted students at American River College.

The college plans to explore participation in programs such as the Student Equity Scorecard through the USC Center for Urban Education, Achieving the Dream through the Lumina Foundation or other national models to assist with aligning programs and services to meet the needs of all students and eliminate the achievement gap.

A. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”

GOAL A.

Building a Culture of Data-Informed Inquiry and Action

Conduct and utilize campus-based research data to develop and expand programs that improve success rates for historically underrepresented students (HUR) and other disproportionately impacted students;

- a) To identify barriers that negatively impact access of Asian students and increase the numbers who apply to and enroll at ARC.
- b) To identify barriers that negatively impact access of multi-racial students and increase the numbers who apply to and enroll at ARC.
- c) To identify the access of foster youth relative to the general ARC student population, and the highest performing group.
- d) To identify the access of DSPS relative to the general ARC student population, and the highest performing group.
- e) To identify access of LGBT relative to the general ARC student population, and the highest performing group.
- f) Address the disproportionate impact evident for Asian students and Multi-Racial students, as well as respond to additional gaps that might present themselves after research.

Creating Seamless Educational Pathways

- a) Develop and sustain comprehensive outreach and in-reach plans which will:
Re-establish strong partnerships with primary feeder school districts and community partners;
- b) Determine if counselors advise students of the community college option;
- c) Explore options for Adult Education opportunities with K-12 partners.

Improving the Conditions for Learning

Strengthening Institutional Capacity to Focus, Align & Scale Interventions

- a) Create a forum for continuing feedback not just for incoming students, but for currently enrolled students as well.
- b) Strengthen “front-door” of the college for newly entering students.
- c) Establish and nurture positive relationships with community groups associated with students who are disproportionately impacted.
- d) Expand mentor programs by “pairing” matriculated students with incoming students to create a welcoming environment that fosters belonging and inclusion.
- e) Create internship and work experience opportunities for students.

ACTIVITY A.1

Building a Culture of Data-Informed Inquiry and Action

College personnel will hold focus groups to meet with currently enrolled students and community groups to determine potential roadblocks to access.

Have students been made to feel welcome?

Have they been reached out to? Is language a barrier?

Improving the Conditions for Learning

- The college will explore the creation of a student-driven site where communication can flow between student peers and the college (an open-blog or wiki site) where inquiries can be posted related to access, but with an eye towards expanding conversations into other basic skills, transfer, and equity concerns. This will not only create a record of student input, but will facilitate ongoing dialogue between a constantly changing student population and the institution.
- Evaluate online orientation process and whether this process is meeting the needs of the potential students from this population.
 - Do we have a strong Welcome Point for students?
 - Is there too much focus on online?
 - Are we removing the personal interaction?

Creating Seamless Educational Pathways

- Create a strategic outreach plan that incorporates best practices from other colleges and universities.
- Evaluate the outreach activities that exist and determine the impact they are having in the community.
 - what kinds of outreach have been done?
 - what events are done to create a welcoming environment?
- Build strong partnerships with K-12 feeder schools in the areas of curriculum alignment, course articulation, student/faculty focused outreach, career pathways, outreach efforts in community-based organizations and non-profit organizations as well.

- Form an Advisory Council which includes faculty, staff administrators, students, private industry and community members to brainstorm outreach/recruitment strategies for disproportionately impacted students.
- Explore the Prospecting module in Peoplesoft for utility in outreach efforts.
- Explore the possibilities of pre-enrollment academies for students-Early College High School programs, etc.
- Create an environment of inclusion and belonging for incoming students-expanded first-year experience programs.
- The college will increase targeted messaging to students for positive performance, in addition to SAP warnings for underperforming students.
- Increase systematic, targeted outreach to service population High Schools and the community

Potential Positions:

1.0 FTE Manager

Reassigned time for faculty to participate in pilot projects

Temporary classified staff to assist programs participating in pilot projects

Student Help to assist with programs participating in pilot projects

One limitation of the data at this point is that the different sources of data (eg. Transfer Velocity, Scorecard) use populations that are not aligned, or do not disaggregate in ways to isolate certain populations of interest. ARC is already gathering data on these populations, and one activity as we move forward is to continue to collect information, and also to investigate transfer rates and barriers to transfer for these student populations (LGBT, DSPS, Foster Youth).

EXPECTED OUTCOME A.1.1

To increase the access evidenced by Asian students and multi-racial students in the community students over the next six years to reach parity with the highest performing group in the 2012 cohort. Our long-term goal is to increase access for all groups, but focusing on achieving parity between groups now will allow us to address gaps in access within our local community in the long term.

We hope, over the next six years, to reach the following percentages in the student population, which would be consistent with the community served by American River College. This goal allows 2015 as a research year in which time we hope to identify some of the potential barriers to access and design an institutional response.

	Multi-Racial	Asian
2014	1.00%	2.70%
2016	4.00%	5.00%
2017	6.00%	6.00%
2018	8.00%	8.00%
2019	9.00%	9.00%

GOALS AND ACTIVITIES

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

GOAL B.

Building a Culture of Data-Informed Inquiry & Action

Conduct and utilize campus-based research to better understand and respond to the barriers that impact student success with HUR and other disproportionately impacted students.

Improving the Conditions for Learning

Develop and implement on-going professional development programs and activities to assist faculty and staff address the needs of HUR and other disproportionately impacted students.

Establish and nurture positive relationships with community groups associated with students who are disproportionately impacted.

ACTIVITY B.1

Building a Culture of Data-Informed Inquiry & Action

- Examine the available research literature on previous efforts to close the achievement gap for African American students.
- Survey students regarding their beliefs, assumptions, expectations, and attitudes about college, themselves as learners, college success, and course completion.
- Survey faculty regarding their beliefs, assumptions, expectations, college success, and course completion. Also survey faculty about their instructional methods, strategies for promoting student success, particularly those addressing at-risk students.
- Conduct student surveys and/or focus groups to ascertain details regarding potential barriers to course completion for African American students and to ascertain differences between the “completers” and “non-completers” among this group.
- Review the student orientation and enrollment processes to identify what is required for a student to complete the orientation, become informed about class offerings, and select classes in which to enroll, particularly in terms of being informed about advisors, pre- and/or co-requisites, etc. and possible steps in the process that may have a disparate effect on African-American students in terms of enrolling in appropriate classes for their goals and assessment levels.

- Assess the impact of mandatory orientation and the student educational plans on course success/completion and identify any disparate impact on African American students.
- Conduct an audit of class scheduling processes to ensure courses are offered in an appropriate sequence based on curriculum alignment and that there are sufficient offerings in terms of number of classes and days/times for students to ensure enrollment in appropriate courses. Consider whether African American students have different needs or preferences related to class days/times etc.
- Identify and create a complete inventory of support services already being implemented across the campus to increase student success generally and/or those specifically designed to address issues of equity/disproportionate impact. Analyze the programs to identify how students use the services, correlations to course success/completion rates, and potential disparate experiences for African American students to identify the demographics of those using the services.
- Investigate how faculty use the services in terms of awareness, referral of students, follow up with students referred, etc. Examples of services include but are not limited to orientation, early alert systems, tutoring, LRC workshops, learning communities, etc.
- Analyze current documents and resources available to students regarding what student support services are provided, what services are needed, and the current offerings may have a disparate impact on African-American students.
- Conduct syllabi reviews for potential disparate effects on African-American students.
- Identify programs and disciplines with low course success rates for African-Americans and work with program faculty, staff and administrators to identify potential interventions.
- Based on findings from the above activities, identify specific intervention and professional development activities that will increase course completion rates of African-American students including making changes to support services, offering professional development opportunities, etc.

Improving the Conditions for Learning

- Develop first-year faculty professional development programs and incorporate cultural literacy components.

Potential Positions:

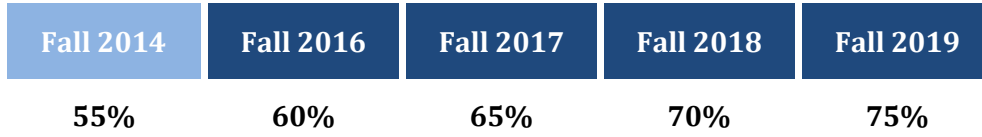
Reassigned time for faculty to participate in pilot projects

Temporary classified staff to assist programs participating in pilot projects

Student Help to assist with programs participating in pilot projects

EXPECTED OUTCOME B.1.1

Over the next three (3) to six (6) years, work to increase course completion for African-American students by 5% per year.



GOALS AND ACTIVITIES

C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”

GOAL C.

ENGLISH

Building a Culture of Data-Informed Inquiry & Action

- Coordinate with the Research Office to using existing data (CCSSE and KEI) and gather more data to better understand the course completion rates of African American, American Indian, and Pacific Islander students in English and Reading.
- Coordinate with the Research Office and other campus departments to identify barriers that affect how African American, American Indian, and Pacific Islander students experience resources related to basic skills English and Reading.

Improving the Conditions for Learning

- Coordinate with the Instruction Office, Enrollment Services, Counselors, and other departments to provide professional development, adequate course offerings, and high quality support services and instruction for African American, American Indian, and Pacific Islander basic skills English students.
- Provide reassigned time for English and Reading faculty and researcher to attend conferences, workshops to explore interventions for assisting disproportionately impacted students.

Address the achievement gap:

- For the next three years, the entire campus will work to increase course completion success rates to parity for African American, American Indian, and Pacific Islander students (over 2012-2013 Student Success Scorecard figures).

MATH

Building a Culture of Data-Informed Inquiry & Action

- Conduct and/or gather qualitative and quantitative research (focus groups, observations, interviews, etc.) with the assistance of the Office of Planning and Research and/or an outside agency to investigate patterns and conditions related to non-success for African American, American Indian/Alaskan Native, Hispanic/Latino, and Filipino students.

- Identify and address barriers that affect how African American, American Indian/Alaskan Native, Hispanic/Latino, and Filipino students experience resources related to basic skills Math.
- Analyze research data and develop appropriate action plans.

Improving the Conditions for Learning

- Provide reassigned time for Math faculty and researcher to attend conferences, workshops to explore interventions for assisting disproportionately impacted students.

Address the achievement gap:

- Implement evidence based strategies shown to increase success rates for identified populations.
- Provide adequate course offerings and support services for basic skills Math students.

ESL

Building a Culture of Data-Informed Inquiry & Action

- Coordinate with the Research Office to using existing data (CCSSE and KEI) and gather more data to better understand the course completion rates of Hispanic/Latino students in ESL.
- Coordinate with the Research Office and other campus departments to identify barriers that affect how Hispanic/Latino students' experience resources related to basic skills ESL.

Improving the Conditions for Learning

- Coordinate with the Instruction Office, Enrollment Services, Counselors, and other departments to provide professional development, adequate course offerings, and high quality support services and instruction for Hispanic/Latino basic skills ESL students.
- Provide reassigned time for ESL faculty and researcher to attend conferences, workshops to explore interventions for assisting disproportionately impacted students.

Address the achievement gap:

- For the next three years, the entire campus will work to increase course completion success rates to parity for Hispanic/Latino students (over 2012-2013 Student Success Scorecard figures).

ACTIVITY C.

ESL

Year 1 (2014-2015)

Improving the Conditions for Learning

- Collaborate with the ESL faculty to identify courses with low success rates for Hispanic/Latino students. Work with ESL faculty and staff, the research office, counselors, curriculum committee members, the administration, and other campus departments to identify potential interventions and create a plan for increasing success of these students. Use CCSSE data and other data to identify specific activities that will increase the course completion success rates of these students.
- Collaborate with the Basic Skills Committee, the Center for Teaching and Learning, and others to create a comprehensive plan for professional development activities that will help to increase ESL completion for Hispanic/Latino students.
- Explore the possibility of student orientations and other support services offered in the native language of students- i.e. Spanish, Russian, etc.

Year 2 (2015-2016)

Improving the Conditions for Learning

Explore classroom practices that lead to student success based on research.

a. Curriculum Alignment

- Use curriculum mapping as a tool to evaluate ESL curriculum to ensure course content meets the needs of students and there are no gaps in content needed to be successful at the next level of instruction.
- Determine where ESL course content can be streamlined to reduce time in remediation.

b. Syllabus Review

- Conduct ESL syllabus reviews to assess clarity and tone and reduce cultural bias.

Year 3 (2016-2017)

Improving the Conditions for Learning

Provide professional development activities for ESL faculty to explore best practices in addressing the needs of target populations. Provide opportunities which encourage ESL faculty to create learning communities with the goal of linking basic skills ESL to other GE or basic skills courses.

a. Professional Development/Andragogy/Pedagogy

- Provide opportunities for faculty training in culturally responsive teaching/communication methods, tone, class climate, learning environment, etc.

b. Learning Communities

- Incentivize opportunities for math faculty to partner with other faculty to create learning communities.

ENGLISH

Year 1 (2014-2015)

Improving the Conditions for Learning

- Collaborate with the English faculty to identify courses with low success rates for African American, American Indian, and Pacific Islander students. Work with English faculty and staff, the research office, counselors, curriculum committee members, the administration, and other campus departments to identify potential interventions and create a plan for increasing success of these students. Use CCSSE data and other data to identify specific activities that will increase the course completion success rates of these students.
- Collaborate with the Basic Skills Committee, the Center for Teaching and Learning, and others to create a comprehensive plan for professional development activities that will help to increase English completion for African American, American Indian, and Pacific Islander students.

Year 2 (2015-2016)

Improving the Conditions for Learning

Explore classroom practices that lead to student success based on research.

a. Curriculum Alignment

- Use curriculum mapping as a tool to evaluate English curriculum to ensure course content meets the needs of students and there are no gaps in content needed to be successful at the next level of instruction.
- Determine where English course content can be streamlined to reduce time in remediation.

b. Syllabus Review

- Conduct English syllabus reviews to assess clarity and tone and reduce cultural bias.

Year 3 (2016-2017)

Improving the Conditions for Learning

Provide professional development activities for English faculty to explore best practices in addressing the needs of target populations. Provide opportunities which encourage English faculty to create learning communities with the goal of linking basic skills English to other GE or basic skills courses.

a. Professional Development/Andragogy/Pedagogy

- Provide opportunities for faculty training in culturally responsive teaching/communication methods, tone, class climate, learning environment, etc.

b. Learning Communities

- Incentivize opportunities for English and Reading faculty to partner with other faculty to create learning communities.

MATH**Year 1 (2014-2015) –***Building a Culture of Data-Informed Inquiry & Action*

Investigate appropriate avenues for conducting qualitative and quantitative research to determine patterns of behavior and reasons for non-success among target populations. Adapt existing academic and student support services to meet the unique needs of target populations.

1) Conduct Research

a. Identify problems/areas of concern

- Convene teams to discuss research strategies and review on campus and off campus support for conducting appropriate research related to non-success among identified populations.
- Determine research approach and strategies and begin data collection.

2) Early Alert (Connect for Success or other campus based system)

a. System Analysis

- Create broader awareness of early alert system as a means to meet equity goals.
- Explore faculty utilization of existing system and determine why or why not the system is used.
- Track and analyze successful interventions resulting from the service.

b. Supplemental Instruction (Beacon tutoring or other in class tutoring support)

- Expand opportunities for student lead study sessions by increasing the number of in class tutors (one per course) and subsequent supplemental instruction sessions for all basic skills math courses.

Year 2 (2015-2016)*Improving the Conditions for Learning*

Explore classroom practices that lead to student success based on research.

a. Curriculum Alignment

- Use curriculum mapping as a tool to evaluate curriculum to ensure course content meets the needs of students and there are no gaps in content needed to be successful at the next level of instruction.
- Determine where course content can be streamlined to reduce time in remediation.

b. Syllabus Review

- Conduct syllabus reviews to assess clarity and tone and reduce cultural bias.

Year 3 (2016-2017)*Improving the Conditions for Learning*

Provide professional development activities for faculty to explore best practices in addressing the needs of target populations. Provide opportunities which encourage math faculty to create learning communities with the goal of linking basic skills math to other GE or basic skills courses.

a. Professional Development/Andragogy/Pedagogy

- Provide opportunities for faculty training in culturally responsive teaching/communication methods, tone, class climate, learning environment, etc.

b. Learning Communities

- Incentivize opportunities for math faculty to partner with other faculty to create learning communities.

Potential Positions:

- Reassigned time for faculty to participate in pilot projects.
- Temporary classified staff to assist programs participating in pilot projects
- Student Help to assist with programs participating in pilot projects

EXPECTED OUTCOME C.1.1

ESL

The expected outcome is to reduce disproportionate impact on identified groups and to achieve parity with the highest performing group. Therefore, research and analysis of data and subsequent interventions will result in increased success rates over a five year period for each identified group as shown below:

Fall 2014	Fall 2016	Fall 2017	Fall 2018	Fall 2019
21%	24%	25.5%	27%	28.5%

ENGLISH

To increase African American, American Indian, and Pacific Islander student success rates in the next six years to 52%, which was the rate of the highest performing group in 2012. We recognize that a 52% success rate is not acceptable for any group and our long-term goal is to reach a success rate of at least 75%. We believe that focusing on the 52% success rate first will develop our capacity to plan for a more ambitious goal.

African American

Fall 2014	Fall 2016	Fall 2017	Fall 2018	Fall 2019
25%	32%	39%	46%	52%

American Indian

Fall 2014	Fall 2016	Fall 2017	Fall 2018	Fall 2019
22%	29%	38%	46%	52%

Pacific Islander

Fall 2014	Fall 2016	Fall 2017	Fall 2018	Fall 2019
28%	32%	39%	46%	52%

MATH

The expected outcome is to reduce disproportionate impact on identified groups and to achieve parity with the highest performing group. Therefore, research and analysis of data and subsequent interventions will result in increased success rates over a five year period for each identified group as shown below:

African American

Fall 2014	Fall 2016	Fall 2017	Fall 2018	Fall 2019
13.7%	18.2%	22.7%	27.5%	32%

American Indian/Alaskan Native

Fall 2018	Fall 2014	Fall 2016	Fall 2017	Fall 2019
27.6%	14%	18.3%	22.8%	32%

Filipino

Fall 2014	Fall 2016	Fall 2017	Fall 2018	Fall 2019
21.8%	24.5%	27%	29%	32%

Hispanic/Latino

Fall 2014	Fall 2016	Fall 2017	Fall 2018	Fall 2019
20.6%	23.75%	26.5%	29.25%	32%

GOALS AND ACTIVITIES

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”

GOAL D.

Building a Culture of Data-Informed Inquiry & Action

- Identify barriers that affect the number African-American and Hispanic students who receive a degree or certificate at American River College from among those African-American and Hispanic/Latino students who state earning a degree or certificate as a goal in their student education plan.
- Provide appropriate degree and certificate programs with effective support services targeted to the needs of African-American and Hispanic students.

Improving the Conditions for Learning

Establish and nurture positive relationships with community groups associated with students who are disproportionately impacted.

ACTIVITY D.1

Building a Culture of Data-Informed Inquiry & Action

- Review the student education plan process to identify what is required for a student to complete their education plan (iSEP), particularly in terms of declaring the goal of earning a degree or certificate and explore possible steps in the process that may have a disparate effect on African-American and/or Hispanic/Latino students.
- Analyze current documents and resources available to students regarding available programs offering degrees and certificates, the requirements to earn specific degrees and certificates, the value and applicability of degrees and certificates, in order to identify what is included, what may be missing, and how what is provided or missing may have a disparate impact on African-American and/or Hispanic/Latino students.
- Utilize information generated by the student educational plan system (iSEP) to better understand students' informed educational goals in terms of identifying those students who state earning a degree or certificate as their goal, tracking changes in stated goals, and detecting patterns in the types of degrees or certificates identified as goals.
- Evaluate whether establishing student education plans (iSEP) and/or accessing counseling services is correlated with degree or certificate completion. Based on findings, target outreach efforts to African American and Hispanic/Latino students, including offering more drop-in counseling opportunities for students to increase access to counselors. Determine patterns of demand to offer drop-in counseling accordingly.

- Evaluate how the iSEP and/or degree audit system can be used to gather data regarding student interest in and ability to complete degrees or certificate programs. Possible uses may include using data to inform decisions regarding what degrees and or certificates are of interest to students, how classes may be scheduled to more effectively align offerings with degree and certificate requirements, student demand, etc.
- Conduct an audit of class scheduling processes to ensure there are sufficient offerings in terms of number of classes and days/times for students to complete a degree or certificate in a reasonable amount of time. This would include sequencing for classes with pre-requisites, required classes for a degree and /or certificate, optional or elective classes. Explore methods for determining course substitutions for applicable courses within degree and certificate programs, documenting the acceptable substitutions in ways that are accessible to students and counselors. Consider whether African American and/or Hispanic/Latino students have different needs or preferences related to class days/times etc.
- Identify and create a complete inventory of support services already being implemented across the college to increase student success generally and/or those specifically designed to address issues of equity/disproportionate impact. Analyze the programs to identify how students use the services, correlations to degree and certificate completion rates, and potential disparate experiences for African American. Investigate how faculty use the services in terms of awareness, referral of students, follow up with students referred, etc. Examples of services include but are not limited to orientation, early alert systems (Connect for Success, D2L Intelligent Agent), tutoring, LRC workshops, learning communities, etc. Based on findings, consider what changes to the current services and programs are needed.
- Investigate reasons why students who are eligible to earn a degree or certificate do not petition to do so (and are therefore not rewarded) and possible correlations to African-American and/or Hispanic/Latino students. Review the current degree petition process to explore whether more students would submit graduation petitions if they were able to submit it themselves online.
- Identify and survey programs offering degrees and/or certificates to identify what methods they currently use to identify, communicate, and provide support services for students seeking their degrees and/or certificates.

Based on findings from the above activities, conduct student surveys and/or focus groups to ascertain potential barriers, including knowledge of the process, clarity of goals, time it takes to earn a degree or certificate (total time requirements, course offerings, part-time versus full-time status, financial aid limitations, etc.).

Potential Positions:

Reassigned time for faculty to participate in pilot projects

Temporary classified staff to assist programs participating in pilot projects

Student Help to assist with programs participating in pilot projects

EXPECTED OUTCOME D.1.1

Over the next three (3) to six (6) years, work to increase degree and certificate completion for African-American and Hispanic/Latino students by 5% per year.

	Fall 2014	Fall 2016	Fall 2017	Fall 2018	Fall 2019
African American	35%	41%	46%	51%	57%
Hispanic/Latino	40%	44%	48%	52%	57%

GOALS AND ACTIVITIES

E. STUDENT SUCCESS INDICATOR FOR TRANSFER

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

GOAL E.

Building a Culture of Data-Informed Inquiry & Action

To identify barriers that negatively impact transfer rates of Hispanic/Latino students

To identify barriers that negatively impact transfer rates of White students

To track student transfer more effectively after graduation

To identify the transfer rates of foster youth relative to the general ARC student population, and the highest performing group

To identify the transfer rates of DSPS relative to the general ARC student population, and the highest performing group

To identify the transfer rates of LGBT relative to the general ARC student population, and the highest performing group

Improving the Conditions for Learning

Develop and implement on-going professional development programs and activities to assist faculty and staff address the needs of HUR and other disproportionately impacted students;

Establish and nurture positive relationships with community groups associated with students who are disproportionately impacted.

Address the disproportionate impact evident for Hispanic/Latino students and White students, as well as respond to additional gaps that might present themselves after research.

ACTIVITY E.1

The college will institute a variety of activities intended to encourage student transfer, these include:

- an orientation for new students that highlights the role of successful transfer in one’s education
- Messaging to students at transfer day and throughout the year, which increases the visibility of transfer, of local four-year institutions, and of programs designed to facilitate easier transfer, such as the Associate Degrees for Transfer offered by the college.

- The college will increase messaging to students for positive performance, in addition to SAP warnings for underperforming students.

Building a Culture of Data-Informed Inquiry & Action

- College personnel will hold focus groups to meet with currently enrolled students to determine potential roadblocks to successful completion and transfer.
- Survey graduates as they complete programs in order to determine ways to support them, as well as track potential transfers outside the UC/CSU systems.
- Investigate messaging options to students throughout the Basic Skills sequence to maintain an active and supportive presence.
- The college will explore the creation of a student-driven site where communication can flow between student peers and the college (an open-blog or wiki site) where inquiries can be posted related to transfer, but with an eye towards expanding conversations into other basic skills, access, and equity concerns. This will not only create a record of student input, but will facilitate ongoing dialogue between a constantly changing student population and the institution.

Improving the Conditions for Learning

- ARC will continue to investigate curriculum alignment consistent with SB1440 and ADT degrees in order to facilitate articulation with CSU and UC systems.

Creating Seamless Educational Pathways

Enhance outreach efforts to colleges within and outside of California in order to build more secure relationships between organizations and more fluid transfer pathways for students.

Investigate a “Next Steps System”, similar to Maine’s (<http://www.maine.edu/transfer-students/next-steps/>).

One limitation of the data at this point is that the different sources of data (eg. Transfer Velocity, Scorecard) use populations that are not aligned, or do not disaggregate in ways to isolate certain populations of interest. ARC is already gathering data on these populations, and one activity as we move forward is to continue to collect information, and also to investigate transfer rates and barriers to transfer for these student populations (LGBT, DSPS, Foster Youth).

Potential Positions:

Reassigned time for faculty to participate in pilot projects.

Temporary classified staff to assist programs participating in pilot projects

Student Help to assist with programs participating in pilot projects

EXPECTED OUTCOME E.1.1

To increase the transfer rate of Hispanic/Latino students and White students over the next six years to reach parity with the highest performing group in the 2012 cohort. Our long-term goal is to increase transfer rates for all groups, but focusing on achieving parity between groups that are disproportionately impacted now will allow us to increase overall transfer rates in the long term.

We hope, over the next six years, to reach the following percentages in the transfer rate of the target student populations. This goal allows 2015 as a research year in which time we hope to identify some of the potential barriers to transfer and design an institutional response.

	Hispanic/Latino	White
2014	26.90%	34.80%
2016	32.00%	38.00%
2017	46.00%	45.00%
2018	55.00%	55.00%
2019	62.00%	62.00%

Budget

	Classification		Professional Development	Outreach, Student Support & Retention	Research & Evaluation	Coordination	Total
1000	Academic Salaries: Position Title(s)	# of FTE Positions					
	Faculty Researcher (reassigned time-SP15)(Yuj)	.5FTE		\$ -	\$ 46,000	\$ -	46,000
	Math faculty (reassigned time-SP15)	2.25FTE	\$ 106,470	\$ 106,470	\$ -	\$ -	212,940
	English/Reading faculty (reassigned time-SP15)	1.25FTE	\$ 118,300	\$ -	\$ -	\$ -	118,300
	ESL faculty (reassigned time-SP15)	1.25FTE	\$ 118,300	\$ -	\$ -	\$ -	118,300
	Faculty- reassigned time-SP15) General Professional Dev	1.0FTE	\$ 94,640	\$ -	\$ -	\$ -	94,640
	Assistant Dean/Director- Outreach	1FTE	\$ -	\$ 103,862	\$ -	\$ -	103,862
	Equity Coordinator- Natomas Center	.5FTE	\$ -	\$ -	\$ -	\$ 41,000	41,000
	Outreach Coordinators (2)-CTE/Academic	1.0FTE	\$ -	\$ 82,000	\$ -	\$ -	82,000
		Subtotal		\$ 437,710	\$ 106,470	\$ 46,000	\$ -
2000	Classified and Other Nonacademic Salaries: Position Title(s)	# of FTE Positions					
	Clerk III (50%) Equity/SSSP Support	.5FTE	\$ -	\$ 17,014	\$ -	\$ -	17,014
	Temporary Classified Staff- Clerks & SPAs (SP15)		\$ 20,000	\$ 30,000	\$ 15,000	\$ -	65,000
	Student Help-SAGES, student ambassadors		\$ -	\$ 15,000	\$ -	\$ -	15,000
			\$ -	\$ -	\$ -	\$ -	-
	Subtotal		\$ 20,000	\$ 62,014	\$ 15,000	\$ -	\$ 97,014
3000	Employee Benefits						
	Faculty Researcher (reassigned time-SP15)(Yuj)		\$ -	\$ -	\$ 14,076	\$ -	14,076
	Math faculty (reassigned time-SP15)		\$ 32,580	\$ 32,580	\$ -	\$ -	65,160
	English/Reading faculty (reassigned time-SP15)		\$ 36,200	\$ -	\$ -	\$ -	36,200
	ESL faculty (reassigned time-SP15)		\$ 36,200	\$ -	\$ -	\$ -	36,200
	Faculty- reassigned time-SP15) General Professional Dev		\$ 28,960	\$ -	\$ -	\$ -	28,960
	Assistant Dean/Director- Outreach		\$ -	\$ 23,888	\$ -	\$ -	23,888
	Equity Coordinator- Natomas Center		\$ -	\$ -	\$ -	\$ 12,546	12,546
	Outreach Coordinators (2)-CTE/Academic		\$ -	\$ 25,092	\$ -	\$ -	25,092
	Clerk III (50%) Equity/SSSP Support		\$ -	\$ 8,456	\$ -	\$ -	8,456
	Temporary Classified Staff- Clerks & SPAs (SP15)		\$ 1,200	\$ 1,800	\$ 900	\$ -	3,900
	Student Help-SAGES, student ambassadors		\$ -	\$ 120	\$ -	\$ -	120
	Subtotal		\$ 135,140	\$ 91,936	\$ 14,976	\$ 12,546	\$ 254,598

	Classification	Professional Development	Outreach, Student Support & Retention	Research & Evaluation	Coordination	Total
4000	Supplies & Materials					
	Printed Outreach Materials	\$ -	\$ 5,000	\$ -	\$ -	5,000
	Software Programs	\$ -	\$ 14,000	\$ 5,000	\$ -	19,000
	Misc. Printed materials	\$ 1,000	\$ -	\$ 6,000	\$ 4,000	11,000
	Supplies and Materials	\$ 12,000	\$ 10,000	\$ 2,491	\$ -	24,491
		\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ 13,000	\$ 29,000	\$ 13,491	\$ 4,000	\$ 59,491
5000	Other Operating Expenses and Services					
	Travel-conferences, college visits, seminars	\$ 35,000	\$ 15,000	\$ 10,000	\$ 2,500	62,500
	Personnel Service Agreements	\$ 17,000	\$ -	\$ 15,000	\$ -	32,000
		\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ 52,000	\$ 15,000	\$ 25,000	\$ 2,500	\$ 94,500
6000	Capital Outlay					
		\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -
7000	Other Outgo					
		\$ -	\$ -	\$ -	\$ -	-
		\$ -	\$ -	\$ -	\$ -	-
	Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -
	Grand Total	\$ 657,850	\$ 304,420	\$ 114,467	\$ 19,046	
	Total Planned Expenditures cannot exceed the 2014-15 Student Equity Allocation					\$ 1,322,645

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

The college will be engaging in data-informed inquiry as part of the evaluation process for the student equity plan. Through collaborative inquiry, the college will annually; identify the gaps, drill down into evidence, reflect on the evidence, engage in honest conversations, develop shared learning/meaning, and disseminate the learning/meaning.

The resulting action will include: identifying strategic responses, implementing new policies/practices, evaluating and institutionalizing those actions that were successful.

Evidence from the learning outcomes-course, program and Institutional, success indicators-institutional data/reports, cohort analysis, retention/persistence; and conditions of learning-CCSSE, student focus groups and interviews, student satisfaction & other surveys will inform the inquiry process. This cycle will insure that the college is thoughtfully asking the questions, seeking answers and implementing those actions that result in successful student outcomes.

Attachments

ATTACHMENTS

Attachment A: Disproportionate Impact Report Research Document

Attachment B: Student Equity Plan Workgroup Participants

Attachment C: Student Equity Plan Workgroups By Indicator Area

AMERICAN RIVER COLLEGE Student Equity Workgroup Participants

Name	Department
Daniel Avegalio-staff	Veterans Office
Connie Ayala-faculty	LRC
Lakia DeCosta-staff	Enrollment Services
Diane Delgado-faculty	EOPS
Tamara Floyd-staff	SRPSTC
Joslyn Gaines-staff	Outreach/Enrollment Services
Lisa Lawrenson-administrator	Instruction
Jeri Marshall-staff	Outreach/Enrollment Services
Judy Mays-administrator	Counseling
Martina Molina-Kanae-faculty	Counseling
Diana Montijo-staff	Counseling/Probation/Dismissal
Robin Neal-administrator	Enrollment Services
Chris Olson-staff	Research Office
Carlos Reyes-administrator	Behavioral/Social Science
Yuj Shimuzu-faculty	Research/Psychology
Tressa Tabares-faculty	Behavioral/Social Science
Student Representative	No appointee attended

AMERICAN RIVER COLLEGE

Student Equity Plan Workgroups By Indicator Area

<u>ACCESS</u>	<u>COURSE COMPLETION</u>	<u>ESL/BASIC SKILLS</u>
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Carlos Reyes	Tressa Tabares	Lisa Lawrenson
Robin Neal	Connie Ayala	Judy Mays
Joslyn Gaines	Yuj Shimuzu	Robin Neal
Daniel Avegalio		Diane Delgado
Lakia DeCosta		Diana Montijo
Jeri Marshall		

<u>DEGREES/CERTIFICATES</u>	<u>TRANSFER</u>
-----------------------------	-----------------

Tressa Tabares	Carlos Reyes
Martina Molina-Kanae	Tamara Floyd
	Jeri Marshall

DRAFT

Cosumnes River College

Student Equity Plan

2014-2017



*Section A: Cosumnes River College
Student Equity Plan
Signature Page*

District: Los Rios Community College District

Date Approved by Board of Trustees: 11/12/14

College President: _____

Vice President of Student Services: _____

Vice President of Instruction: _____

Academic Senate President: _____

Student Equity Coordinator/Contact Person: _____

Student Equity Plan 2014-17

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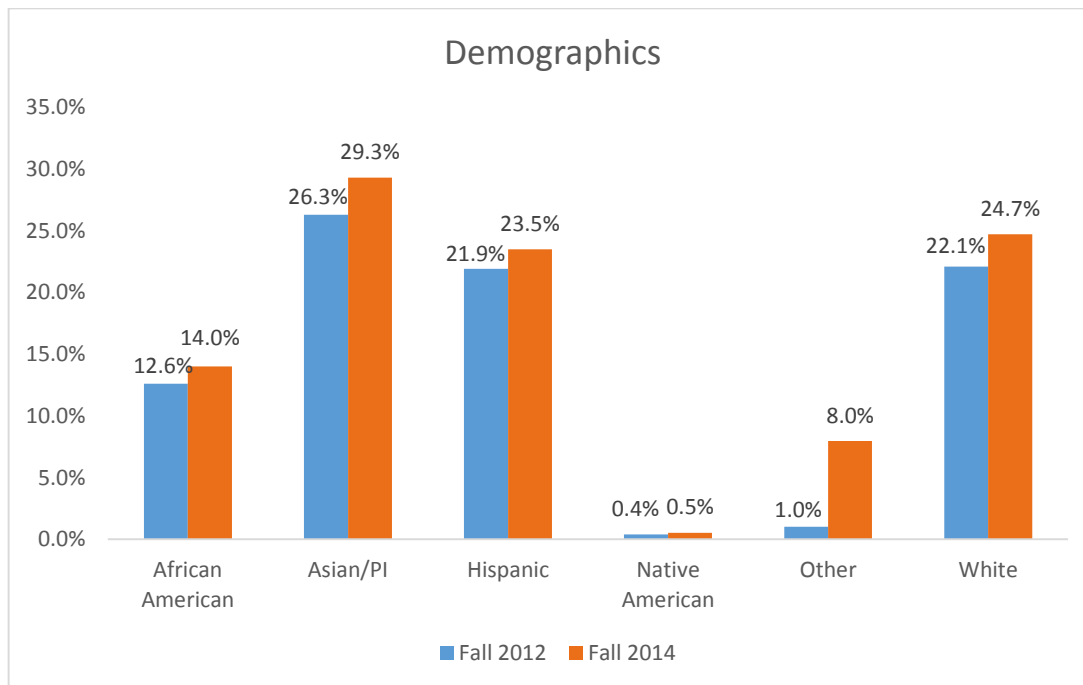
Section B. Executive Summary

Background

Cosumnes River College (CRC) is committed to diversity and equity in all educational programs and services, as evidenced by its Strategic Plan, which states:

“As an institution that serves a diverse community, CRC strives to support student success, promote educational equity, and offer programs that empower students to achieve their educational goals and contribute to a just and democratic society as global citizens. CRC provides students with access to high-quality services that support their success and facilitate their transition to work or further educational opportunities. CRC also offers instructional programs designed to meet the changing needs of industry and our global economy and programs that enhance student learning and promote educational equity.”

In fall 2014 the College served 14,767 students at its main campus in South Sacramento and outreach center in Elk Grove. The College’s student population is ethnically diverse as indicated by the graph below:



In order to best serve this diverse student population, CRC provides a broad array of programs and services to ensure that all students have the opportunity to succeed academically. CRC’s Mission, Vision

and Values statement, which expresses the College's commitment to equity and provides the foundation for this plan, states:

“As a community of scholars and practitioners with a deep commitment to equity and social justice, CRC values teaching and learning excellence and high academic standards sustained by academic integrity, fairness and mutual respect, and an ethic of care. The College's core values of cultural competence and diversity, continuous learning and assessment, exceptional student services, and innovation are central to our collegial and environmentally responsible academic setting.”

This Student Equity Plan, although newly formulated, is part of ongoing institutional efforts to improve student academic outcomes and to implement teaching methodologies, student services and student support programs that “respond to the needs of our student population, particularly students who are first generation, basic skills, under the age of 25, and from traditionally underrepresented groups (Cosumnes River College Strategic Plan).

The Student Equity Plan (SEP) was written with contributions from faculty, staff, students, and administrators. The Student Equity Planning Group reviewed data in the areas of Access, Course Success, Basic Skills and ESL Progression, Degree and Certificate Attainment and Transfer. This led to the identification of focus areas for the Plan, to the formation of writing teams to research existing and best practices in these areas, and to the development of an action plan consisting of goals, activities, outcomes, and responsible parties. The following four (4) areas informed the development of the plan:

- **Access:** Focus on addressing the disproportionate access data from feeder high schools and data indicating that the intake processes for incoming veterans and students with disabilities need to be accelerated to better serve these groups.
- **Course Success:** Focus on enhancing success rates, particularly for students who are African American or Foster Youth.
- **Basic Skills Progression:** Focus on improving progression rates from one level below college-level to successful completion of a college-level course, particularly for students who are African American students or are over the age of 30.
- **Educational Outcomes Achievement:** Focus on enhancing the completion of certificates, degrees and becoming transfer ready/transferring, particularly for the following groups:
 - Students with disabilities
 - Students who are first-generation college students
 - Foster Youth
 - Students who are African American, Hispanic, Filipino
 - Veterans

The work of the writing teams was compiled, cross-referenced with other college plans and resources and refined. The plan was then disseminated college-wide for input and final editing. The 2014-2017

Student Equity Plan was approved by the LRCCD Board of Trustees on November 12, 2014 in compliance with Title 5 guidelines in Section 54220.

Goals and Success Indicators

The overarching equity goal at Cosumnes River College to is to provide a teaching and learning environment that is responsive to the needs, and facilitates the success and learning of, **all** students, taking into account ethnicity, age, culture, nationality, language, disability, gender, sexual orientation, or religion. The specific goals in the Student Equity Plan follow. More detail about activities and outcomes and the populations of interest in the different areas is included in Section D.

Access

Goal 1: Improve participation rates of students from Monterey Trail and Valley High School who are African American or Hispanic and participation rates for the high schools in the southern part of the College's service area by 5%.

Goal 2: Enhance efficiency of and satisfaction with intake and assessment processes, particularly for recent high school graduates.

Course Success and Progression

Goal 1: Increase the percentage of students from particular groups who complete the highest level of ESL, Basic Skills English or Basic Skills Math who enroll in and pass a college-level ESL, English or Math course (respectively) by 5%.

Goal 2: Enhance course success in college-level Math and English for particular groups of students by 5%.

Goal Completion

Goal 1: Increase retention and persistence rates for particular groups of students by 5%.

Goal 2: Enhance goal completion for particular groups of students by 5%.

Other

Goal 1: Implement at least three program-based improvements each year to enhance participation, success or program completion of particular groups.

Goal 2: Institutionalize SEP activities with ongoing assessment and improvement.

Resources Budgeted

The following resources are allocated to support the achievement of the activities, goals and outcomes in the plan:

Year One: Total = \$886,856

Equity Plan = \$580,769

Student Support and Success Program Plan = \$250,955

Basic Skills Initiative = \$20,938

Sabbatical Funds = \$34,284

Year Two: Total = \$886,883

Equity Plan = \$580,769

Student Support and Success Program Plan = \$277, 638

Basic Skills Initiative = \$28,476

Year Three = \$899,881

Equity Plan = \$580,769

Student Support and Success Program Plan = \$290,067

Basic Skills Initiative = \$29,045

Implementation

The Cosumnes River College Cultural Competence and Equity Committee has assumed shared governance responsibility for overseeing the development and implementation of this Student Equity Plan in accordance with its Committee Charge and the College’s Academic Senate. This Committee is composed of faculty, staff, administration, and students. The committee made recommendations to appropriate bodies regarding the College’s Student Equity Plan. This committee is co-chaired by Kathryn Mayo (Photography Professor) and Rochelle Perez (Librarian). Katherine McLain (Dean of College Planning and Research and College Equity Officer) serves as the Executive Secretary of the committee. Once hired, the Associate Dean of Student Success and Equity will be assigned the operational responsibility for the implementation, assessment, and ongoing development of the Student Equity Plan.

Section C. Campus-Based Research and Data Analysis

Overview

The data used in CRC’s Student Equity Plan was provided by the California Community College Chancellor’s Office and by the College and Los Rios District Research Offices. In all cases, disproportionate impact was identified by calculating the equity index (r), which is the ratio of the metric for the subpopulation divided by the value of the metric for the college’s student population. If this index (ratio) was less than .8 for a subpopulation, this group was identified as a potential focus area for the plan. The following bullets summarize the areas where disproportionate impact was observed. The data tables and calculations are available online at

ACCESS

The Student Equity Planning Committee examined two data sets in order to identify areas where the College might not be serving the community. One data set analyzed the demographics of the College enrollment by zip code for the top ten zip codes in CRC's service area. The other data set analyzed the demographics of enrollment by high school for each of the comprehensive feeder high schools in the College's service area.

The following disparities were noted when enrollment by zip code data was compared with the demographics of the zip code:

- Ratios indicate students from 95824 ($r=.5$), 95822 ($r=.3$) and 95831 ($r=.3$) are under-represented. However, these zip codes are technically outside CRC's service area.
- It appears that across all zip codes students under the age of 30 are over-represented and students over the age of 40 are under-represented. It is interesting that the College is over-enrolling students in the 30-39 age group from 95822 ($r=1.46$), 95831 ($r=1.36$) and 95632 ($r=1.36$) zip codes.
- Students who are African American from 95823 ($r=.63$) are under-represented.
- Students from 95823 ($.7$), 95632 ($.51$), and 95824 ($r=.5$) who are Hispanic are under-represented.
- In general students from most of the zip codes who are Pacific Islander are over-represented at the college. This is not true except 95823 ($r=.65$) where they are under-represented and 95757 ($r= 1.06$) and 95822 ($r=1.2$) where their participation rates match the demographics of the zip codes.
- In general students who are White are under-represented. This is not true for 95823 ($r=1.34$) and 95824 ($r=1.28$) where they are over-represented.

The following disparities were noted when enrollment by high school was compared with the demographics of the high school:

- On average almost 22% of the EGUSD comprehensive high school senior class attends CRC. However, the College receives 18% of the senior class at Franklin High ($r=.81$) and 28% ($r=1.28$) of the senior class from Monterey Trail.
- Seniors from an EGUSD comprehensive high school in the central or southern Elk Grove who are White are underrepresented at CRC. This is particularly true for Cosumnes Oaks ($r=.66$), Franklin ($r=.54$), Laguna Creek ($r=.68$), Pleasant Grove ($r=.74$), and Sheldon ($r=.68$). This is not true for the EG students closer to the college (which includes Florin, Monterey Trail and Valley High). However, the number of students at these schools who are White is too small to draw conclusions.
- Seniors who are African American from Valley ($r=.68$), Sheldon ($r=.73$), Florin ($r=.71$), and Monterey Trail ($r=.64$) are under-enrolled.
- Seniors who are Hispanic from Florin ($r=.71$) and Monterey Trail ($r=.62$) are under-enrolled.

- Seniors who are female from Valley ($r=.73$), Franklin ($r=.78$) and Monterey Trail ($r=.82$) are under-enrolled.

COURSE SUCCESS

The Student Equity Planning Committee investigated course success rates by examining annual and fall course success data generated by the college and district research offices. The committee also reviewed the course success data for special populations available on the State Chancellor’s website. The Committee noted that there was no evidence in this data of disproportionate impact based on gender, socio-economic status, first generation status, language status, or educational preparation. One reason for this is the diversity of the College’s student population. The indicated the following:

- Fall course success rates for students who are African American or are Foster Youth are below overall course success rates ($r = .796$ and $.752$ respectively).
- The 2012-13 course success rates for students who are African American are below college-wide course success rates ($r = .8$).

ESL and BASIC SKILLS COMPLETION

The Student Equity Planning Committee investigated Basic Skills Completion by examining the Basic Skills Tracker Data and data generated by the College Research Office.

The following disparities were noted in the Basic Skills Tracker data:

- Students who are 17 and under are under-represented in the group of Math 100/101/102 completers who enrolled in and passed a college level math course in the system ($r=.72$).
- Students who are African American are under-represented in the group of Math 100/101/102 completers who enrolled in and passed a college level math course in the system ($r = .75$).

The following disparities were noted when the College focused locally on students who enrolled in the college-level course at CRC:

- Students who are 30 and over are under-represented in the group of Engwr 101 completers who enrolled in and passed Engwr 300 ($r = .48$ for students 30 – 39 and $r = .2$ for students 40 and older).
- Students who are White are under-represented among the group of students completing Engwr 101 ($r = .733$).
- Students who are African American are under-represented in the group of Engwr101 completers who enrolled in and passed Engwr 300 ($r=.737$).
- Students who are African American or Asian are under-represented in the group of Math 100/102 completers who enrolled in and passed a college-level math course ($r = .775$ and $.747$ respectively).
- Students who are 40 and over are under-represented in the group of students who enrolled in and completed Math 100/102 ($r = .588$).

It should be noted that the ESL population at the college was too small and too homogeneous to yield any information about disproportionate impact for these students.

GOAL COMPLETION

The Student Equity Planning Committee investigated Goal Completion by reviewing three sets of data. The College Research Office provided information comparing the demographics of students who had earned a Degree and Certificate with the overall demographics of the college and with the group of students who indicated a goal of completing a degree or certificate. The committee also reviewed the California Community College's Scorecard Completion Metric and the Special Populations data on the Chancellor's Office website.

The following disparities were noted in the data provided by the CRC Research Office and the Special Populations data on the Chancellor's Office website:

Degree Attainment

Comparing with students intending on completing a degree

- Students intending to earn a degree who are between the ages of 20 and 29 are over-represented among the degree earners at the college ($r = 1.61$). The other age groups are under-represented ($r \leq .77$).
- Students intending to earn a degree who are African American are under-represented among the degree earners at the college ($r = .60$).
- Students in the EOPS and DSPS programs and Foster Youth are underrepresented among the degree earners at the college ($r = .67, .61, \text{ and } .34$ respectively).

Comparing with the overall demographics of the college

- Students between the ages of 15 and 19 or are 40 and over are under-represented among the degree earners at the college ($r = .4$ and $.74$ respectively).
- Students who are male are under-represented among the degree earners at the college ($r = .78$).
- Students who are African American are under-represented among the degree earners at the college. The other groups are represented at rates similar to their enrollment proportions ($r = .75$).

Certificate Attainment

Comparing with students intending on earning a certificate

- Students intending to earn a certificate who are between the ages of 15 and 19 are under-represented among the certificate recipients ($r = .12$).
- There is no disproportionate impact with respect to earning a certificate in this group based on gender or ethnicity with the exception of students who are African American ($r = .74$).

Comparing with the overall demographics of the college

- Students between the ages of 20 and 29 are under-represented among certificate recipients at the college ($r = .75$).

Scorecard Completion Metric

- Students in this cohort who received DSPS services were less likely to complete one of the outcomes compared to other students ($r = .71$).
- Students in the cohort who are Hispanic or Filipino were less likely to complete one of the outcomes compared to other students ($r = .76$, and $.79$ respectively).
- Students in this cohort between the ages of 25 and 49 were less likely to achieve an outcome compared to other students ($r = .77$).
- Students in this cohort between the ages of 25 and 49 who were prepared for college were less likely to achieve an outcome compared to other students ($r = .59$).

TRANSFER

The Student Equity Planning Committee investigated Transfer by reviewing three data sets. One data set contained information about students who were transfer ready. The second data set consisted of all students who had transferred according to the National Student Loan Clearinghouse. The third data set consisted of Transfer Velocity data downloaded from the State Chancellor's website. The following differences were noted:

Transfer Data

- Students below the age of 20 or 40 years of age and over are under-represented in the group of students who transfer ($r = .444$ and $.493$ respectively).
- Students who are Hispanic are under-represented in the group of students who transfer ($r = .541$).
- Students in the DSPS program are under-represented in the group of students who transfer ($r=.546$).

Transfer Velocity

- Students in this cohort between the ages of 25 to 29 are least likely to transfer within six years. ($r = .75$).
- Students in this cohort who are Filipino or Hispanic transfer at lower rates than other students at the college ($r=.62$ and $.72$ respectively).
- Students in the DSPS program transfer at lower rates than other students at the college ($r = .59$).

Transfer-Ready

- Students between the ages of 20-29 are over-represented in this group ($r=1.6$). The other groups are under-represented ($r = .49$ for students under the age of 20, $r = .76$ for students between the ages of 30 and 39, and $r = .38$ for students 40 and over).
- Students who are African American or Native American are under-represented in this group ($r = .34$ and $.29$ respectively).
- Students with disabilities are under-represented in this group ($r = .71$).

The Student Equity Planning Committee reviewed and discussed this data and identified the following four (4) areas to address in the Equity Plan:

- **Access:** Focus on addressing the disproportionate access data from feeder high schools and data indicating that the intake processes for incoming veterans and students with disabilities need to be accelerated to better serve these groups.
- **Course Success:** Focus on enhancing success rates, particularly for students who are African American or Foster Youth.
- **Basic Skills Progression:** Focus on improving progression rates from one level below college-level to successful completion of a college-level course, particularly for students who are African American students or are over the age of 30.
- **Educational Outcomes Achievement:** Focus on enhancing the completion of certificates, degrees and becoming transfer ready/transferring, particularly for the following groups:
 - Students with disabilities
 - Students who are first-generation college students
 - Foster Youth
 - Students who are African American, Hispanic, Filipino
 - Veterans

Section D: Goals, Objectives and Activities

ACCESS

Goal 1: Improve participation rates of students from Monterey Trail and Valley High School who are African American or Hispanic and participation rates for the high schools in the southern part of the College's service area by 5%.

Objective 1.1: Enhance collaboration with Monterey Trail High School

Activity 1.1.1: Increase outreach coordinator presence at Monterey Trail from biweekly to weekly

Outcome 1.1.1.a: There will be a 20 % increase in student contacts at Monterey Trail High School.

Outcome 1.1.1.b: Outreach Specialist will attend at least 4 counselor meetings during the year.

Outcome 1.1.1.c: There will be a 5% increase in enrollment of students of color from Monterey Trail.

Activity 1.1.2: Schedule one section of Freshmen Seminar and/or College Success at Monterey Trail High School.

Outcome 1.1.2.a: At least 30 high school students will enroll in and complete the Freshmen Seminar or College Success class.

Outcome 1.1.2.b: There will be a 5% increase in enrollment of students of color from Monterey Trail.

Activity 1.1.3: Organize and facilitate campus visits for Monterey Trail Seniors

Outcome 1.1.3.a: At least 50 Monterey Trail students will attend a campus tour.

Outcome 1.1.3.b: There will be a 5% increase in enrollment of students of color from Monterey Trail high school.

Activity 1.1.4: Coordinate with Student Ambassadors to make classroom presentations in select classes

Outcome 1.1.4.a: At least 3 classroom presentations will be made to Monterey Trail classes.

Outcome 1.1.4.b: There will be a 5% increase in enrollment of students of color from Monterey Trail high school.

Activity 1.1.5: Conduct math articulation meeting/conference with Monterey Trail math teachers

Outcome 1.1.5.a: Materials outlining expectations for Beginning Algebra and Intermediate Algebra will be developed and disseminated.

Outcome 1.1.5.b: At least 50% of Monterey Trail Math teachers will attend the articulation meeting/conference.

Outcome 1.1.5.c: There will be a 5% decrease in the percentage of first time students from Monterey Trail placing into basic skills math.

Objective 1.2: Enhance collaboration with Valley High School

Activity 1.2.1: Develop a partnership with Valley's Gear Up program

Outcome 1.2.1.a: New partnerships will be developed.

Outcome 1.2.1.b: At least two "joint" activities will be developed and implemented by CRC faculty and staff to support Gear Up program.

Activity 1.2.2: Organize and facilitate campus visits for Valley High Seniors

Outcome 1.2.2.a: At least 50 Valley High students will attend a campus tour.

Outcome 1.2.2.b: There will be a 5% increase in the enrollment of students of color from Valley High School.

Activity 1.2.3: Enhance outreach activities during the Viking Time at Valley High School

Outcome 1.2.3.a: There will be a 5% increase in the number of Valley High School students scheduling appointments to meet with Outreach personnel in the career center.

Outcome 1.2.3.b: There will be a 5% increase in enrollment of recent high school graduates from Valley High School.

Objective 1.3: Enhance outreach materials for high school students

Activity 1.3.1: Develop recruitment materials in other languages

Outcome 1.3.1.a: Recruitment materials and key web pages will be available in multiple languages.

Outcome 1.3.1.b: There will be a 5% increase in the enrollment of multilingual students from the College's feeder high schools.

Activity 1.3.2: Develop a special programs (e.g. Diop, Puente, Enriched Scholars, etc.) program brochure/insert to facilitate recruitment

Outcome 1.3.2.a: New materials and Website will be developed.

Outcome 1.3.2.b: Interest and participation in special programs will increase by 5%.

Activity 1.3.3: Make additional print schedules available in the Career and Counseling Centers at feeder high schools

Outcome 1.3.3.a: Additional print schedules will be available in high schools.

Outcome 1.3.3.b: There will be an increased use of schedules in career/counseling centers.

Objective 1.4: Enhance outreach to the high schools in the southern part of the College's service area

Activity 1.4.1: Enhance outreach presence in high schools where the College is under-enrolling students

Outcome 1.4.1.a: There will be a 5% increase in the percentage of recent high school graduates attending CRC.

Activity 1.4.2: Schedule one section of Freshmen Seminar and/or College Success at a high school in the southern part of the College's service area.

Outcome 1.1.2.a: At least 30 high school students will enroll in and complete the Freshmen Seminar or College Success class.

Outcome 1.1.2.b: There will be a 5% increase in enrollment of students from the high school(s) hosting the class.

Goal 2: Enhance efficiency of and satisfaction with the intake and assessment processes, particularly for recent high school graduates.

Objective 2.1: Enhance access to assessment

Activity 2.1.1: Develop and implement assessment preparation materials and/or workshops

Outcome 2.1.1.a: Students will indicate a high level of satisfaction with their placement results and experience.

Activity 2.1.2: Increase Assessment Center hours

Outcome 2.1.2.a: There will be a 10% increase in the number of students who complete the assessment process in the assessment center prior to the beginning of the semester.
Outcome 2.1.2.b: Students will indicate a high level of satisfaction with their placement results and experience.

Objective 2.2: Enhance outreach and ability to support Spanish speaking students

Activity 2.2.1: Provide e-services support to Spanish speaking students and families

Outcome 2.2.1.a: A web page providing support will be developed.

Outcome 2.2.1.b: There will be a 5% increase in the percentage of students whose first language is Spanish attending CRC.

Activity 2.2.2: Translate recruitment materials into Spanish

Outcome 2.2.2.a: Materials will be translated into Spanish.

Outcome 2.2.2.b: There will be a 5% increase in the percentage of students whose first language is Spanish attending CRC.

COURSE SUCCESS and PROGRESSION

Goal 1: Increase the percentage of students of particular groups who complete the highest level of ESL, Basic Skills English or Basic Skills Math who enroll in and pass a college-level ESL, English, or Math course (respectively) by 5%.

Objective 1.1: Enhance course success and progression in English, particularly for students who are African American, 30 years of age and older, or are current or former Foster Youth

Activity 1.1.1: Develop 100-level integrated reading and writing course

Outcome 1.1.1.a: Curriculum will be developed in spring 2015.

Outcome 1.1.1.b: Pilot sections of the course will be scheduled and offered during fall 2015.

Activity 1.1.2: Develop materials to support the implementation of supplemental instruction in Engwr 300

Outcome 1.1.2.a: Materials will be developed.

Activity 1.1.3: Provide supplemental instruction for up to 5 sections of high impact courses, including English 300

Outcome 1.1.3.a: There is a 5% improvement in the success rates in the sections with supplemental instruction compared to the other sections of the same course or with historical data, particularly for students who are African American, 30 years of age and older, or are current or former Foster Youth.

Activity 1.1.4: Enhance the norming/scoring activities in basic skills English writing courses

Outcome 1.1.4.a: Discussions will be expanded to include reflective dialog about the midterm results.

Outcome 1.1.4.b: At least two teaching changes particularly designed to facilitate educational equity will be implemented as a result of the reflective dialog.

Objective 1.2: Enhance course success and progression in Math, particularly for students who are African American or 40 years of age and older.

Activity 1.2.1: Expand use of Supplemental Instruction in highest level basic skills and college level math courses

Outcome 1.2.1.a: An increased number of math center tutors and Instructional Assistants are trained in SI and mindfulness.

Outcome 1.2.1.b: There is a 20% increase in the number of Math 100, 125 and 120 classes offering supplemental instruction.

Outcome 1.2.1.c: There is a 5% improvement in the success rates in the sections with supplemental instruction compared to the other sections of the same course or with historical data, particularly for students who are African American or are 40 years of age and older.

Activity 1.2.2: Develop a new accelerated basic skills math sequence

Outcome 1.2.2.a: Curriculum will be developed during spring 2015.

Outcome 1.2.2.b: Pilot section will be taught fall 2015.

Outcome 1.2.2.c: Course success and progression rates for pilot course will exceed comparable college-wide course success and progression rates, particularly for students who are African American or are 40 years of age and older.

Activity 1.2.3: Develop and deliver math modules to support key concepts in Math 120

Outcome 1.2.3.a: Math modules will be developed.

Outcome 1.2.3.b: Math modules will be offered via the math center.

Outcome 1.2.3.c: At least 50 students will complete 6 or more modules.

Outcome 1.2.4.d: There will be a 5% increase in the Math 120 success rates for students completing 6 or more modules, particularly for students who are African American or are 40 years of age and older.

Objective 1.3: Enhance course progression in ESL

Activity 1.3.1: Research and examine issues

Outcome 1.3.1.a: Causes identified and plans to remediate are developed.

Activity 1.3.2: Develop pilot to address issues

Outcome 1.3.2.a: Pilot and materials will be developed.

Activity 1.3.3: Implement pilot in fall 2015

Outcome 1.3.3.a: Successful components of the pilot are identified and an institutionalization plan is developed.

Outcome 1.3.3.b: Components of an assessment plan for the pilot will be identified and implemented.

Goal 2: Enhance course success in English and Math for particular groups of students by 5%

Objective 2.1: Enhance peer mentoring opportunities, particularly for students who are African American or Hispanic

Activity 2.1.1: Develop mentoring infrastructure

Outcome 2.1.1.a: Mentoring program developer will be hired/identified.

Outcome 2.1.1.b: Mentoring structure and training materials will be developed.

Activity 2.1.2: Pilot-test expanded mentoring program in spring 2015

Outcome 2.1.2.a: At least 30 students of color will participate in the mentoring program.

Outcome 2.1.2.b: Course success rates for students participating in the mentoring program will be 4% more than comparable college-wide course success rates.

Outcome 2.1.2.c: Persistence rates for students participating in the mentoring program will be 4% more than comparable college course success rates.

Objective 2.2: Expand Puente and Diop to encompass math

Activity 2.2.1: Use SEPs and schedules of Puente and Diop students to set aside blocks of seats in math courses for Puente and Diop students.

Outcome 2.2.1.a: Math course success rates for students in the pilot project will be 4% more than comparable course success rates.

Objective 2.3: Enhance course success, progression and completion rates for Foster Youth

Activity 2.3.1: Enhance support for Foster Youth not eligible for EOPS

Outcome 2.3.1.a: There will be a 5% increase in course success and progression rates for Foster Youth participating in Enriched Scholars.

Outcome 2.3.1.b: All participating Enriched scholars will have received educational materials (binders, pens, pencils, highlighters, USB, bluebooks/scan, paper).

Activity 2.3.2: Enhance the outreach and in-reach to increase number of students served by Enriched Scholars

Outcome 2.3.2.a: New brochures, marketing and orientation materials will be developed (including a website).

Outcome 2.3.2.b: There will be a 20% increase in the number of Foster Youth participating in Enriched Scholars.

Outcome 2.3.2.c: There will be an enhanced ability to identify and track Foster Youth.

Objective 2.4: Enhance course success, progression and goal completion of Veterans

Activity 2.4.1: Expand services in the Veterans Center

Outcome 2.4.1.a: There will be a 20% increase in the utilization of counseling services in the center.

Outcome 2.4.1.b: There will be at least 3 major new program components provided through the Veterans Center.

Outcome 2.4.1.c: Course success rates for students using the Veterans Center will be 4% more than comparable college course success rates.

Outcome 2.4.1.d: Persistence rates for students using the Veterans Center will be 4% more than comparable college-wide persistence rates.

Activity 2.4.2: Increase the number of veterans served by the Veterans Center

Outcome 2.4.2.a: New promotional materials will be developed.

Outcome 2.4.2.b: There will be enhanced outreach conducted by the Veterans Center.

Outcome 2.4.2.c: There will be a 20% reduction in the time needed for students to complete the Veterans intake process.

Objective 2.5.1: Enhance the course success, progression and goal completion of DSPS students

Activity 2.5.1: Provide enhanced testing services for students with learning disabilities

Outcome 2.5.1.a: There will be a 20% reduction in the time needed for students to complete their Learning Disability testing so become eligible for services.

Outcome 2.5.1.b: There will be a 5% increase in the course success rates for DSPS students compared to historical data.

Outcome 2.5.1.c: There will be a 5% increase in the persistence rates of DSPS students compared to historical data.

Activity 2.5.2: Provide enhanced counseling support for DSPS students

Outcome 2.5.2.a: All DSPS students will have up-to-date student educational plans.

Outcome 2.5.2.b: There will be a 5% increase in the number of DSPS students who complete their educational goal compared to historical data.

Outcome 2.5.1.b: There will be a 5% increase in the course success rates for DSPS students compared to historical data.

Outcome 2.5.1.c: There will be a 5% increase in the persistence rates of DSPS students compared to historical data.

GOAL COMPLETION

Goal 1: Increase retention and persistence rates for particular groups of students by 5%.

Objective 1.1: Enhance interventions for students

Activity 1.1.1: Design and pilot test an early alert system

Outcome 1.1.1.a: An Early Alert system will be designed (including reporting process/form, response plan resource needs, and evaluation process/tools).

Outcome 1.1.1.b: The Early Alert system will be pilot-tested with a cohort of students.

Outcome 1.1.1.c: The Early Alert system will be assessed and modified (as needed).

Outcome 1.1.1.d: Resource needs for scaled up system will be identified.

Activity 1.1.2: Develop and implement a “Welcome Back Day” during the winter intersession for fall first-time freshmen who are enrolled for the subsequent semester

Outcome 1.1.2.a: At least 100 students will attend the first Welcome Back Day.

Outcome 1.1.2.b: Welcome Back Day activities will be assessed and modified.

Outcome 1.1.2.c: Spring course completion rates of Welcome Back Day participants will be 4% greater than spring 15 course completion rates for all first time freshmen.

Outcome 1.1.2.d: spring-to-fall persistence rates of Welcome Back Day participants will be 4% greater than spring-to-fall persistence rates for all first time freshmen.

Activity 1.1.3: Develop and implement a “Welcome Day” each fall for students who are African American or Hispanic

Outcome 1.1.3.a: At least 100 students will attend the first fall Welcome Day.

Outcome 1.1.3.b: Welcome Day activities will be assessed and modified.

Outcome 1.1.3.c: Fall course completion rates of Welcome Day participants will be 4% greater than comparable fall course completion rates.

Outcome 1.1.3.d: Fall-to-spring persistence rates of Welcome Day participants will be 4% greater than comparable fall to spring persistence rates.

Activity 1.1.4: Create an Emerging Scholars Program for First-Generation Students

Outcome 1.1.4.a: Eligibility criteria and a recruitment plan and materials will be developed.

Outcome 1.1.4.b: Program components will be identified. Ideas include learning contracts, mentoring, using this group to pilot early alert, supplemental activities such as scheduling college bus trips, employer panels, just in time student success workshops, etc. Incentives will be used (such as a small book store voucher) for engaging in behaviors that contribute to student success (e.g. going to an office hour, a tutoring center, counseling, etc.); rewards for students who improve their GPA and/or course completion rates; and the use of twitter etc. to push information to students.

Outcome 1.1.4.c: At least 100 students will sign up to participate.

Outcome 1.1.4.d: Spring course completion rates of the Emerging Scholars participants will be 4% greater than the spring 15 course completion rates for all first generation students.

Outcome 1.1.4.e: Spring-to-fall persistence rates of the Emerging Scholars participants will be 4% greater than spring-to-fall persistence rates for all first generation students.

Objective 1.2: Increase the number of students in particular groups who complete an educational goal

Activity 1.2.1: Enhance the college's ability to support student completion of programs, particularly students who are African American, Hispanic, DSPS, or are Foster Youth, by expanding degree audit activities

Outcome 1.2.1.a: There will be a 5% increase in the number of students benefiting from strategic degree auditing and follow-up activities.

Outcome 1.2.1.b: There will be a 5% increase in the number of students, particularly students who are African American, Hispanic, DSPS students or are Foster Youth, completing certificates, degrees or becoming transfer ready.

Activity 1.2.2: Expand the capacity of the College to support transfer students

Outcome 1.2.2.a: There will be an enhanced capacity of transfer center to support special populations, particularly students who are African American, Filipino or Hispanic, or are in DSPS.

Outcome 1.2.2.b: The College will investigate the feasibility of developing a course to support students intending to transfer.

Goal 2: Enhance goal completion for particular groups of students by 5%.

Objective 2.1: Enhance mentoring opportunities, particularly for students who are African American or Hispanic

Activity 2.1.1: Develop mentoring infrastructure

Outcome 2.1.1.a: Mentoring structure and training materials will be developed.

Outcome 2.1.1.b: Mentoring coordinator will be hired/identified.

Activity 2.1.2: Pilot test expanded mentoring program in spring 2015

Outcome 2.1.2.a: At least 30 students who are African American will participate in the mentoring program.

Outcome 2.1.2.b: Course success rates for African American students participating in the mentoring program will be 4% more than comparable college course success rates.

Objective 2.2: Expand Puente and Diop to encompass math

Activity 2.2.1: Use SEPs and schedules of Puente and Diop students to set aside blocks of seats in math courses for Puente and Diop students

Outcome 2.2.1.a: Math course success rates for students in the pilot project will be 4% more than average course success rates for comparable level courses.

Objective 2.3: Enhance course success, progression and completion rates for Foster Youth

Activity 2.3.1: Enhance support for Foster Youth not eligible for EOPS

Outcome 2.3.1.a: There will be a 5% increase in course success and progression rates for Foster Youth participating in Enriched Scholars.

Outcome 2.3.1.b: They will provide educational materials (binders, pens, pencils, highlighters, USB, bluebooks/scan, paper) to Enriched scholars participants.

Activity 2.3.2: Enhance outreach and in-reach to increase number of students served by Enriched Scholars

Outcome 2.3.2.a: New brochures, marketing and orientation materials will be developed (including a website).

Outcome 2.3.2.b: There will be a 20% increase in the number of Foster Youth participating in Enriched Scholars.

Outcome 2.3.2.c: There will be an enhanced ability to identify and track Foster Youth.

Objective 2.4: Enhance course success, progression and goal completion of Veterans

Activity 2.4.1: Expand services provided in the Veterans Center

Outcome 2.4.1.a: There will be a 20% increase in the counseling services accessed in the center.

Outcome 2.4.1.b: There will be at least 3 major new program components provided through the Veterans Center.

Activity 2.4.2: Increase the number of veterans served by the Veterans Center

Outcome 2.4.2.a: New promotional materials will be developed.

Outcome 2.4.2.b: There will be enhanced outreach conducted by the Veterans Center.

Objective 2.5: Enhance course success, progression and goal completion of DSPS students.

Activity 2.5.1: Provide enhanced Learning Disability testing services

Outcome 2.5.1.a: There will be a 20% reduction in the time needed for student to complete their learning disability testing so become eligible for services.

Outcome 2.5.1.b: There will be a 5% increase in the course success rates for DSPS students.

Activity 2.5.2: Provide enhanced counseling support for DSPS students

Outcome 2.5.2.a: All DSPS students will have up-to-date student educational plans.

Outcome 2.5.2.b: There will be a 5% increase in the number of DSPS students who complete their educational goal.

Activity 2.5.3: Enhance Transfer Center Outreach to students who are African American or Hispanic

Outcome 2.5.3.a: There will be a 10% increase in classroom presentations to targeted

transfer level courses.

Outcome 2.5.3.b: There will be a 10% increase in participation of African American and Hispanic students in transfer center activities.

OTHER

Goal 1: Implement at least three program-based improvements to enhance participation, success or program completion of particular groups.

Objective 1.1: Support Innovation Projects to enhance access, success or completion for under-represented groups

Activity 1.1.1: Develop process and criteria for Equity Innovation Grants (Year One)

Activity 1.1.2: Select projects to be funded

Outcome 1.1.2.a: Projects will be completed and assessed.

Objective 1.2: Provide enhanced support for professional development

Activity 1.2.1: Create and support a faculty inquiry group facilitated by the CASSL Coordinator

Outcome 1.2.1.a: At least 10 faculty will participate in the faculty inquiry group.

Outcome 1.2.1.b: Participants' Implementation of learning will result in enhanced course or program success.

Activity 1.2.2: Strengthen existing SLO assessment activities to facilitate enhanced dialog about teaching and learning

Outcome 1.2.2.a: Higher level outcomes assessment discussions will occur, leading to the implementation of at least one change designed to enhance student success.

Outcome 1.2.2.b: Implementation of changes will, over time, results in enhanced course success, particularly for students from underperforming groups.

Goal 2: Institutionalize SEP activities with ongoing assessment and improvement.

Objective 2.1: Hire additional staff

Activity 2.1.1: Hire an associate dean to oversee and coordinate the implementation, assessment and ongoing development of the SEP, the SSSP and the BSI plans

Outcome 1.2.1: Associate Dean will be hired.

Outcome 1.2.2: SEP, SSSP and BSI plans will be successfully implemented and assessed.

Activity 2.1.2: Hire additional research analyst to support the assessment and ongoing development of the SEP, SSSP and BSI plans

Outcome 1.2.1: A Research Analyst will be hired.

Outcome 1.2.2: The Student Equity, Student Support and Services and Basic Skills Initiative

plans will be successfully assessed, and results will be used for reporting and modification as needed.

Section E: Budget

2014-15	Temp Salary	Benefits	Permanent Salary	Benefits	Release Time	Benefits	Adj. Salary	Benefits	Other
Access									
DSPS SPA (SSSP funded) to implement case management in DSPS \$40,817									
DSPS Counselor to expedite LD testing and implement case management in DSPS			41,384	12,663					
Assessment Prep Materials									20,000
New recruitment materials									15,000
Translation of outreach and student success materials (print and web)									15,000
Assessment SPA (funded by SSSP dollars) \$40,817 (salary and benefits)									
Course Success and Progression									
Curriculum Development Accelerated Math (33% RT)					14,438	4,418			
ESL Curriculum Development (.60% RT) (funded by sabbatical funds) \$34284									

2014-15	Temp Salary	Benefits	Permanent Salary	Benefits	Release Time	Benefits	Adj. Salary	Benefits	Other
Integrated Reading and Writing Curriculum Development (40% RT)					17,501	5,355			
Faculty Supplemental Instruction Program Developer (40% RT)					17,501	5,355			
Student help (for student SI leaders)	17,280	138							
Stipends for SI instructors	9,674	1,083							
Math Module development or articulation efforts (33% RT)					14,570	4,458			
Temp SPA (backfill for Aselia) to support Enriched Scholars	10,333	620							
Supplies to support Enriched Scholars									1,100
Student Help to support Enriched Scholars	7,200	58							
Food for Enriched Scholars Events									900
Food vouchers for Enriched Scholars									2,880
Adjunct counselor to support Enriched Scholars (.2 FTE)							8,783	1,713	
Temp SPA to do outreach and support services in the Veterans Center	10,333	620							
Adjunct Counseling Vet Center (.2)							17,567	3,425	

2014-15	Temp Salary	Benefits	Permanent Salary	Benefits	Release Time	Benefits	Adj. Salary	Benefits	Other
Stipends/honoraria for presenters for Vet Center									1,500
Faculty Veterans Center Program Developer (.4 RT)					17,501	5,355			
Clerical support for Veterans Center (provided by SSSP) 34,028									
Tutoring Clerk to help support tutoring, supplemental instruction and mentoring program. (funded by SSSP) \$31,667									
Supplies, stipends, student help, and bus rental for Summer Bridge Program for African American males (funded by SSSP) \$10,000									
Retention Specialist (funded by SSSP) \$58,729									
Goal Completion									
A and R Evaluator/degree auditor to review transcripts for target student and to facilitate intake of veterans			30,112	14,966					
Adjunct counselor to follow up with students identified by degree audit						17,567	3,425		

2014-15	Temp Salary	Benefits	Permanent Salary	Benefits	Release Time	Benefits	Adj. Salary	Benefits	Other
Welcome Days Supplies and food									10,000
Faculty developer of student mentoring program (.4 RT)					17,501	5,355			
Student Mentors	8,640	69							
SPA for Transfer Center to increase outreach to African American and Latino students (.5 for 11 months)			18,623	9,255					
Other									
Student Success Coordination (associate dean) - cost shared with SSSP and BSI			42,557	9,788					
Research Analyst to support enhanced student services research capacity and to support the assessment of the BSI, SEP and SSSP and other research to support Student Services			38,936	19,351					
Innovation Fund (up to \$5000 and 6 per year)	30,000	3,360							
Professional Development (Stipends for faculty inquiry group, travel, etc.)									10,000

2014-15	Temp Salary	Benefits	Permanent Salary	Benefits	Release Time	Benefits	Adj. Salary	Benefits	Other
Other									6,548
Subtotal	93,460	5,948	171,610	66,023	99,013	30,298	26,350	5,138	8,298
Total									580,769

2015-16	Temp Salary	Benefits	Permanent Salary	Benefits	Release Time	Benefits	Adjunct Salary	Benefits	Other
Access									
DSPS SPA (SSSP funded) to implement case management in DSPS \$40817									
DSPS Counselor to expedite testing and implement case management			56,282	17,222					
Assessment Prep Materials (partially funded by SSSP)									10,000
Assessment SPA (funded by SSSP dollars) \$ 40,817 (salary and benefits)									

2015-16	Temp Salary	Benefits	Permanent Salary	Benefits	Release Time	Benefits	Adjunct Salary	Benefits	Other
Course Success and Progression									
Emerging Scholars Faculty Program Developer (.4 RT for one semester and .2 RT for one semester)					26,777	8,194			
Emerging Scholars Supplies									4,250
Student help (for student SI leaders)	28,800	230							
Stipends for SI instructors	18,138	2,031							
Temp SPA (backfill) to support Enriched Scholars	10,333	620							
Supplies to support Enriched Scholars									1,000
Student Help to support Enriched Scholars	10,800	86							
Food for Enriched Scholars Events									871
Food Vouchers for Enriched Scholars									2880
Adjunct counselor to support Enriched Scholars (.2 FTE)							17,567	3,425	
Temp SPA to do outreach and coordinated services in the Veterans Center	10,333	620							
Adjunct Counseling Vet Center (.2)							17,567	3,425	
Stipends/honoraria for presenters									750

2015-16	Temp Salary	Benefits	Permanent Salary	Benefits	Release Time	Benefits	Adjunct Salary	Benefits	Other
Clerical support for Veterans Center (provided by SSSP) 34,028									
Supplies, stipends, student help, and bus rental for Summer Bridge Program for African American males (funded by SSSP) \$10,000									
Retention Specialist (funded by SSSP) \$58,729									
Tutoring Clerk to support SI and mentoring Funded by SSSP \$32,300									
Goal Completion									
A and R Evaluator/degree auditor to review transcripts for target students and to facilitate intake of veterans			40,952	20,353					
Adjunct counselor to follow up with students identified by degree audit							17,567	3,425	
Welcome Days Supplies and food (coordination covered by Outreach Specialists and Program Coordinators)									5,680
Student Mentors	16,200	130							

2015-16	Temp Salary	Benefits	Permanent Salary	Benefits	Release Time	Benefits	Adjunct Salary	Benefits	Other
Transfer Center SPA (50%) to provide enhanced support and outreach			25,327	12,587					
Other									
Student Success Coordination (associate dean) - cost shared with SSSP and BSI			57,877	13,312					
Research Analyst to support enhanced student services research capacity and to support the assessment of the BSI, SEP and SSSP and other research to support Student Services			60,517	30,077					
Innovation Funds (up to 3 at \$5000 each)	15,000	1,680							
Stipends for SI training and faculty inquiry group participation									7,884
Subtotal	93,460	5,948	171,610	99,013	30,298	8,194	52,700	10,276	25,431
TOTAL: 580,769									

2016-17	Temp Salary	Benefits	Permanent Salary	Benefits	Release Time	Benefits	Adj. salary	Benefits	Other
Access									
DSPS SPA (SSSP funded) to implement case management in DSPS									
DSPS Counselor to expedite LD testing and implement case management in DSPS			57,407	17,567					
Assessment SPA (funded by SSSP dollars) \$ 40,817 (salary and benefits)									
Assessment Prep Materials									9,126
Course Success and Progression									
Early Alert Faculty Developer (.4 RT for one semester and .2 RT for one semester)					27,312	8,358			
Emerging Scholars Supplies									4,250
Student help (for student SI leaders)	32,400	259							
Stipends for SI instructors	18,138	2,031							
Temp SPA (backfill) to support Enriched Scholars (40%)	10,333	620							
Supplies to support Enriched Scholars									1,000

2016-17	Temp Salary	Benefits	Permanent Salary	Benefits	Release Time	Benefits	Adj. salary	Benefits	Other
Student Help to support Enriched Scholars	10,800	86							
Food for Enriched Scholars Events									600
Food vouchers for Enriched Scholars									2,880
Adjunct counselor to support Enriched Scholars (.2 FTE)							17,567	3,425	
Temp SPA to do outreach and coordinate/expand services in the Veterans Center	10,333	620							
Adjunct Counseling Vet Center (.2 FTE)							17,567	3,425	
Clerical support for Veterans Center (provided by SSSP) 34,028									
Retention Specialist (funded by SSSP) \$58,729									
Supplies, stipends, student help, and bus rental for Summer Bridge Program for African American males (funded by SSSP) \$10,000									

2016-17	Temp Salary	Benefits	Permanent Salary	Benefits	Release Time	Benefits	Adj. salary	Benefits	Other
Goal Completion									
A and R Evaluator/degree auditor to review transcripts for target students and to facilitate intake of veterans			41,771	20,760					
Adjunct counselor to follow up with students identified by degree audit							17,567	3,425	
Welcome Days Supplies and food (coordination covered by Outreach Specialist and Program Coordinators)									5,000
Student Mentors	16,200	130							
Tutoring Clerk to help support tutoring, supplemental instruction and mentoring program. Funded by SSSP									
SPA (50%) to support enhanced outreach/program components in the Transfer Center, particularly for African American and Hispanic Students			25,836	12,839					

2016-17	Temp Salary	Benefits	Permanent Salary	Benefits	Release Time	Benefits	Adj. salary	Benefits	Other
Other									
Student Success Coordination (associate dean) - cost shared with SSSP and BSI			59,035	13,578					
Research Analyst to support enhanced student services research and the assessment of the BSI, SEP and SSSP and other research to support Student Services			61,727	30,678					
Innovation Funds (up to 2 at \$5000 each)	10,000	1,120							
Stipends for SI and mentor training									5,000
Subtotal	108,204	4,867	245,774	95,422	27,312	8,358	52,700	10,276	27,856
								TOTAL:	580,769

Section F: Evaluation Schedule and Process

Evaluation will consist of an annual review cycle involving three components. The first component will evaluate the status of the implementation of the proposed activities in the plan. On an annual basis, individuals responsible for each planned activity will submit a report to the Student Success and Equity Associate Dean pertaining to activity status, any barriers to carrying out the activities, a plan to address barriers (as needed), and requests/recommendations for modifications of the upcoming year's budget. The second component will include an audit of all expenditures made in support of the plan. The third component will include an assessment of the outcomes of the activities that have been implemented as outlined in the plan combined with satisfaction data collected from program participants. The results of this annual audit (and any resulting changes to the Equity Plan) will be reviewed by the Cultural Competence and Equity Committee and forwarded to the Executive Council for constituency review by

the Academic Senate, Classified Senate, Associated Students, and Administrative Team. The data will also be incorporated into the College's Strategic Plan assessment processes.

The cumulative impact of the SEP will be assessed in two ways. The first component will include the review of the progress made in achieving the goals in the plan. The second component will include the formulation of the data packet that informed the development of the SEP and the tracking of progress made with respect to the equity indices for (1) Access, (2) Basic Skills/ESL Course Completion, (3) Retention and Persistence, (4) Degree/Certificate Completion, and (5) Transfer. The Student Equity Planning Group and the Cultural Competence and Equity Committees will review the data as part of the next Student Equity Planning cycle.

Contact Person

The contact person for the Cosumnes River College Student Equity Plan is noted below.

Dr. Katherine McLain
Dean of College Planning and Research
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Folsom Lake College

Student Equity Plan

November 21, 2014

FOLSOM LAKE COLLEGE STUDENT EQUITY PLAN

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Folsom Lake College Student Equity Plan Signature Page

District: Los Rios Community College District

Date Approved by Board of Trustees: 11/12/14

College President:

Rachel Rosenthal _____ Date: _____

Vice President of Student Services:

Bryon Bell _____ Date: _____

Vice President of Instruction:

Monica Pactol _____ Date: _____

Academic Senate President:

Brian Robinson _____ Date: _____

Student Equity Coordinator/Contact Person:

David Williams _____ Date: _____

Executive Summary

Folsom Lake College (FLC) is the newest of the four colleges within the Los Rios Community College District, receiving its initial accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges in January, 2004. FLC has its main campus located in Folsom, and operates two Centers – the El Dorado Center (EDC), located in Placerville, and the Rancho Cordova Center (RCC), located in Rancho Cordova.

Given the relative youth of Folsom Lake College and a lack of institutional data in existence at the time Student Equity Plans were last requested by the state, this is the initial Student Equity Plan for the college. Despite not being required to submit an official Student Equity Plan prior to this point, the college has in place a number of support services and programs to meet the needs of our diverse student body. As a result of data analysis and planning efforts, the college is continuing these efforts and expanding upon them, while identifying additional major goals and activities to address gaps in access and achievement.

Goals:

1. Access:

The College has established three major goals with respect to access. The first is to review and refine scheduling practices to place emphasis on eliminating gaps in pathways in order to facilitate successful completion of academic goals in a reasonable time frame. The second is to identify and remediate the issues that are causing a disproportionate enrollment in the college for African American students at all locations, Asian/Filipino/ Pacific Islander populations at FLC Main, and Hispanic / Latino students at the EDC and RCC Centers; data that reflects disproportionate impact for both Foster Youth and Veteran students is not readily available and will need to be gathered; however, in the interim targeted outreach efforts will be made to these populations as well. The third is to increase the opportunity for students to complete pre-enrollment steps at each site prior to initial enrollment. The college anticipates that as a result of these efforts there will be:

- Increased basic skills progression and increased access to transfer courses
- Increased participation rates of under-represented groups
- Increased percentage of students in the target groups who complete the pre-enrollment steps

Key activities in this area include creation of optimum scheduling guidelines and publicizing basic skills pathways to students; refining outreach and in-reach activities and materials designed to engage disproportionately impacted groups, to include Foster Youth and Veterans; and increasing access and opportunity for students to complete pre-enrollment steps at each college site. Key Contact: Brian Robinson, Academic Senate President / Monica Pactol, VPI/ Melanie Dixon, Dean Student Services / Bryon Bell, VPSS

2. Course Completion:

The College's goal with respect to course completion is to increase the percentage of students

who successfully complete courses, with particular emphasis on successful course completion by those groups experiencing an achievement gap - African American students and those students 20-24 years old. The college anticipates that as a result of these efforts there will be:

- Reduction in the gap until all groups will be at or above 80% index for course completion by end of year 3
- Increased number of faculty and / or departments reporting use of culturally responsive teaching methodologies in their Annual Unit Plans and Program Reviews

Key activities in this area include strengthening and expansion of the Early Alert / Program for Academic Student Success; development of a Mentoring Program (Advise5); development of a Best Instructional Practices repository and implementation of workshops that emphasize culturally responsive teaching strategies; utilizing information gathered from Annual Department Plans and Program Review to identify and implement course and / or department specific success strategies; gathering of additional information related to Foster Youth and Veterans so that the needs of these populations can be better understood and corresponding services developed to meet their needs. Key Contact: Melanie Dixon, Dean of Student Services and Monica Pactol, Vice President of Instruction

3. ESL and Basic Skills Completion:

The College's goal with respect to ESL and Basic Skills students is to increase and improve both the in-class and out-of-class support systems available to these students, along with the utilization of and satisfaction with these support systems. The college anticipates that as a result of these efforts there will be:

- Increased percentage of under-represented students who successfully complete Basic Skills Math (African American, American Indian / Alaskan Native and 40+ year-old students), English (African American, American Indian / Alaskan Native, 40+, and 20 - 24 year-old students) and ESL courses (male, 18-19 and 35+ year old age group, and Hispanic / Latino students).
- Increased student utilization and satisfaction with support systems available, including SOAR Central

Key activities in this area include continuance of successful activities / workshops available in SOAR (Success Opportunities and Resources) Central, along with expansion of activities in this area; creation of additional support services and programs such as Summer Bridge and First Year Experience; Piloting of Embedded Intervention model in selected Basic Skills course(s); development and implementation of Math Boot Camps designed to provide students the opportunity to assess into higher level Math course on initial placement following a short-term skill development workshop. Key Contact: Melanie Dixon, Dean of Student Services / Bryon Bell, VPSS /TBD, Dean of Languages and Literature / Gary Hartley, Dean of Math, Science, and Engineering

4. Degree and Certificate Completion:

The College's goal with respect to degree and certificate completion is to increase the percentage of students from under-represented groups who earn degrees and certificates when that is their stated educational goal. The college anticipates that as a result of these efforts there will be:

- Increased percentage of students who have a comprehensive educational plan

- Increased number of students who utilize the Career Center for values and career exploration and goal setting
- Improved scheduling practices that facilitate program completion
- Increased opportunities for students to interact with faculty in professional and personal development activities outside of the classroom (Advise5/ Clubs/ Career Pathways events)
- Increased percentage of under-represented students who earn degrees and certificates (African American, Asian/Pacific Islander, Filipino, Economically Disadvantaged, and First-Generation students in terms of degree completion; Hispanic / Latino, and Economically Disadvantaged in terms of Certificate completion; African American, 20-24 year-old, and Disabled students in terms of Student Progression and Attainment; and student 25+ in terms of CTE completion rates).

Key activities in this area include providing increased opportunities for students at all three sites to complete pre-enrollment activities; focused intervention to assist students with more than 15 units but who lack a comprehensive educational plan the opportunity to develop one; intrusive intervention designed to direct students with no declared educational goal to the Career Center to participate in activities that will assist them in establishing a goal; targeted Counseling efforts to support Veterans with educational planning and increased services; Instruction and Student Services collaborative development and implementation of a Degree and Career Exploration presentation series for students; and Instruction and Student Services collaborative development and implementation of Summer Bridge and First Year Experience programs. Key Contact: Melanie Dixon, Dean Student Services / Bryon Bell, VPSS / Monica Pactol, VPI

5. Transfer Rates:

The College's goal with respect to transfer rates is to increase the percentage of students who transfer to a four-year college or university, with particular emphasis on increasing the percentage of under-represented groups who transfer to a four-year institution. The college anticipates that as a result of these efforts there will be:

- Associate Degree for Transfer (ADT) pathways that are developed and promoted to students
- Instructional Department and Student Services connections and collaborations that will serve to promote pathways, develop professional partnerships, and engage four-year institution liaisons for selected Majors
- Increased percentage of students who transfer to a four-year institution, in particular under-represented groups that include: 20-24 year-old, Disabled, African American, and Hispanic / Latino students.

Key activities in this area include messaging to students throughout the Basic Skills sequence that highlights the role and benefits of successful transfer in one's education; collaborative development and implementation of Pathway Program presentations that introduce students to Major Fields of Study and highlight Career Pathways for students in specific disciplines; increased Transfer Center activities, including focused intervention and completion support that targets students who have exceeded 90 units of transferable credit, but have yet to petition for graduation; charter Multicultural Club to increase presence and engagement of diverse students; recruit and train peer mentors who will work with the Multicultural and Diversity Committee to increase awareness of social justice issues impacting college students; increased

marketing and outreach for year-end celebrations of success for African American and Hispanic / Latino students. Key Contact: Melanie Dixon, Dean of Student Services / Monica Pactol, VPI

Summary of Key Findings

With respect to access:

Obtaining accurate and truly meaningful participation rates from Census data compared to the enrollment of new, 1st-to-college students is challenging. Applying the 80% Index to the results of this comparison show disproportionate impact for practically all groups. Those student populations the Index identifies as impacted are male students, all 20+ year old age groups, and all ethnic/racial groups. No comparably derived performance statistics exist for either Veterans or Foster Youth students. Despite this lack of data related to Foster Youth and Veterans, the college plans to increase outreach efforts targeted towards these two groups to align with state areas of emphases.

The data would suggest there is a greater disproportionate impact related to enrollment of males at FLC Main than at either of the Centers - EDC or RCC. Additionally access issues related to African American students at all three locations, Hispanic / Latino students at the Centers, and Asian / Pacific Islanders at FLC Main stand out as the primary areas of impact.

With respect to course completion:

The results of applying the 80% Index to FLC's Fall 2013 course success rates identify only the African American population (0.784) as being disproportionately impacted. The rate for foster youth has been masked in the analysis due to very small cell size but the rate for veterans exceeds the 80% threshold. FLC's Key Performance Indicators show that the course completion rate for African American students has improved during each of the last two years and hit a five-year high in Fall 2013.

Analysis of Persistence and 30+ Units Completed statistics from the Scorecard show disproportionate impacts for the African American group (30+ Units only), the Native American/Alaskan group (although this is an extremely small sample size), the 20-24 year old group (Persistence only), and the 50+ year old group (many of whom are likely not in pursuit of a degree or certificate). No comparably derived performance statistics exist for either Veterans or Foster Youth students.

With respect to ESL and Basic Skills completion:

For remedial English and math the 18-21 year old group far outperforms all other groups resulting in what the 80% Index would suggest is a disproportionate impact for practically all other age groups. However, of these, the 40+ groups are the most impacted, along with the African American and American Indian /Alaskan Native groups. Economically disadvantaged students in English, math, and ESL are either right on the 80% threshold, or on the cusp. Greatest impacts for the ESL discipline are for the 18-19 and 35+ year old age groups, males, and for Hispanic/Latino students.

Completion rates, as well as course progression rates for both males and females in remedial English and math courses show no disproportionate impact. Likewise, no disproportionate impact is noted in these areas when looking at disabled or economically disadvantaged students.

With respect to degree and certificate completion:

The various age groups showing disproportionate impact varies considerably with the older groups typically being impacted more than the younger groups. African American, Asian/Pacific Islander, Filipino, Economically Disadvantaged, and First-Generation students appear most impacted in terms of degree completion; Hispanic / Latino, and Economically Disadvantaged students in terms of Certificate completion; African American, 20-24 year-old, and Disabled students in terms of Student Progression and Attainment; and students 25+ in terms of CTE completion rates.

The Career & Technical Education (C&TE) Completion Rate statistics show moderate impact for Filipino and Hispanic/Latino groups but more significant impacts for the 25+ year old groups.

No disproportionate impact is noted in terms of males and females in the achievement of degrees and certificates, Career and Technical Education completion, or in overall student progression and attainment rates.

With respect to transfer:

No disproportionate impact is noted in terms of males and females in terms of transfer velocity or in overall student progression and attainment rates. Transfer Velocity statistics, however, do reveal disproportionate impact for several groups, with the most impacted being the 20-24 year old, Hispanic/Latino, and disabled student groups.

The Student Progression and Attainment Rate statistics of the Scorecard identify the African American, Hispanic/Latino, and disabled student groups as being most impacted.

No comparably derived performance statistics exist for Economically Disadvantaged, Veterans or Foster Youth students.

Campus-Based Research

Overview

Folsom Lake College's Student Equity Plan utilizes the 80% Index as the basis for identifying disproportionate impact. As required by the plan, most data was sourced from the CCCC's Data Mart. Additional data from Los Rios District sources supplemented the Data Mart information. The method of calculation is identified in each area of the plan.

Because Folsom Lake College's student population is relatively small for some demographics, actionable data is sometimes difficult to arrive at. For some cohorts, the "n" is statistically insignificant. As such, the college will carefully consider the context of each equity index in decision-making and strategic planning for student success.

Data on veterans and foster youth was difficult to collect, and in some cases not available from the CCCC sources. Consequently, this plan does not include those categories in several of the metrics. The plan clearly notes that this is an area where further research is warranted, and subsequent revisions of this plan will contain more robust data and gap closing measures.

- A. ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

Each of the charts on the following pages reflects a comparison of census demographics for a given geographic region to the demography of new, 1st time-to-college students enrolled at each of FLC's three educational campuses.

CHARTS

Folsom Lake College
Student Equity Indicators

Access FLC-main to Folsom, CA

F13 New, 1st Time-to-Coll Students
Census Bureau's 2012 Updates

"Participation Rate"

	2.3%		80% Index Calculation		Disproportionality? (at < 80%)
	Community #	FLC-mn #	Cohort Participation Rate	80% Index	
Overall					
Gender (18yrs & older)					
Female	24,212	683	0.03	1.000	
Male	30,480	554	0.02	0.644	Y
Oth/Unkn	n/a	13		---	
Total	54692	1250			
15-19	4,262	962	0.23	1.000	
20-24	4,455	171	0.04	0.170	Y
25-34	10,288	67	0.01	0.029	Y
35-44	12,942	26	0.00	0.009	Y
45-54	11,943	17	0.00	0.006	Y
55-64	3,991	6	0.00	0.007	Y
65+	9,672	1	0.00	0.000	Y
Total	57553	1250			
Afr Amr	4,442	36	0.01	0.321	Y
AmrInd/Alskn	351	6	0.02	0.677	Y
Asian/Fil/Pacl	9,534	124	0.01	0.515	Y
Hisp / Latino	8,716	220	0.03	1.000	
Multi-Racial	1,719	78	0.05		Y
White	46,576	766	0.02	0.652	Y
Total	71338	1230			
Disabled	n/a	73			
Abled	n/a	1,177			
Below Poverty	n/a				
Low Income	n/a				
Mid+ Income	n/a				
1st Gen	n/a	413			
Not 1st Gen	n/a	837			

The "80% Index" is computed by comparing the achievement rate (e.g., % success, % xferred) of each demog. cohort (highest sets the index of 1.000). The Fed. 80% rule establishes the disproportionality threshold.

Folsom Lake College
Student Equity Indicators

Access EDC to Placerville CCD, CA

F13 New, 1st Time-to-Coll Students
Census Bureau's 2012 Updates

"Participation Rate"

	4.1%		80% Index Calculation		Disproportionality? (at < 80%)
	Community #	EDC #	Cohort Participation Rate	80% Index	
Overall					
Gender (18yrs & older)					
Female	6,808	252	0.04	0.851	
Male	6,323	275	0.04	1.000	
Oth/Unkn	n/a	6		---	
Total	13131	533			
15-19	1,157	396	0.34	1.000	
20-24	957	65	0.07	0.198	Y
25-34	2,393	49	0.02	0.060	Y
35-44	1,372	12	0.01	0.026	Y
45-54	2,709	6	0.00	0.006	Y
55-64	1,307	5	0.00	0.011	Y
65+	4,156	0	0.000	0.000	Y
Total	14051	533			
Afr Amr	110	5	0.05	0.286	Y
AmrInd/Alskn	334	2	0.01	0.038	Y
Asian/Fil/Pacl	189	30	0.16	1.000	
Hisp / Latino	2,889	94	0.03	0.205	Y
Multi-Racial	495	32	0.06	0.407	Y
White	14,064	359	0.03	0.161	Y
Total	18081	522			
Disabled	n/a	32			
Abled	n/a	501			
Below Poverty	n/a				
Low Income	n/a				
Mid+ Income	n/a				
1st Gen	n/a	209			
Not 1st Gen	n/a	324			

The "80% Index" is computed by comparing the achievement rate (e.g., % success, % xferred) of each demog. cohort (highest sets the index of 1.000). The Fed. 80% rule establishes the disproportionality threshold.

Folsom Lake College
Student Equity Indicators

Access **RCC to Rancho Cordova, CA**
F13 New, 1st Time-to-Coll Students
Census Bureau's 2012 Updates
"Participation Rate"

The "80% Index" is computed by comparing the achievement rate (e.g., % success, % xferred) of each demog. cohort (highest sets the index of 1.000). The Fed. 80% rule establishes the disproportionality threshold.

Overall	0.5%		80% Index Calculation		
	Community #	RCC #	Cohort Participation Rate	80% Index	Disproportionality? (at < 80%)
Gender (18yrs & older)					
Female	24,361	123	0.01	1.000	
Male	23,876	96	0.00	0.796	Y
Oth/Unkn	n/a	0		---	
Total	48237	219			
15-19	4,545	139	0.03	1.000	
20-24	4,473	29	0.01	0.212	Y
25-34	10,742	22	0.00	0.067	Y
35-44	9,009	16	0.00	0.058	Y
45-54	8,817	8	0.00	0.030	Y
55-64	3,489	5	0.00	0.047	Y
65+	9,853	0	0.00	0.000	Y
Total	50928	219			
Afr Amr	5,858	12	0.00	0.498	Y
AmrInd/Alskn	243	1	0.00	1.000	
Asian/Fil/Pacl	8,190	29	0.00	0.860	
Hisp / Latino	21,650	39	0.00	0.438	Y
Multi-Racial	5,527	12	0.00	0.528	Y
White	34,377	120	0.00	0.848	
Total	75845	213			
Disabled	n/a	8			
Abled	n/a	211			
Below Poverty	n/a				
Low Income	n/a				
Mid+ Income	n/a				
1st Gen	n/a	95			
Not 1st Gen	n/a	124			

SUMMARY OF KEY FINDINGS

Obtaining accurate and truly meaningful participation rates from census data compared to the enrollment of new, 1st-to-college students is challenging. Applying the 80% Index to the results of this comparison shows disproportionate impact for practically all groups. This is to be expected, as the "working age" groups may not be interested in attending college. Still, those student populations the Index identifies as impacted are male students, all 20+ year old age groups, and all ethnic/racial groups.

Of greater interest is the disparity among ethnic groups. At FLC-main, for instance, white students make up 62% of the student cohort and represent 65% of the population overall. But African Americans, who make up 6.2% of the population account for only 2.9% of our students. At the Rancho Cordova Center, Hispanics make up 28.5% of the general population but only 18.3% of the students.

CAMPUS-BASED RESEARCH

B. COURSE COMPLETION. Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

CHARTS

Each of the three data sources identified in the Student Equity Guidelines for this performance indicator are shown here. The first chart reflects course completion rates as sourced from the CCCC Data Mart. The second and third charts reflect Persistence and Progression Rates to 30+ Units Completed performance indicators from the CCCC Scorecard.

Folsom Lake College
Fall 2013 Student Equity Indicators

Course Success Rate (% A,B,C,Cr)
Credit Courses
All Modalities

The "80% Index" is computed by comparing the achievement rate (e.g., % success, % xferred) of each demog. cohort (highest sets the index of 1.000). The Fed. 80% rule establishes the disproportionality threshold.

Disproportionality? (at < 80%)

	Course Success Rate		80% Index Calculation		
	Attempts #	A,B,C,Cr #	Cohort A,B,C,Cr Rate	80% Index	
Overall	72.5%				
Female	10,930	8,111	0.74	0.987	
Male	8,255	5,788	0.70	0.933	
Oth/Unkn	153	115	0.75	1.000	
Total	19338	14014			
1-17	473	381	0.81	1.000	
18 & 19	6,341	4,688	0.74	0.918	
20-24	6,782	4,793	0.71	0.877	
25-29	1,955	1,394	0.71	0.885	
30-34	1,035	735	0.71	0.882	
35-39	739	549	0.74	0.922	
40-49	1,100	802	0.73	0.905	
50+	913	676	0.74	0.919	
Total	19338	14018			
Afr Amr	437	262	0.60	0.784	Y
AmrInd/Alskn	155	97	0.63	0.818	
Asian	1,607	1,229	0.76	1.000	
Hisp / Latino	2,988	2,055	0.69	0.899	
Multi-Ethn	1,008	684	0.68	0.887	
Pac Islander	106	76	0.72	0.938	
Unknown	521	385	0.74	0.966	
White	12,506	9,226	0.74	0.965	
Total	19328	14014			
Disabled	1,234	903	0.73	1.000	
Abled	18,556	13,414	0.72	0.988	
Below Poverty	5,535	3,706	0.67	0.876	
Low Income	3,672	2,607	0.71	0.929	
Mid+ Income	7,913	6,046	0.76	1.000	
1st Gen	7,178	5,063	0.71	0.961	
Not 1st Gen	12,612	9,254	0.73	1.000	
Foster Youth	< 10		0.67	-----	
Non Fos Youth	6,850	5,076	0.74	1.000	
Veterans	1,117	693	0.62	0.849	
Non Veterans	18,221	13,321	0.73	1.000	

Poverty Status, 1st Generation Status, Foster Youth, and Veterans statistics were derived locally due to lack of these breakout groups in CCCC data.

Overall
Female
Male
African Amer
Asian
Filipino
Hisp/Latino
Native Amer
Pacific Islander
White
< 20
20-24
25-49
50+
Rec'd DSP&S
Did not Rec DSP&S
Econ Disadvantgd
Not Econ Disadvantgd

	Persistence Rates		
	2005-06 cohort	2006-07 cohort	2007-08 cohort
Overall	73.6%	71.1%	73.2%
Female	75.7%	70.9%	74.7%
Male	71.2%	71.8%	71.4%
African Amer	66.7%	45.5%	68.0%
Asian	71.7%	87.3%	72.4%
Filipino	83.3%	58.8%	80.0%
Hisp/Latino	58.8%	76.0%	72.2%
Native Amer	66.7%	77.8%	55.0%
Pacific Islander	60.0%	80.0%	87.5%
White	75.5%	70.0%	73.2%
< 20	74.7%	71.9%	74.3%
20-24	57.9%	69.4%	64.4%
25-49	73.6%	64.9%	70.1%
50+	90.0%	71.4%	57.1%
Rec'd DSP&S	72.1%	82.0%	75.6%
Did not Rec DSP&S	73.7%	70.6%	73.1%
Econ Disadvantgd	69.4%	67.2%	73.2%
Not Econ Disadvantgd	79.3%	76.1%	73.3%

Overall
Female
Male
African Amer
Asian
Filipino
Hisp/Latino
Native Amer
Pacific Islander
White
< 20
20-24
25-49
50+
Rec'd DSP&S
Did not Rec DSP&S
Econ Disadvantgd
Not Econ Disadvantgd
Foster Youth
Veterans

	30 Units Completed		
	2005-06 cohort	2006-07 cohort	2007-08 cohort
Overall	68.7%	70.5%	69.7%
Female	70.7%	72.0%	71.7%
Male	65.9%	68.9%	67.3%
African Amer	66.7%	45.5%	56.0%
Asian	69.8%	74.6%	61.8%
Filipino	83.3%	64.7%	80.0%
Hisp/Latino	60.3%	73.3%	73.1%
Native Amer	66.7%	55.6%	55.0%
Pacific Islander	60.0%	60.0%	75.0%
White	69.2%	70.7%	69.7%
< 20	69.8%	72.8%	71.7%
20-24	54.4%	66.1%	50.6%
25-49	70.1%	53.2%	65.5%
50+	60.0%	42.9%	42.9%
Rec'd DSP&S	69.8%	68.0%	69.2%
Did not Rec DSP&S	68.6%	70.6%	69.7%
Econ Disadvantgd	68.3%	71.1%	70.6%
Not Econ Disadvantgd	69.1%	69.7%	68.5%
Foster Youth			77.8%
Veterans			

SUMMARY OF KEY FINDINGS

FLC's Key Performance Indicators show that the course completion rate for African American students has improved during each of the last two years and hit a five-year high in Fall 2013.

The results of applying the 80% Index to FLC's Fall 2013 course success rates identify only the African American population (0.784) as being disproportionately impacted. The rate for foster youth has been masked in the analysis due to very small cell size but the rate for veterans exceeds the 80% threshold.

Analysis of Persistence and 30+ Units Completed statistics from the Scorecard show disproportionate impacts for the African American group (30+ Units only), the Native American/Alaskan group, the 20-24 year old group (Persistence only), the 50+ year old group. No comparably derived performance statistics exist for either Veterans or Foster Youth students.

CAMPUS-BASED RESEARCH

C. ESL and BASIC SKILLS COMPLETION. Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

CHARTS

The first set of three charts reflect basic skills improvement data as reported in the the Scorecard reports. Three years of enrollments were merged for the ESL analyses due to the program's small size.

Folsom Lake College
Student Equity Indicators

Remedial ESL
All Modalities

Cohorts 2005-06, 2006-07, 2007-08

	Completer Rate		80% Index Calculation			Disproportionality? (at < 80%)
	Attempts #	Completers #	Cohort Completer Rate	80% Index		
Overall	19.7%					
Female	417	97	0.23	1.000		
Male	158	16	0.10	0.435	Y	
Oth/Unkn	4	1	0.25	---		
Total	579	114				
1-17	3	3	1.00	---		
18 & 19	30	6	0.20	0.582	Y	
20-24	64	22	0.34	1.000		
25-29	96	23	0.24	0.697	Y	
30-34	93	20	0.22	0.626	Y	
35-39	91	17	0.19	0.543	Y	
40-49	109	21	0.19	0.560	Y	
50+	66	2	0.03	0.088	Y	
Total	552	114				
Afr Amr	3	1	0.33	---		
AmrInd/Alskn	0	0		---		
Asian	85	19	0.22	1.000		
Filipino	6	1	0.17	---		
Hisp / Latino	80	9	0.11	0.503	Y	
Multi-Ethn	0	0		---		
Pac Islander	2	0	0.00	---		
Unknown	52	7	0.13	0.602	Y	
White	351	77	0.22	1.000		
Total	579	114				
Disabled	16	4	0.25	1.000		
Abled	563	110	0.20	0.782	Y	
Below Poverty	512	105	0.21	1.000		
Mid+ Income	67	9	0.13	0.655	Y	
Econ Disadvtg	525	240	0.46	0.800	Y	
Not Econ Dis	427	244	0.57	1.000		
Foster youth						
Non Fos Yth						
Veterans						

Veterans and Foster Youth source stats not available from CCCC or CalPASS Foster Youth Dashboard.

Folsom Lake College
Student Equity Indicators

Remedial English
All Modalities

	Completer Rate		80% Index Calculation			Disproportionality? (at < 80%)
	Attempts #	Completers #	Cohort Completer Rate	80% Index		
Overall	50.8%					
Female	545	293	0.54	1.000		
Male	399	187	0.47	0.872		
Oth/Unkn	8	4	0.50	---		
Total	952	484				
1-17	66	37	0.56	---		
18 & 19	521	303	0.58	1.000		
20-24	159	63	0.40	0.681	Y	
25-29	59	26	0.44	0.758	Y	
30-34	40	16	0.40	0.688	Y	
35-39	40	23	0.58	1.000		
40-49	49	13	0.27	0.456	Y	
50+	18	3	0.17	0.287	Y	
Total	952	484				
Afr Amr	19	6	0.32	0.586	Y	
AmrInd/Alskn	22	6	0.27	0.506	Y	
Asian	55	29	0.53	0.978		
Filipino	16	7	0.44	0.811		
Hisp / Latino	102	55	0.54	1.000		
Pac Islander	7	3	0.43	---		
Unknown	90	46	0.51	0.948		
White	641	332	0.52	0.961		
Total	952	484				
Disabled	102	48	0.47	0.917		
Abled	850	436	0.51	1.000		
Econ Disadvtg	525	240	0.46	0.800	Y	
Not Econ Dis	427	244	0.57	1.000		
Foster youth						
Non Fos Yth						
Veterans						

CalPASS Foster Youth Dashboard definition differs considerably from that of the Scorecard. Stats not comparable and so have not been used. No source has been provided or is available for veterans performance.

Folsom Lake College
Student Equity Indicators

Remedial Math
All Modalities

The "80% Index" is computed by comparing the achievement rate (e.g., % success, % xferred) of each demog. cohort (highest sets the index of 1.000). The Fed. 80% rule establishes the disproportionality threshold.

Disproportionality? (at < 80%)

	Completer Rate		80% Index Calculation		Disproportionality? (at < 80%)
	Attempts	Completers	Cohort	80%	
	#	#	Rate	Index	
Overall	35.6%				
Female	793	283	0.36	1.000	
Male	527	185	0.35	0.984	
Oth/Unkn	14	7	0.50	---	
Total	1334	475			
1-17	64	36	0.56	---	
18 & 19	636	262	0.41	1.000	
20-24	281	86	0.31	0.743	Y
25-29	108	34	0.31	0.764	Y
30-34	67	17	0.25	0.616	Y
35-39	69	16	0.23	0.563	Y
40-49	69	15	0.22	0.528	Y
50+	40	9	0.23	0.546	Y
Total	1334	475			
Afr Amr	39	6	0.15	0.359	Y
AmrInd/Alskn	26	6	0.23	0.538	Y
Asian	49	21	0.43	1.000	
Filipino	21	9	0.43	1.000	
Hisp / Latino	134	45	0.34	0.784	Y
Pac Islander	12	4	0.33	0.778	Y
Unknown	116	38	0.33	0.764	Y
White	937	346	0.37	0.862	
Total	1334	475			
Disabled	110	36	0.33	0.912	
Abled	1,224	439	0.36	1.000	
Econ Disadvtdg	727	233	0.32	0.804	
Not Econ Dis	607	242	0.40	1.000	
Foster youth					
Non Fos Yth					
Veterans					

CalPASS Foster Youth Dashboard definition differs considerably from that of the Scorecard. Stats not comparable and so have not been used. No source has been provided or is available for veterans performance.

The following set of two charts with shaded backgrounds reflect course progression rates for selected English and math course sequence "jumps" as reported by the CCCCO's Basic Skills Progress Tracker Tool.

Folsom Lake College Student Equity Indicators					
Course Progression English 2LB (51) to Xfer Level (300) F10 to S13					
		Completer Rate		80% Index Calculation	
		Attempts	Completers	Cohort	80%
		#	#	Rate	Index
		Disproportionality? (at < 80%)			
Overall	35.1%				
Female	77	30	0.39	1.000	
Male	74	24	0.32	0.832	
Oth/Unkn	3	1	0.33	---	
Total	154	55			
1-17	8	5	0.63	---	
18 & 19	97	45	0.46	1.000	
20-24	26	8	0.31	0.663	Y
25-29	7	2	0.29	---	
30-34	5	1	0.20	---	
35-39	2	1	0.50	---	
40-49	4	2	0.50	---	
50+	5	0	0.00	---	
Total	154	64			
Afr Amr	4	0	0.00	---	
AmrInd/Alskn	1	0	0.00	---	
Asian	12	4	0.33	---	
Hisp / Latino	29	11	0.38	0.901	
Multi-Ethnic	7	3	0.43	---	
Pac Islander	3	3	1.00	---	
Unknown	19	8	0.42	1.000	
White	78	25	0.32	0.761	Y
Total	153	54			
Disabled	19	7	0.37	1.000	
Abled	135	47	0.35	0.945	
Econ Disadvtdg					
Not Econ Dis					

Folsom Lake College
Student Equity Indicators

Course Progression Math
2LB (100) to Xfer Level
F10 to S13

The "80% Index" is computed by comparing the achievement rate (e.g., % success, % xferred) of each demog. cohort (highest sets the index of 1.000). The Fed. 80% rule establishes the disproportionality threshold.

Disproportionality? (at < 80%)

	Completer Rate		80% Index Calculation		
	Attempts #	Completers #	Cohort Completer Rate	80% Index	
Overall	21.1%				
Female	159	31	0.19	0.866	
Male	151	34	0.23	1.000	
Oth/Unkn	3	1	0.33	---	
Total	313	66			
1-17	25	5	0.20	0.881	
18 & 19	207	47	0.23	1.000	
20-24	50	8	0.16	0.705	Y
25-29	11	3	0.27	---	
30-34	7	3	0.43	---	
35-39	0	0		---	
40-49	11	0	0.00	---	
50+	2	0	0.00	---	
Total	313	66			
Afr Amr	3	0	0.00	---	
AmrInd/Alskn	1	1	1.00	---	
Asian	22	5	0.23	0.847	
Hisp / Latino	46	5	0.11	0.405	Y
Multi-Ethnic	11	4	0.36	---	
Pac Islander	4	1	0.25	---	
Unknown	41	11	0.27	1.000	
White	185	39	0.21	0.786	Y
Total	313	66			
Disabled	17	3	0.18	0.829	
Abled	296	63	0.21	1.000	
Econ Disadvtdg					
Not Econ Dis					

SUMMARY OF KEY FINDINGS

Two different sources were used for the campus-based research conducted for this performance indicator. The first three charts shown above reflect the results of the 80% Index being applied to Scorecard's basic skills improvement report while the second reflects the course sequence progression of students moving from the 2LB (2 levels below transfer level) to the transfer level course and are sourced from the CCCCO's Basic Skills Progress Tracker Tool.

With regard to the first set of charts, it should be noted that for English and math the 18-21 year old group far outperforms all other groups in remedial English and math resulting in what the 80% Index would suggest is a disproportionate impact for practically all other age groups. However, of these, the 40+ groups are the most impacted, along with the African American and American Indian /Alaskan Native groups. Economically disadvantaged students in English, math, and ESL are either right on the 80% threshold, or on the cusp. Greatest impacts for the ESL discipline are for the 18-19 and 35+ year old age groups, and for Hispanic/Latino students.

The second set of charts is of somewhat limited use due to small cell sizes which provide statistically reliable results for few of the demographic groups. For those it does, most impacted are the 20-24 year old group and Hispanic/Latino students.

No comparably derived performance statistics exist for either Veterans or Foster Youth students.

CAMPUS-BASED RESEARCH

D. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

CHARTS

The following two charts reflect actual degree and certificate completion as derived from local databases for the 2013-14 academic year.

Folsom Lake College
Student Equity Indicators

Degrees

(Degree earners at FLC compared to all Ed-Goal = 'Degree' students)

The "80% Index" is computed by comparing the achievement rate (e.g., % success, % xferred) of each demog. cohort (highest sets the index of 1.000). The Fed. 80% rule establishes the disproportionality threshold.

	F13 Students w/Ed-Goal of 'Degree' #	Degrees Awarded 2012-13 #	80% Index Calculation		Disproportionality? (at < 80%)
			Cohort Completer Rate	80% Index	
Female	3,366	412	0.12	1.000	
Male	2,336	271	0.12	1.000	
Oth/Unkn	47	8	0.17	---	
Total	5749	691			
1-17	53	0	0.00	0.000	Y
18 & 19	1,504	17	0.01	0.057	Y
20-24	2,154	424	0.20	1.000	
25-29	749	126	0.17	0.855	
30-34	361	50	0.14	0.704	Y
35-39	270	11	0.04	0.207	Y
40-49	390	34	0.09	0.443	Y
50-59	224	25	0.11	0.567	Y
60+	44	4	0.09	0.462	Y
Total	5749	691			
Afr Amr	153	7	0.05	0.322	Y
AmrInd/Alskn	53	5	0.09	0.665	Y
Asian/Pacisl	394	21	0.05	0.376	Y
Filipino	77	5	0.06	0.458	Y
Hisp / Latino	882	100	0.11	0.799	Y
Multi-Racial	303	43	0.14	1.000	
Other N-Wht	67	6	0.09	0.631	Y
Unknown	97	13	0.13	0.944	
White	3,723	491	0.13	0.929	
Total	5749	691			
Disabled	362	41	0.11	0.939	
Abled	5,387	650	0.12	1.000	
Below Poverty	1,708	84	0.05	0.489	Y
Low Income	1,156	73	0.06	0.628	Y
Mid+ Income	2,169	218	0.10	1.000	
1st Gen	2,266	123	0.05	0.554	Y
Not 1st Gen	3,483	341	0.10	1.000	
Foster Youth					
Non Fos Youth					
Veterans	255	14	0.05	0.620	Y
Non Veterans	5,749	509	0.09	1.000	

CCCCO nor CalPASS Foster Youth Dashboard provide statistics for counts of awards earned by Veterans and Foster Youth students.

Folsom Lake College
Student Equity Indicators

Certificates

(Certificate earners at FLC compared to all Ed-Goal = 'Cert' students)

The "80% Index" is computed by comparing the achievement rate (e.g., % success, % xferred) of each demog. cohort (highest sets the index of 1.000). The Fed. 80% rule establishes the disproportionality threshold.

	F13 Students w/Ed-Goal of 'Cert' #	Certs Awarded 2012-13 #	80% Index Calculation		Disproportionality? (at < 80%)
			Cohort Completer Rate	80% Index	
Female	166	140	0.84	1.000	
Male	83	60	0.72	0.857	
Oth/Unkn	5	1	0.20	---	
Total	254	201			
1-17	0	0		---	
18 & 19	7	4	0.57	---	
20-24	95	36	0.38	0.588	Y
25-29	45	29	0.64	1.000	
30-34	35	10	0.29	0.443	Y
35-39	22	13	0.59	0.917	
40-49	54	25	0.46	0.718	Y
50-59	48	19	0.40	0.614	Y
60+	10	3	0.30	---	
Total	316	139			
Afr Amr	11	0	0.00	---	
AmrInd/Alskn	2	1	0.50	---	
Asian/Pacisl	37	25	0.68	0.695	Y
Filipino	8	3	0.38	---	
Hisp / Latino	39	17	0.44	0.448	Y
Multi-Racial	8	6	0.75	---	
Other N-Wht	1	1	1.00	---	
Unknown	2	6	3.00	---	
White	146	142	0.97	1.000	
Total	254	201			
Disabled	4	7	1.75	---	
Abled	250	194	0.78	1.000	
Below Poverty	62	23	0.37	1.000	
Low Income	62	9	0.15	0.391	Y
Mid+ Income	104	29	0.28	0.752	Y
1st Gen	105	29	0.28	0.957	
Not 1st Gen	149	43	0.29	1.000	
Foster Youth					
Non Fos Youth					
Veterans	10	4	0.40	1.000	
Non Veterans	254	57	0.22	0.561	Y

CCCCO nor CalPASS Foster Youth Dashboard provide statistics for counts of awards earned by Veterans and Foster Youth students.

The charts shown below reflect the remaining two suggested sources listed in the Student Equity Guidelines, both deriving from the CCCCO Scorecard.

Folsom Lake College
Student Equity Indicators

Completions (SPAR) - Overall
(Student Progression & Attainment Rate)

The "80% Index" is computed by comparing the achievement rate (e.g., % success, % xferred) of each demog. cohort (highest sets the index of 1.000). The Fed. 80% rule establishes the disproportionality threshold.

	Completer Rate		80% Index Calculation		Disproportionality? (at < 80%)
	Attempts	Completers	Cohort	80%	
	#	#	Rate	Index	
Overall	47.2%				
Female	699	345	0.49	1.000	
Male	581	256	0.44	0.893	
Oth/Unkn	13	9	0.69	---	
Total	1293	610			
1-17	307	193	0.63	1.000	
18 & 19	805	361	0.45	0.713	Y
20-24	87	26	0.30	0.475	Y
25-29	20	9	0.45	0.716	Y
30-34	11	5	0.45	---	
35-39	14	2	0.14	---	
40-49	42	12	0.29	0.454	Y
50-59	7	2	0.29	---	
60+	0	0			
Total	1293	610			
Afr Amr	25	8	0.32	0.560	Y
AmrInd/Alskn	20	8	0.40	0.700	Y
Asian/Paclsl	84	48	0.57	1.000	
Filipino	25	14	0.56	0.980	
Hisp / Latino	108	41	0.38	0.664	Y
Unknown	98	50	0.51	0.893	
White	933	441	0.47	0.827	
Total	1293	610			
Disabled	78	22	0.28	0.583	Y
Abled	1,215	588	0.48	1.000	
Econ Disadvtg	712	313	0.44	0.860	
Not Econ Dis	581	297	0.51	1.000	
Foster Youth					
Non Fos Youth					
Veterans					
Non Veterans					

CaIPASS Foster Youth Dashboard definition includes this performance indicator but provides no statistics. CCCCO provides no source for Veterans.

Folsom Lake College
Student Equity Indicators

Career & Technical Education Completio

The "80% Index" is computed by comparing the achievement rate (e.g., % success, % xferred) of each demog. cohort (highest sets the index of 1.000). The Fed. 80% rule establishes the disproportionality threshold.

	Completer Rate		80% Index Calculation		Disproportionality? (at < 80%)
	Attempts	Completers	Cohort	80%	
	#	#	Rate	Index	
Overall	53.4%				
Female	525	270	0.51	0.893	
Male	330	190	0.58	1.000	
Oth/Unkn	9	1	0.11	---	
Total	864	461			
1-17	30	21	0.70	1.000	
18 & 19	172	107	0.62	0.889	
20-24	182	115	0.63	0.903	
25-29	114	52	0.46	0.652	Y
30-34	79	36	0.46	0.651	Y
35-39	100	51	0.51	0.729	Y
40-49	119	49	0.41	0.588	Y
50-59	61	27	0.44	0.632	Y
60+	6	2	0.33	---	
Total	863	460			
Afr Amr	32	18	0.56	0.945	
AmrInd/Alskn	12	5	0.42	---	
Asian/Paclsl	131	70	0.53	0.898	
Filipino	15	7	0.47	0.784	Y
Hisp / Latino	69	31	0.45	0.755	Y
Unknown	79	47	0.59	1.000	
White	524	285	0.54	0.914	
Total	862	463			
Disabled	29	14	0.48	0.902	
Abled	835	447	0.54	1.000	
Econ Disadvtg	533	307	0.58	1.000	
Not Econ Dis	331	154	0.47	0.808	
Foster Youth					
Not Fost Yth					
Veterans					
Not Vets					

SUMMARY OF KEY FINDINGS

Applying the 80% Index to the actual counts of degrees and certificates awarded, groups most impacted are African Americans, Hispanic/Latino (certificates only), the economically disadvantaged (degrees only) and Veterans (degrees only). The various age groups showing disproportionate impact varies considerably between the two charts, with the older groups typically being impacted more than the younger groups.

The Student Progression and Attainment Rate (SPAR) statistics of the Scorecard identify the African American, Hispanic/Latino, and disabled groups as being most impacted.

The Career & Technical Education (C&TE) Completion Rate statistics show moderate impact for Filipino and Hispanic/Latino groups but more significant impacts for the 25+ year old groups.

No comparably derived performance statistics exist for the Foster Youth group and neither SPAR nor C&TE Completion rates are provided by the CCCC for Veterans.

CAMPUS-BASED RESEARCH

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

CHARTS

The first chart reflects Transfer Velocity statistics derived from the CCCC Data Mart and identified in the Student Equity Guidelines as a primary source for assessing disproportionate impact. The second chart reflects an additional suggested source, the Student Equity Guidelines, the Student Progression and Attainment Rate.

Folsom Lake College
Student Equity Indicators

Transfer Velocity

(2007-08 Cohort Tracked over 6 yrs)

The "80% Index" is computed by comparing the achievement rate (e.g., % success, % xferred) of each demog. cohort (highest sets the index of 1.000). The Fed. 80% rule establishes the disproportionality threshold.

Disproportionality? (at < 80%)

	Completer Rate		80% Index Calculation		Disproportionality? (at < 80%)
	Attempts	Completers	Cohort Completer Rate	80% Index	
	#	#			
Overall	36.7%				
Female	537	202	0.38	1.000	
Male	412	147	0.36	0.949	
Oth/Unkn	9	3	0.33	---	
Total	958	352			
1-17	243	104	0.43	1.000	
18 & 19	613	223	0.36	0.850	
20-24	51	14	0.27	0.641	Y
25-29	12	3	0.25	---	
30-34	8	2	0.25	---	
35-39	7	0	0.00	---	
40-49	21	6	0.29	0.668	Y
50+	3	0	0.00	---	
Total	958	352			
Afr Amr	13	6	0.46	---	
AmrInd/Alskn	13	4	0.31	---	
Asian/PacIsl	56	35	0.63	1.000	
Filipino	21	11	0.52	0.838	
Hisp / Latino	78	21	0.27	0.431	Y
Unknown	76	31	0.41	0.653	Y
White	701	244	0.35	0.557	Y
Total	958	352			
Disabled	50	5	0.10	0.262	Y
Abled	908	347	0.38	1.000	
Econ Disadvtdg					
Not Econ Dis					
Foster Youth					
Non Fos Youth					
Veterans					
Non Veterans					

CaIPASS Foster Youth Dashboard definition includes this performance indicator but provides no statistics. CCCC provides no source for Veterans.

Folsom Lake College
Student Equity Indicators

Completions (SPAR) - Overall

(Student Progression & Attainment Rate)

The "80% Index" is computed by comparing the achievement rate (e.g., % success, % xferred) of each demog. cohort (highest sets the index of 1.000). The Fed. 80% rule establishes the disproportionality threshold.

Disproportionality? (at < 80%)

	Completer Rate		80% Index Calculation		Disproportionality? (at < 80%)
	Attempts	Completers	Cohort Completer Rate	80% Index	
	#	#			
Overall	47.2%				
Female	699	345	0.49	1.000	
Male	581	256	0.44	0.893	
Oth/Unkn	13	9	0.69	---	
Total	1293	610			
1-17	307	193	0.63	1.000	
18 & 19	805	361	0.45	0.713	Y
20-24	87	26	0.30	0.475	Y
25-29	20	9	0.45	0.716	Y
30-34	11	5	0.45	---	
35-39	14	2	0.14	---	
40-49	42	12	0.29	0.454	Y
50-59	7	2	0.29	---	
60+	0	0			
Total	1293	610			
Afr Amr	25	8	0.32	0.560	Y
AmrInd/Alskn	20	8	0.40	0.700	Y
Asian/PacIsl	84	48	0.57	1.000	
Filipino	25	14	0.56	0.980	
Hisp / Latino	108	41	0.38	0.664	Y
Unknown	98	50	0.51	0.893	
White	933	441	0.47	0.827	
Total	1293	610			
Disabled	78	22	0.28	0.583	Y
Abled	1,215	588	0.48	1.000	
Econ Disadvtdg	712	313	0.44	0.860	
Not Econ Dis	581	297	0.51	1.000	
Foster Youth					
Non Fos Youth					
Veterans					
Non Veterans					

CaIPASS Foster Youth Dashboard definition includes this performance indicator but provides no statistics. CCCC provides no source for Veterans.

SUMMARY OF KEYFINDINGS

Application of the 80% Index to Transfer Velocity statistics reveals disproportionate impact for several groups the most important of which were felt to be the 20-24 year old, Hispanic/Latino, and Disabled groups.

The Student Progression and Attainment Rate statistics of the Scorecard identify the African American, Hispanic/Latino, and disabled groups as being most impacted.

No comparably derived performance statistics exist for Economically Disadvantaged, Veterans or Foster Youth students.

Goals and Activities

A. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served”

GOAL A-1

Ensure access for disproportionately impacted groups, particularly African American, Asian / Filipino/ Pacific Islander and Hispanic/Latino students, by increased emphasis on pathways scheduling.

ACTIVITIES A-1

(Please include the target date in chronological order and identify the responsible person/group for each activity.)

2014-2015

- Investigate scheduling guidelines to facilitate program completion in a timely manner
(Responsible Party: Department chairs and instructional deans, ongoing)
- Implementation of year-long course scheduling for 2015-2016 to assist students with planning for completion
(Responsible Party: Department chairs and instructional deans, Fall 2014)

2015-2016

- Develop strategies to eliminate possible gaps in pathways to transfer courses, certificates and degrees.
(Responsible Party: Department chairs, academic deans, Fall 2015)
- Identify, assess, and publicize basic skills pathways to students, college community, and K 12 partners.
(Responsible Party: Basic Skills Subcommittee, Spring 2016)

2016-2017

- Continuation and assessment of previous strategies.
(Responsible Party: Department chairs, academic deans)

EXPECTED OUTCOMES A-1

- Increased program completion among all groups including disproportionately impacted *(note: the outcomes for this metric may not materialize for 3-6 years)*.
- Increased access to transfer courses, certificates, and degrees for all groups.

GOAL A-2:

Increase percentage of under-represented populations (particularly African American, Asian / Filipino / Pacific Islander, and Hispanic/Latino) attending FLC to be more reflective of the percentage of these populations in the service area.

ACTIVITIES A-22014-2015

- Develop year-long outreach and in-reach calendar with specific, targeted activities developed to engage populations that appear to be disproportionately impacted in terms of access; although data is scarce, these targeted / focused efforts will include increased outreach to Foster Youth and Veterans as well. *(Responsible Party: Outreach, Dean of Student Services)*
- Explore resources for foster youth in the FLC service area to determine reliable outreach strategies.
(Responsible Party: Outreach, Financial Aid, Dean of Student Services)
- Explore the development of outreach materials (including video format) to orient and welcome students from diverse backgrounds to FLC and to outline the application and enrollment process. Additionally, develop online or in person FLC specific Orientations that inform students of their rights and responsibilities, along with specific program expectations and support systems available to assist in their success. *(Responsible Party: Outreach, Instruction, Dean of Student Services)*
- Utilize student ambassadors to participate in in-reach and outreach activities focusing on targeted student populations.
(Responsible Party: Office of Student Life, Outreach)

2015-2016

- Implement Outreach / In-Reach calendar with at least two (2) targeted activities in the community and / or on campus. For example, identify and host an FLC booth at a community cultural fair or job fair.
(Responsible Party: Outreach)
- Develop and administer survey / utilize focus groups to gather data to determine reasons for disproportionately low access / enrollment of African American, Hispanic/Latino, and American Indian/Alaskan students and to determine course needs at all three sites.
(Responsible Party: Multicultural and Diversity Committee, Spring 2016)
- Create and utilize Outreach video to orient and welcome students from diverse backgrounds to FLC and to outline the application and enrollment process.
(Responsible Party: Outreach, Student Ambassadors)

2016-2017

- Refine Outreach / In-Reach calendar and increase targeted activities to four (4) during the year.
(Responsible Party: Outreach)

- Utilize data from surveys / focus groups to inform Outreach activities and schedule development.
(Responsible Party: Multicultural and Diversity Committee, Office of Institutional Research [OIR], department chairs and academic deans)

Expected Outcomes A-2

- Increase the number of enrollees in all disproportionately impacted groups by 5% by the end of year three and incrementally close the access gap each year so that by the end of year three participation rates (access and enrollment) for all targeted groups are at or above .500 on the .80 index scale.

GOAL A-3

Increase percentage of all students completing pre-enrollment steps to ensure proper placement and course selection, with a focus on disproportionately impacted groups, particularly African American, Asian / Filipino / Pacific Islander, and Hispanic/Latino.

Activities A-3

2014-2015

- Increased number of assessment test dates available at all sites, with a particular emphasis to increase testing opportunities at EDC and RCC.
(Responsible Party: Assessment, EDC/RCC dean, Dean of Student Services)
- Offer Academic Planning Sessions (APS) at all three locations to provide incoming students with pre-enrollment information and to develop an Abbreviated Educational Plan.
(Responsible Party: Counselors, Dean of Student Services)

2015-2016

- Examine year-one data to establish a baseline and to determine whether any group is less likely to receive an Abbreviated Educational Plan and identify strategy to close that gap.
(Responsible Party: OIR, counselors)
- Determine if certain groups are more likely to register late or after the start of the semester, and if so, develop a plan to rectify this discrepancy.
(Responsible Party: OIR, Admission and Records [A&R] Supervisor, VPSS)
- Explore and create APS sessions specifically for Veterans.
(Responsible Party: Counselors, Dean of Student Services)

2016-2017

- With the new RCC site now more fully operational, refine schedules for Assessment tests, APS sessions and implement strategies to address any gaps in assisting students to complete pre-enrollment steps and utilize priority enrollment opportunities.
(Responsible Party: Assessment Office, counselors, Dean of Student Services)
- Implement Pilot APS workshops for Veterans
(Responsible Party: Counselors, Dean of Student Services)

Expected Outcomes A-3

- Increased percentage of all students completing pre-enrollment steps, and a lowering of disproportionate impact for targeted groups.

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

GOAL B-1

Identify and implement strategies designed to increase course success rates for all students, with emphasis on reducing the gap for successful course completion of under-represented groups, in particular African American and Latino/Hispanic students.

Activities B-1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

2014-2015

- Plan and develop an integrated intervention program that cohesively combines the Early Alert Program and Program for Academic Student Success (PASS) programs to identify students at risk, intervene, and increase communication and collaboration between instruction and student services.
(Responsible Party: Dean of Student Services, OIR, VPI)
- Plan and develop a pilot Mentoring Program (Advise 5) supporting disproportionately impacted groups.
(Responsible Party: Deans of Instruction and Student Services)
- Revive instructional best practices repository: *G.I.F.T.S. (Good Ideas For Teaching Strategies)*. Gather ideas and create a site for best practices and sharing of creative and culturally proficient and responsive teaching ideas and methodologies to support multiple learning styles.
(Responsible Party: Multicultural and Diversity Committee, Professional Development Committee [PDC])
- Develop FLEX and semester workshops around culturally proficient and responsive teaching that can be videotaped and archived.
(Responsible Party: Multicultural and Diversity Committee and Professional Development Committee)
- Develop Request for Proposal (RFP) process that will elicit further input from faculty / staff in order to implement and assess fundable ideas that emerge during the year and that can then be added to the overall Student Equity Plan in subsequent years if they are continuing projects.
(Responsible party: Vice President Student Service; Vice President, Instruction; Deans of Instruction)
- Explore student experiences and barriers to course completion, including Foster Youth and Veteran issues.
(Responsible Party: Faculty, Deans of Instruction and Student Services, OIR, A&R, Multicultural and Diversity Committee)

2015-2016

- Analyze data regarding students who are on Probation 1 and Probation 2 and develop further intervention strategies to address specific populations who are disproportionately impacted. *(Responsible Party: OIR, Deans of Instruction and Student Services, PASS / Early Alert Counselor)*
- Analyze data from Mentoring Program (Advise 5), refine and expand. *(Responsible Party: Deans of Instruction and Student Services)*
- Continue to develop *G.I.F.T.S. (Good Ideas For Teaching Strategies)*. Develop professional development activities related to the strategies. *(Responsible Party: Professional Development Committee and Multicultural and Diversity Committee)*
- Programs and departments identify and implement course success strategies identified in their planning documents and collaborate with the Reading and Writing Center and Tutoring Center to focus on target groups. *(Responsible Party: Faculty, Department Chairs, Deans)*

2016-2017

- Utilize data to further refine intervention and follow-up support of students in the Early Alert and Program for Academic Student Success (PASS) programs *(Responsible Party: OIR, Dean of Student Services, PASS / Early Alert Counselors)*
- Further refine and expand Mentoring Program (Advise 5) and develop a Peer Mentoring component *(Responsible Party: Deans of Instruction and Student Services, Counselors)*
- Fully implement *G.I.F.T.S. (Good Ideas For Teaching Strategies)*. Continue to update it with innovative teaching strategies. *(Responsible Party: Multicultural and Diversity Committee, PDC)*

EXPECTED OUTCOMES B-1

Increased overall course success rates for targeted underperforming groups, with all groups performing at or above the .80 index by the end of year three.

C. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”

GOAL C-1

Increase support systems available for ESL and Basic Skills students, and increase student utilization and satisfaction with these services.

Activities C-1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

2014-2015

- Continue existing activities and expand Academic Success Workshops offered in SOAR Central
(*Responsible Parties: Dean of Instruction, SOAR (Student Opportunities and Resources) Central Coordinator*)
- Develop Supplemental Learning Workshops in English to support skill building and course completion
(*Responsible Parties: Dean of Languages & Literature, SOAR Central Coordinator*)
- Revive the ESL Conversation Group in the Reading / Writing Center to support skill building and course completion
(*Responsible Parties: ESL faculty, SOAR Central Coordinator*)
- Pilot embedded intervention in basic skills English, ESL, math and / or reading classes.
(*Responsible Party: Dean of Languages and Literature; Dean of Math, Science, and Engineering; Tutoring Center; Faculty*)
- Develop and offer Pilot Summer Bridge program in Summer 2015
(*Responsible Party: Deans of Instruction and Student Services*)
- Plan and develop a pilot First Year Experience (FYE) program focusing on disproportionately impacted groups - students enrolled in Basic Skills English, Math and ESL, particularly African American, Hispanic/Latino students
(*Responsible Party: Dean of Student Services; Deans of Math, Science and Engineering and Languages and Literature; VPI; VPSS*)
- Develop Math Boot Camps with a focus on initial remediation and skill refreshing / reinforcement to allow students to re-test and potentially assess into higher level class
(*Responsible Party: Math faculty and Dean*)
- Align basic skills curriculum and course sequencing to provide a clearer pathway for student success and completion
(*Responsible Party: Basic Skills faculty and Deans of Languages and Literature and Math, Science, and Engineering*)

2015-2016

- Continue SOAR Central and Supplemental Learning activities
(Responsible Parties: Dean of Instruction, SOAR Central Coordinator)
- Expand embedded intervention in basic skills English, ESL, math and /or reading classes.
(Responsible Party: Tutoring Center, Faculty, Deans of Instruction)
- Refine and continue the ESL Conversation Group in the Reading / Writing Center to support skill building and course completion
(Responsible Parties: ESL faculty, SOAR Central Coordinator)
- Explore development of English Boot Camps
(Responsible Party: English Faculty, Dean Languages and Literature, VPI)
- Summer Bridge follow-up activities
(Responsible Party: Dean of Student Services and Deans of Instruction)

2016-2017

- Continue SOAR Central and Supplemental Learning activities at all 3 campuses
(Responsible Party: Dean of Instruction, SOAR Central Coordinator)
- Expand embedded intervention in basic skills English, ESL, math and /or reading classes.
(Responsible Party: Tutoring Center, Faculty, Deans of Instruction)
- Continue and further improve the ESL Conversation Group in the Reading / Writing Center to support skill building and course completion
(Responsible Parties: ESL faculty, SOAR Central Coordinator)
- Summer Bridge Year 3 follow-up activities
(Responsible Party: Dean of Student Services, Deans of Instruction, Faculty)
- Expand the First Year Experience program and scale it to serve a larger population of students
(Responsible Party: Dean of Student Services, Instructional Deans, Faculty, VPI, VPSS)
- Expand Math Boot Camps to all 3 campuses
(Responsible Party: Math faculty and Dean)
- Pilot English Boot Camps
(Responsible Party: English faculty and Dean of Languages and Literature)

EXPECTED OUTCOMES C-1

- The cohort completion rate for under-represented groups (particularly those in the 20 – 24 and 40+ age groups and African American, Hispanic/Latino students) will increase by at least 2% by the end of year three in Basic Skills Math, English and ESL, thus lowering disproportionate impact
- Increased successful course completion rate, by discipline, in basic skills courses for all students.

D. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”

GOAL D-1

Increase percentage of all students who receive an Associate’s Degree or certificate, given that stated educational goal, with particular emphasis on reducing the achievement gap for under-represented groups - particularly those in the 20–24 age group and African American, Hispanic/Latino students, Economically Disadvantaged, and First Generation student populations.

Activities D-1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

2014-2015

- Increase number of students utilizing Career Center: students without an identified goal to be contacted after the APS by Career and Transfer Center staff to inform them of values and goals exploration opportunities. Students making a Comprehensive Educational Plan appointment who lack a declared major will be referred to the Career and Transfer Center prior to their appointment to identify a pathway to better inform the comprehensive plan.
(Responsible Party: Career Center, Counselors)
- Increase the number of students who have a Comprehensive Educational Plan, including Veterans, to help guide their path to completion by creating counseling opportunities for continuing and transfer students to update ed plans as goals and/or major changes.
(Responsible Party: Counselors)
- Expand “What’s Next” initiative whereby classroom faculty, at midterm and close to the end of each course, inform students of “What’s next” on their educational path (the next course in the sequence, applying for graduation, etc).
(Responsible Party: Deans of Instruction and Faculty)
- “Spotlight Night” involving faculty and industry partners to highlight career pathways for career technical education programs.
(Responsible Party: CTE Dean)
 - Initiate the charter process to create a Multicultural club.
(Responsible Party: students, Multicultural and Diversity Committee)
- Develop Multicultural Peer Educator Program to create ongoing support for students that navigate their education/world through their cultural and/or ethnic lens. Minimizing social isolation will be the primary objective of this mentoring program.
(Responsible Party: Multicultural and Diversity committee)

- Explore and pilot a Degree and Career Exploration presentation / lecture series – Instruction & Student Services (& community) partnership to help students understand career pathways, connecting them with faculty and professionals in the field who can share future trends and provide mentorship.
(Responsible Party: Career Center, Deans of Instruction and Student Services, SOAR Central, Faculty)

2015-2016

- Career Center – Assess the tracking system that is developed to monitor its effectiveness and to determine if appropriate referrals are being made back to Counseling to align student goals back to educational planning.
(Responsible Party: Career Center)
- Pilot intrusive counseling program to target students who have earned 15 units without a declared major to develop an educational plan.
(Responsible Party: Counselors, Dean of Student Services)
- Assess participation in the Multicultural club.
(Responsible Party: Student Life Coordinator, Multicultural and Diversity Committee)
- Align Multicultural Peer Educator Program with other on campus mentoring programs to share resources and avoid duplications.
(Responsible Party: Multicultural and Diversity Committee, Dean of Student Services)

2016-2017

- Career Center - Develop an Advisory Team made up of Career Center staff , Counselors and Work Experience faculty/staff that will provide ongoing guidance on the referral process, goal development and educational plans.
(Responsible Party: Career Center, Counselors, WEXP faculty)
- Develop communication plan to inform all students of steps necessary to adjust comprehensive educational plans to ensure courses are aligned with academic goals and students remain on track for completion.
(Responsible Party: Counselors)
- Connect the Multicultural club to outreach, Summer Bridge and First Year Experience to connect with incoming students from diverse backgrounds.
(Responsible Party: Student Life Coordinator, Multicultural and Diversity Committee, Dean of Student Services)
- Submit a proposal to request space to develop a Multicultural Center that would house various student organizations invested in creating a more inclusive learning environment for all students. *(Responsible Party: Deans of Instruction and Student Services, VPI, VPSS, Vice President of Administration [VPA])*

EXPECTED OUTCOME D-1

- Gradually increasing percentage of students from under-represented groups who earn degrees and certificates. In particular, increase the number of economically disadvantaged and first-generation students achieving a degree by 10% by the end of year three.

E. STUDENT SUCCESS INDICATOR FOR TRANSFER

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

GOAL E-1

Increase percentage of students who transfer to a 4-year college or university for all students, with particular emphasis on increasing the percentage of under-represented groups who transfer to a four-year institution - particularly those in the 20 – 24 age group, DSP&S students, and African American, Hispanic/Latino students.

Activities E-1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

2014-2015

- Designate a lead Transfer Counselor to develop strategies to intervene with students who have completed 90+ units but who have not transferred to a four-year institution. Plan intervention and follow-up activities. Increase Transfer Day activities and participation.
(Responsible Party: Transfer Counselor, Articulation Officer / Counselor, General Counseling)
- Develop and promote ADT pathways.
(Instructional Deans, Public Information Services Office [PISO], VPI)
- Department / Counseling connection and collaboration to promote pathways, engage 4-year institution liaisons, develop professional partnerships.
(Responsible Party: Transfer Counselor, Department Chairs, PISO, Deans of Instruction and Student Services)
- Offer various interactive workshops for DSP&S students focused on skill building to increase completion of degrees, certificates and transfer goals.
(Responsible Party: SOAR Central, DSP&S)
- Messaging to students throughout the Basic Skills sequence.
(Responsible Party: Dean of Math, Science, and Engineering; Dean of Languages and Literature; and ESL faculty)
- Refine “What’s Next?” campaign to include information about transfer
(Responsible Party: Deans of Instruction and Transfer Counselor, PISO)
- Peer Educator Program: multicultural students will educate their peers on importance of creating an inclusive environment and other issues that impact diverse college students. The program is a branch of the Multicultural and Diversity Committee and works closely with faculty and staff to explore topics that impact underserved college students. Some of the topics

being explored: Persistence, graduation and transfer rates of students of color, academic barriers low income students face, multiple dimensions of identity and safe spaces.

(Responsible Party: Multicultural and Diversity Committee)

2015-2016

- Implement intervention / follow-up plan targeting students with 90+ units to assist them in completion of transfer requirements and the transfer process.
(Responsible Party: Transfer Counselor, Articulation Officer / Counselor, General Counseling)
- Utilize Transfer Center staff to offer workshops highlighting the role of successful transfer in one's education.
(Responsible Party: Transfer Center staff, SOAR Central)
- Continue to provide modified and content specific workshops to support DSP&S students
(Responsible Party: DSP&S, SOAR Central)
- "What's Next?" campaign fully institutionalized.
(Responsible Party: Deans of Instruction and PISO)
- Develop training manual for the Peer Educator Program in collaboration with student organizations engaging in social justice activities. Also reach out to transfer institution student organizations to build a pipeline to programs that serve diverse students at the university.
(Responsible Party: Multicultural and Diversity Committee)

2016-2017

- Refine intervention / follow-up plan and begin to target students with 70+ units to assist them in completion of transfer requirements and the transfer process.
(Responsible Party: Transfer Counselor, Articulation Officer / Counselor, General Counseling)
- Continue to refine and provide modified and content specific workshops to support DSP&S students.
(Responsible Party: DSP&S, SOAR Central)
- Peer Educators will develop a social justice workshop in partnership with MDC for all FLC student organizations to be presented to Associated Students for adoption.
(Responsible Party: Multicultural and Diversity Committee)

EXPECTED OUTCOME E-1

Increase by 5% the number of under-represented students who transfer by the end of year three, particularly in the currently disproportionately impacted groups: 20-24 year-old students, disabled students, African American and Hispanic/Latino students.

Budget

Folsom Lake College Student Equity Plan 2014/15 Budget

Account	Description	FTE	Expense	Total
1203	Regular Counselor Salaries			
	PASS Counselor	0.50	\$35,842	
	RFP		\$21,734	
	Subtotal			\$57,576
1205	Regular Administrator Salaries			
	Dean of Student Success	0.50	\$57,500	
	Subtotal			\$57,500
1301	Non-Regular Instructional Salaries			
	Advise 5		\$2,500	
	Good Ideas for Teaching Strategies		\$2,500	
	Subtotal			\$5,000
1403	Non-Regular Counselor Salaries			
	General Counseling Backfill		\$20,214	
	Veterans Counselor		\$5,000	
	Subtotal			\$25,214
1408	Non-Regular Other Non-Inst. Salaries			
	Bootcamps		\$1,000	
	Subtotal			\$1,000
2102	Regular Classified Salaries			
	Assessment SPA	0.25	\$12,000	
	PASS SPA		\$12,416	
	Subtotal			\$24,416
2302	Non-Regular/Temporary Classified			
	Veterans Center SPA		\$17,000	
	Student Services Specialist (50% BSI+ 25% SSSP+25% Equity)		\$4,169	
	Additional Outreach		\$10,000	
	Additional OIR		\$15,000	
	Subtotal			\$46,169
2303	Student Help Wages			
	Peer Mentoring		\$5,000	
	Embedded Tutoring		\$10,000	
	Subtotal			\$15,000
3908	Employee Benefits			
	4% "retro" applies to permanent salary total		\$5,580	
	reg. faculty 30.60% (applies to "1203" salaries)		\$17,618	
	non. Reg. faculty 19.50% (applies to "1403" and "1301" totals)		\$5,892	
	Management 23.0% (applies to "1205" total)		\$13,225	

	Non-Reg Other Non-Inst. 11.20% (applies to "1408" total)		\$112	
	reg. 12 month classified 49.70% (applies to "2102" total)		\$12,135	
	Temp Classified 6.00% (applies to "2302" total)		\$2,770	
	Student help / FWS 0.80% (applies to "2303" total)		\$120	
	Subtotal			\$57,452
4500	Supplies & Materials			
	Summer Bridge		\$3,000	
	First Year Experience		\$3,000	
	Outreach		\$4,056	
	Orientation Supplies		\$4,000	
	Career Center		\$1,000	
	PASS / Early Alert		\$1,000	
	Program Pathways Presentations		\$1,000	
	Subtotal			\$17,056
5200	Travel & Conference			
	Professional Development		\$15,000	
	African American Celebration		\$2,000	
	Latino/Latina Celebration		\$2,000	
	Social Justice Week / Black History Month		\$2,000	
	Subtotal			\$21,000
	Expenses Total		\$327,383	
	Allocation		\$327,383	

SOURCES OF FUNDING

There are several sources of institutional support to fund the initiatives and activities outlined in the Student Equity Plan.

These sources of funding include:

- FLC Operational Budget
- SSSP, and other Categorical Funds
- BSI
- Instructional Funds (Ed Initiative)

Student Equity funding, to be utilized as outlined in the preceding budget (pages 39 and 40).

Evaluation Schedule and Process

The specific evaluation schedules and timelines for the five student success indicators (Access; Course Completion; ESL and Basic Skills Completion; Degree and Certificate completion; and Transfer) are embedded within the *Goals and Activities* component of the Student Equity Plan, specifically in the Activity (Year One, Year Two and Year Three) and Expected Outcome sections under each success indicator. Please refer to the *Goals and Activities* component of the Student Equity Plan.

As it relates to the process, membership from the college-based participatory governance structures, specifically the Academic Senate, the Basic Skills Committee, the Multicultural and Diversity Committee, and the Matriculation and Student Success Committee took a significant and lead role in the initial development of the FLC Student Equity Plan. These respective bodies / committees are comprised of faculty, classified staff, students and administrators. Members from these participatory governance structures served as work group members in the creation of the Student Equity Plan, with members eliciting further input from constituent groups as the plan was developed, vetted and ultimately finalized. Progress on the plan, as well as that of the Student Success and Support Program (SSSP) Plan, were shared with the campus community at a college-wide professional development activity at the beginning of Fall 2014. The plan was presented to the Academic Senate, the Multicultural and Diversity Committee, the Matriculation and Student Success Committee, the Student Services Steering Committee, the Institutional Planning Committee and the Associated Students of Folsom Lake College for review and input prior to being finalized and presented to the Los Rios Community College Board of Trustees on November 12, 2014.

The Multicultural and Diversity Committee is charged with annually reviewing the Student Equity Plan as part of its ongoing plan of work. Using data provided by the Office of Institutional Research, the committee will consult as needed with the Matriculation and Student Success Committee, FLC instructional departments, and student support services in its assessments of plan activities and outcomes. The Multicultural and Diversity Committee will report Student Equity Plan progress and outcomes at the annual year-end report to the Institutional Planning Committee.

Importantly, work group membership of the Student Equity Plan had significant overlap with work group membership of the Student Success and Support Program Plan. This helped to ensure that the plans were aligned and shared a common goal of student success. Information from both plans will inform the Annual Department Plans from Instruction and the Annual Department Plans in Student Services, as well as Program Reviews for each entity. This will ensure further evaluation of *Goals and Activities* contained within the Student Equity Plan, align them with college-wide planning, and ultimately align planning with resource allocation as part of continuous quality improvement cycle.



Sacramento City College
Student Equity Plan

November 5, 2014

SACRAMENTO CITY COLLEGE STUDENT EQUITY PLAN

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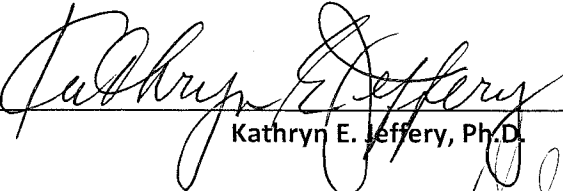
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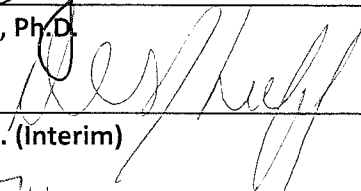
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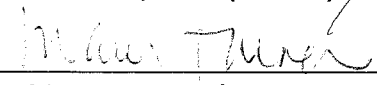


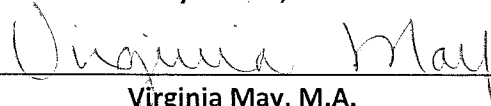
Sacramento City College
Student Equity Plan
Signature Page

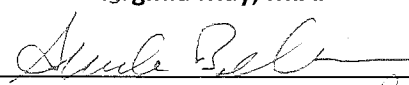
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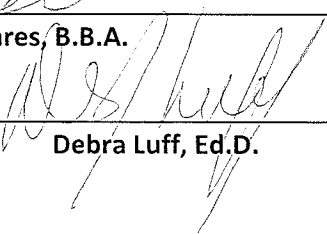
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Debra Luff, Ed.D. (Interim)

Vice President of Instruction: 
Mary Turner, Ed.D.

Academic Senate President: 
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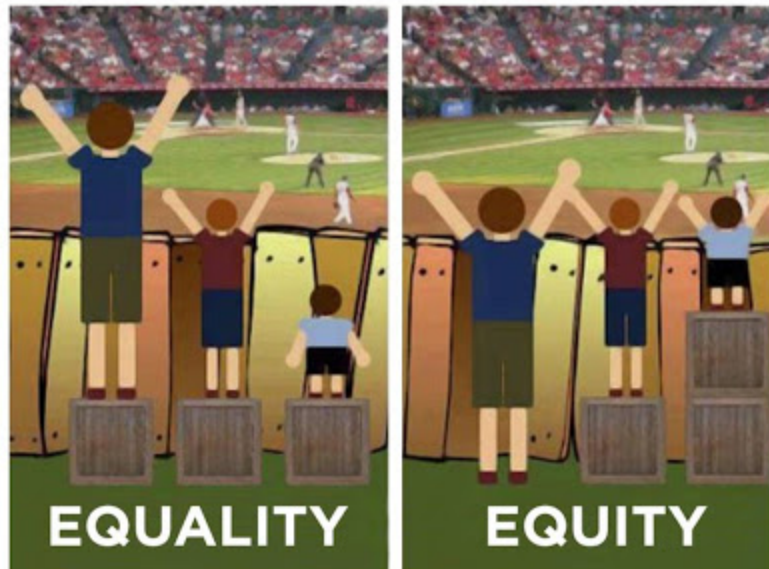
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Sacramento City College
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Sacramento, CA 95822

Executive Summary

**Sacramento City College-- Student Equity Plan
Executive Summary
October 2014**



<http://theequityline.org/wp/2014/03/12/equity-and-equality-are-not-equal/>

We seek not just freedom, but opportunity. We seek not just legal equality but human ability. Not just equality as a right and a theory, but equality as a fact and equality as a result. (President Lyndon B. Johnson, 1965)

For many underrepresented students and economically disadvantaged students, the achievement/opportunity gap occurs before they reach college and persists beyond their college years. As Derek Bok wrote, “the [achievement] gap is nationwide, it is substantial, and it has not diminished in the last 15 years” (Closing the nagging gap in minority achievement, *The Chronicle of Higher Education* 50(9):20).

Target Groups & Plan Summary

SCC Campus-based research indicates African American, Latino/a, Economically Disadvantaged, and Disabled students experience the most significant disproportionate impacts. Examples of these disparities exist across nearly all of CCCCO’s mandated indicators. See Attachment 1 for a summary of the overall findings and goals. Numerous campus-wide meetings were held, and a consensus has been reached defining the greatest immediate concern. It is our stance that Successful Course Completion, particularly in Basic Skill Progression in both Math and English Writing, is the most pressing need. Therefore, these three indicators will be the focus of our initial efforts.

The Student Equity Plan (SEqP) addresses these indicators using a three-pronged strategy:

- Provide additional support now to existing programs shown to improve successful course completion, particularly in Basic Skills English Writing and Math for targeted populations;
- Develop the capacity to coordinate existing efforts across support programs to assure the maximum institutional effectiveness and examine what additional efforts would support targeted populations from admission to ultimate achievement of their educational goals;
- Engage the broader College community in professional learning experiences focused on opportunities to “move the needle” with effective practices for engagement, retention, and successful course completion.

This first-year strategy is reflected in our use of funds, listed below:

- Forty-four percent (44%) of the budget is for increasing the capacity of existing programs that have been shown to successfully support and reach out to at-risk populations identified by our research;
- Thirty-one percent (31%) is set aside to build increased institutional capacity to coordinate, develop and evaluate practices that support student equity by forming a community of practice called the Student Equity Academy (SEA). The SEA will emphasize the scholarship of teaching and learning as a central approach and a strong commitment to cultural and linguistic competency.
- Seven percent (7%) is focused on additional funding for speakers and to sponsor supplementary professional learning opportunities that specifically address outcome disparities. In addition, much of the work by SEA will contribute to professional learning by acting as an incubator for innovative professional practices;
- Nineteen percent (19%) is allocated to providing administrative support to assure that the Student Success and Support Plan, Basic Skills Initiative and Student Equity Plan are coordinated to maximize institutional effectiveness of these efforts.

Student Equity Plan In Context

We view our Student Equity Plan in the context of Sacramento City College’s central mission of transforming our students’ lives by helping them identify and achieve their educational goals. In addition, our plan serves as a testament to the high value we place on open access, equity and educational justice. We honor the contributions and experiences of our diverse student community as value added to the vibrant discussions that occur in our classrooms. This diversity allows students to be more productive, informed, responsible and engaged citizens. This Plan will achieve the maximum benefit for our students only if it operates within current and emerging College initiatives, policies and processes. SEqP must both inform and rely upon this broader context.

Several aspects of this broader context deserve special recognition.

The SEqP must integrate strongly into the College planning process, in particular with unit and program plans. For example, each department’s unit plan could identify specific actions to address student equity. Clearly, some units have a more direct, complete and immediate role to play, but every unit can play a part in reducing

the achievement gap. Professional learning is also critical in helping the entire College community be better informed and feel more empowered with respect to student equity.

The College's Standing Committee structure is another powerful resource with which the SEqP must integrate. Staff Equity and Diversity, Student Equity, Staff Development, PRIE, and Matriculation and Student Success committees are clearly involved with matters important to student equity. However, other committees can have important roles as well. For example, the Honors and Awards Committee could actively seek out practices for recognition that support student equity, and the Budget Committee could look for opportunities to fund activities that can be leveraged with SEqP.

Broad College initiatives and plans, such as Sacramento Pathways to Success, 2+2+3, Hispanic Serving Institution efforts, Student Services Plan, Education Plan and Accreditation are also important opportunities to support the goals of the SEqP.

The Student Equity Plan - a Cultural Document

The Student Equity Plan, like all such documents, emphasizes specific activities and expenditures. However, these alone will achieve very little. In fact, many who have contributed to the SEqP are veterans of prior efforts to reduce the achievement gap. They remind us that despite prior work, significant commitment by many in the College, and substantial expenditures of time and treasure, disproportionate impacts have remained essentially unchanged for decades. See Attachments 1 and 2. This situation is certainly not unique to SCC. In fact, this has been the common experience of most educational institutions throughout the country.

It is clear that eliminating adverse impacts will require more than conducting activities and spending funds. Even if these activities are well thought out and the funds intelligently spent, success will require more. It requires a shared belief that student equity is inseparable from the central mission of our College and our individual work as educators. It requires being willing to measure our efforts against our intended outcomes. It also requires each of us to be open to altering our practices as directed by our informed, professional judgment.

We also recognize that we are but one part of a larger tapestry of experiences that impact our students' lives and affect their academic success. While our role in these other life events may be limited, other institutions are directly involved. Whether medical or mental health care agencies, community or religious organizations, businesses or police, our students' lives are impacted by many other institutions in our community. It is imperative that we develop relationships with these other institutions as we seek to understand and support the "whole student."

Finally, it is clear that the effort to lift up our most at-risk student cannot be left to a few within our community. Student equity will be achieved by accepting it as a central value of our College culture and as our responsibility, whatever our institutional role. The fundamental goal of the Student Equity Plan is to revitalize and rededicate our entire community to student equity. Yes we can! Si se puede! Ndiyo tunaweza! Oui, nous pouvons! Is féidir linn! Yes peb ua tau!

Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that frightens us most. (Marianne Williamson from *A Return to Love: Reflections on the Principles of a Course in Miracles*; quoted by Nelson Mandela in his 1994 inaugural speech)



CAMPUS-BASED RESEARCH

OVERVIEW

Sacramento City College's Planning, Research & Institutional Effectiveness (PRIE) Office is responsible for all institutional research at the College that includes compiling and tracking student enrollment and outcomes data. As such, PRIE is critical for developing and sustaining a culture of evidenced-based decision making, upon which the success of the Student Equity Plan (SEqP) plan depends.

The PRIE Office has provided data related to student equity for several years. For example, the Institutional Effectiveness Reports, produced by PRIE, include information on student success by demographic group. In addition, course success rates by ethnicity and age are provided for use in Program Review across the college.

In response to the current requirements for a new Student Equity Plan, PRIE developed data based specifically on the procedures and data sources detailed in the March 2014 CCCCO Student Equity Guidelines (Attachment C: Guidelines for measuring disproportionate impact in equity plans). This data was used to identify disproportionate impact as defined by the proportionality index and the 80% rule.

This research formed the basis of a shared understanding of the meaning of the data and discussions about how disproportionate impact might be reduced in the future. This research is being used to inform the institutional planning processes. Additional data related to student equity will be developed as needed in response to questions from the College community and as our Student Equity Plan continues to evolve.



CAMPUS-BASED RESEARCH

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

The College elected to compare the percentage of each population group enrolled to the percentage of each group in its top feeder high schools in fall 2013. Note that this is different than the data suggested in the CCCCCO’s guidelines. It was our judgment that a comparison of the demographics of feeder high schools with the SCC student population would provide better guidance than a comparison to the region’s general populaton in terms of specific efforts to assure equitable access.

Racial/Ethnic Group	Feeder H.S.	SCC	Proportionality
Hispanic or Latino	30.4%	28%	92%
AI/AN	0.8%	0.7%	87%
Asian	21.2%	18.7%	88%
Pacific Islander	1.8%	1.3%	72%
Filipino	3.7%	2.7%	72%
African American	14.1%	12.7%	90%
White	23.0%	27.7%	121%
Two or More Races	4.5%	6.0%	134%

Data Note: SCC chose the option of using the demographics of its top feeder high schools in fall 2013 as the most appropriate means of evaluating equity of access to the College. See table below.

High School	# of students enrolled
C. K. McClatchy High	2,321
Hiram W. Johnson High	1,519
John F. Kennedy High	2,115
Luther Burbank High	1,696
Rosemont High	1,347
Franklin High	2,729
Inderkum High	1,574
River City High	2,023
Davis Senior High	1,704

The College then created proportionality between the feeder high school’s composition and the demographic composition of SCC student population. All groups appear to be fairly well represented at SCC based on the feeder high school composition except for the relatively low enrollment of Pacific Islanders at 72% (n=309), and Filipino, also at 72% (n=635).

B. SUCCESSFUL COURSE COMPLETION. Ratio of the number of credit courses that students, by population group, actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

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

Racial/Ethnic Group	Group Success Rate/HPG Rate	80% Rule Comp. Value
African-American	53% (LPG)	73%
American Indian/Alaskan Native	65%	90%
Asian	73% (HPG)	100%
Hispanic	63%	87%
Multi-Ethnicity	63%	86%
Pacific Islander	60%	82%
Unknown	68%	94%
White	72%	99%

The data indicate that the only group that shows disparity as to course completion is African-Americans. Asian and White groups have the highest success rate at 73% and 72% respectively. We also looked at retention as another aspect of “completion” and the results in that case were even more encouraging. In that case, all groups were well above the 80% rule. See table on Page 10:

Racial/Ethnic Group	proportionality index	80% rule
African-American	91.5%	87.2%
American Indian/Alaskan Native	99.6%	94.9%
Asian	104.9%	100.0%
Hispanic	99.1%	94.5%
Multi-Ethnicity	97.3%	92.7%
Pacific Islander	94.5%	90.1%
Unknown	99.0%	94.4%
White Non-Hispanic	102.4%	97.6%

C. COURSE PROGRESSION IN BASIC SKILLS

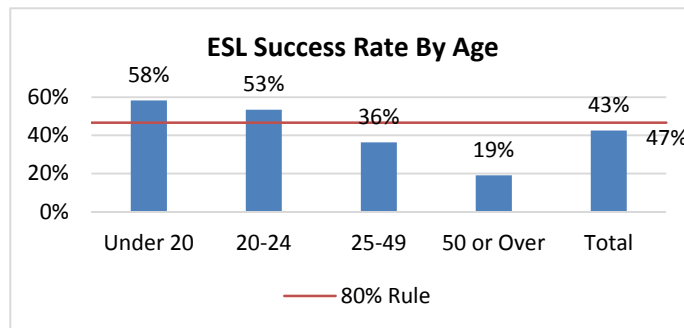
C.1. ESL and BASIC SKILLS COMPLETION. Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 in any level below transfer and completed a degree applicable or above college-level course in ESL or English.

The data available show that White students, with an ESL progression rate of 34%, is the only group suffering a disparity under this indicator. Asian and Hispanic students have the highest success rates at 51% and 43% respectively. However, we suspect that upon disaggregation of the data other identifiable groups may be experiencing disparities as well.

Racial/Ethnic Group	Group Success Rate/HPG	80% Rule Comparison Value*
African American**	n/a	n/a
Asian	51% (HPG)	1.00
Filipino**	n/a	n/a
Hispanic	43%	0.84
Pacific Islander**	n/a	n/a
Unknown**	n/a	n/a
White	34% (LPG)	0.68

**Cohort fewer than 10 successful students

Additionally, the College looked at the success rate of ESL students based on age group and found that those under 20 have the highest success rate and those in the 25-49 age group are disproportionately impacted based on the 80% rule. See table below.



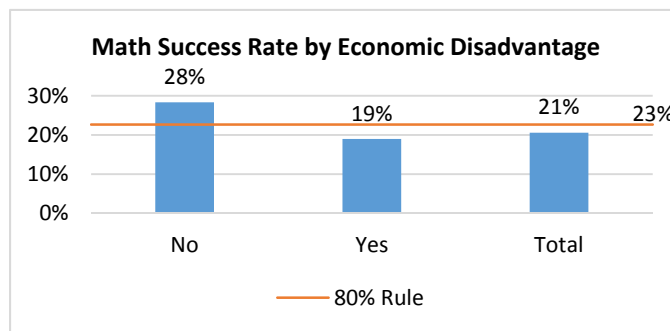
Note: The great majority of ESL students in the White category, unlike the SCC student population in general, are Russian-speaking students.

C.2 Math and Basic Skills Completion. Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 two to four levels below transfer level Math and completed a degree applicable or college-level course in Math.

The data show that the groups showing disparity as to course success rates are African American, Hispanic and Unknown. Asian, Filipino and White students have the highest success rates at 31%, 31% and 17% respectively.

Racial/Ethnic Group	Group Success Rate/HPG	Percent of HPG Value*
African American	10% (LPG)	0.33
AI/AN	25%	0.80
Asian	31% (HPG)	1.00
Filipino	31%	1.00
Hispanic	18%	0.57
Pacific Islander**	n/a	n/a
Unknown	22%	0.70
White	27%	0.85
**Cohort fewer than 10 successful students		

Additionally, the College looked at the success rate of students based on economic disadvantage and found that those who are economically disadvantaged are disproportionately impacted based on the 80% rule. See table below.

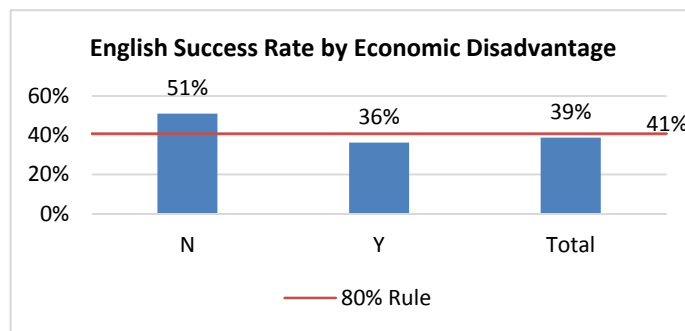


C.3 English and Basic Skills Completion. Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 and were one to four levels below transfer in English, and completed a degree applicable or above college-level course in English.

The data show that African American and Unknown groups show disparity as to course completion. Asian and White students have the highest success rates at 49% each.

Racial/Ethnic Group	Group Success Rate	80% Rule Comp. Value*
African American	24% (LPG)	0.50
American Indian/Alaska Native**	n/a	n/a
Asian	49% (HPG)	1.00
Filipino	44%	0.91
Hispanic	40%	0.83
Pacific Islander	45%	0.93
Unknown	29%	0.60
White	49% (HPG)	1.00
*If the comparison value is less than 0.80, by the 80% rule, adverse impact is implied. **Cohort fewer than 10 successful students		

Additionally, we looked at the success rate of students based on age and economic disadvantage, and we found that those who are in age groups 20-24 and 25-49, as well as those who are economically disadvantaged, are disproportionately impacted based on the 80% rule. See tables below.



D. DEGREE and CERTIFICATE COMPLETION. Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

The data below describes ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

Racial/Ethnic Group	Group Success Rate/HPG	80% Rule Comp. Value
African American	33% (LPG)	48%
American Indian/Alaska Native	35%	51%
Asian	66%	95%
Filipino	69% (HPG)	100%
Hispanic	45%	66%
Pacific Islander	52%	75%
White	54%	78%
*Comparison value = Group value divided by HPG value. A comparison value of less than 80% implies an adverse impact.		

The data indicate that African-American students are the lowest performing group (LPG) under this metric, with a 33% success rate. This is 48% of the degree- and certificate-completion rate of Filipino students, the highest performing group (HPG). They have a success rate of 69%. While African-Americans are the lowest performing group under this metric, all other identified groups also experience adverse impacts, with the exception of Asian students.



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

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

Racial/Ethnic Group*	Group Success Rate/HPG Rate	80% Rule Comp. Value
White	41%	71%
Hispanic	33%	56%
Filipino	41%	71%
Asian	58% (HPG)	100%
African-American	32% (LPG)	55%

The data show that all demographic groups show adverse impacts compared to the highest achieving group, which is Asian students. African American students show the greatest disparity, with a success rate of 32%. It should also be pointed out that while Asian students are the highest performing group under this metric that their success rate is below 60%.

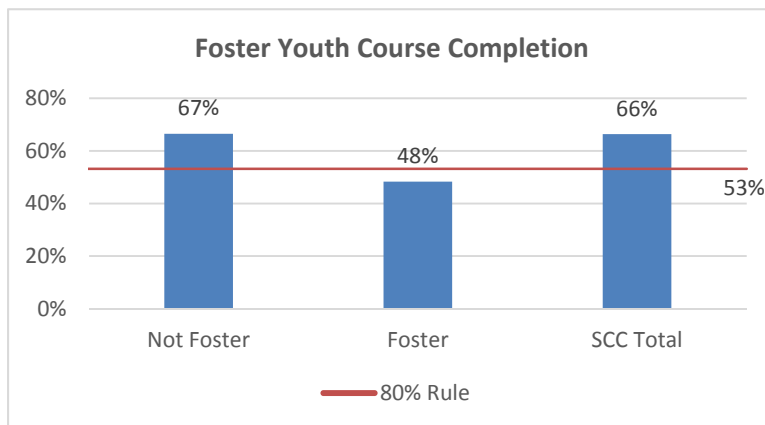
*Note: (1) Two groups have not been reported due to low count (“n”) values – American Indian/Alaskan Native (n= 12 for cohort and n=4 for transferred students) and Pacific Islanders (n=26 for cohort and n=13 for transferred students). (2) There was a sizable number of students for whose race/ethnicity was not disclosed (n=105) and they have not been reported.



F. Foster Youth Successful Course Completion. Ratio of the number of credit courses that Foster Youth actually complete by the end of the term compared to the number of courses in which Foster Youth are enrolled on the census day of the term.

Foster Youth Services (FYS) programs through the State Department of Health and Humans Services, County Government agencies and K-12 provide support to foster children who suffer the traumatic effects of displacement from family and schools and multiple placements in foster care. Legislation has been passed to support FYS programs to have the ability and authority to ensure that health and school records are obtained to establish appropriate placements and coordinate instruction, counseling, tutoring, mentoring, vocational training, emancipation services, training for independent living, and other related services during FY K-12 years. FYS offered during the K-12 years by Child Welfare and Education strive to increase the stability of placements for foster children and youth. These services are designed to improve the children's educational performance and personal achievement, directly benefiting them as well as providing long-range cost savings to the state.

Foster youth students have disproportionately low successful course completion rates when compared with non-foster youth students. Foster youth suffer the traumatic effects of displacement from family and schools and multiple placements in foster care.



N = 271. Data represents Fall Semester 2013 only.

Sacramento City College will continue to work to increase Foster Youth course completion rates as stated in Goals and Activities section of this document.



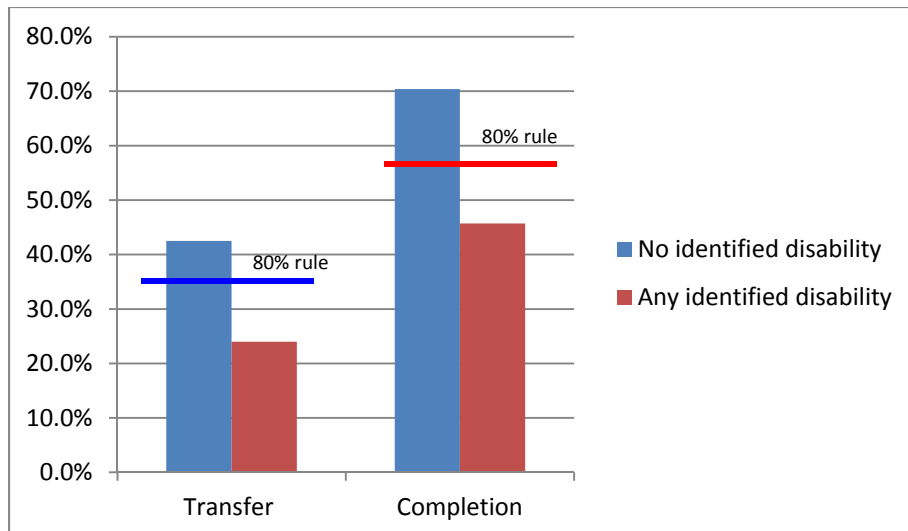
G. Students with identified disabilities. Success rates of students with identified disabilities in comparison to the general population.

Students with disabilities do well in all indicators except two – transfer and course completion.

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

Degree & Certificate Completion: Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

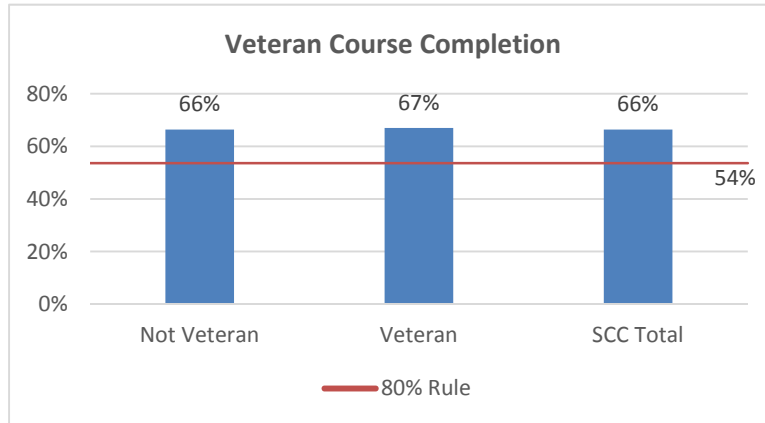
With regard to transfer, these students are at 56.5% of the success rate of the general College student population. With regard to completion, they are at 64.9% of the success rate of the general population. Both figures are well below the 80% Rule.



Student Group	Transfer	Completion
No identified disability	42.5%	70.4%
Any identified disability	24.0%	45.7%
80% Rule value	34%	56%

H. Veterans Successful Course Completion

Sacramento City College’s Veterans Services Center offers assistance to help veterans achieve their educational goals. The data below indicate that Veterans are not disproportionately impacted as compared to non-veteran students with respect to course completion.



N = 2,424. The data represents Fall Semester 2013 only.

Sacramento City College will continue to provide veterans supportive services designed to increase course completion rates as stated in Goals and Activities section of this document.



Goals and Activities

Goals and Activities Overview

The following presents the Goals, Objectives and Activities linked to each indicator. Data analysis of each indicator gives rise to a single goal, which is supported by one or more objectives. Each objective is advanced by several activities. These activities are set out in rows within a grid. For a given row, column 1 describes the activity, column 2 identifies the responsible party, column 3 provides a due date, column 4 includes examples of available resources and column 5 lists outcomes and/or measures. It is our plan to identify a Dean of Student Support and Equity, who will have overall management responsibility for both SEqP and SSSP. The “responsible parties” listed in column 2 of the grid are those with the immediate task of completing the activity.

The logical flow from goal to objective and then individual activities is intended to guide SCC’s efforts in a manner that is flexible yet tied explicitly to each identified adverse impact. We anticipate extensive revisions over the course of the first year. However, this framework will make these modifications systematic, visible and applicable to our desired outcomes.

While each indicator has specified activities, it is clear that priorities will need to be set moving forward. As stated in the Executive Summary, the initial focus will be course completion, especially in Basic Skills English Writing, ESL and Math. In particular, Latino/a, African American, Disabled and Economical Disadvantaged students will be of primary concern in this context.



GOALS AND ACTIVITIES

A. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”

GOAL A. Increase enrollment of Pacific Islander and Filipino students as well as other groups that are not proportionally represented at SCC when compared to feeder high schools

Objective A.1: Expand the work of Outreach and Recruitment Office with regard to the target populations through current efforts such Senior Saturday.

Activities supporting Objective A.1	Responsible Person/Group	Due Date	Resources	Outcomes/measures
Pilot joint cultural awareness events with feeder high schools	Dean	3/15	Cultural Awareness Center (CAC), Sacramento Pathways to Success (SPS), Outreach and Recruitment Office (ORO)	Joint collaboration events are held; number of attendees
Develop outreach efforts that provide a variety of materials and strategies to reach target populations especially Pacific Islander and Filipino students and their families	ORO	5/15	CAC, SPS, ORO, Public Information Office (PIO), RISE, Athletic Department	Increased number of outreach activities held & number of students served especially regarding the target populations
Enhance and expand counseling workshops and outreach and recruitment efforts, especially focusing on target populations and their families	ORO & Student Equity Academy (SEA)	5/15	CA, SP, ORO, Public Information Office (PIO), RISE	Number of counseling workshops held and number of student served from target populations.
Information sessions for target population students with their family members present on various pathway programs available	ORO	6/15	CAC, SPS, ORO, Public Information Office (PIO), RISE	Increase access into community college for the target population. Increase cultural awareness.

GOALS AND ACTIVITIES

B. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group successfully complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.”

GOAL B: Increase the course success of African American students to be within 80% of the highest achieving group (Asian):

Objective B.1 Scale existing programs and initiatives shown to improve successful course completion

Activities supporting Objective B.1	Responsible Person/Group	Target Date	Resources	Outcomes/measures
Inventory existing programs that are currently shown to improve course completion especially for African American students	Student Equity Academy (SEA)	12/14	PRIE, Learning Community (LC) Coordinator, Learning Community leads, Basic Skills Coordinator, Student Services, Instructional Services	Listing of LCs that are currently serving or could serve African-American students
Select appropriate LC(s) to scale in current fiscal year	Dean	2/15	PRIE, Learning Community Coordinator, Learning Community leads, Basic Skills Coordinator and Committee, Student Services, Instructional Services	LC(s) selected
Assignment of Instructional and Student Services personnel needed to scale LC	Dean	2/15	Area Deans, Academic Senate, Classified Senate, VPI, VPSS, Learning Community Coordinator	LC personnel selected
Recruitment of Cohort members	Coordinators of selected LCs	3/15 – 6/15/15	Outreach and Recruitment Office, Assessment, Counseling	Cohort filled with members appropriate for target group
Literature research for culturally responsive pedagogy & services shown to lead to positive results	SEA	3/1/15-5/15/15	LC(s) personnel, Staff Resource Center, Learning Communities Coordinator	Professional Community formed, cohort planned and report generated and sent to responsible dean and Student Equity Committee

Objective B.2 Conduct research to identify and overcome barriers to course completion and potential solutions

Activities supporting Objective B.2	Responsible Person/Group	Target Date	Resources	Outcomes/measures
Establish Course Completion subcommittee of SEA	SEA	1/10/15	Academic Senate, Classified Senate, VPI, VPSS, PRIE, Counseling Dean; Learning Resource Center (LRC)	Members of course completion working group selected and meeting schedule set
Professional Learning program developed to support SEA and their working groups with emphasis on quantitative and qualitative research methodologies especially in the area of culturally responsive pedagogy, focus groups and remote meeting methods	SEA & Staff Resource Center (SRC)	1/21/15	Staff Resource Center (SRC); PRIE	Training schedule and curriculum established; Web-based collaboration tools in place
Workgroup training	SRC	2/1/15-5/15/15	Staff Resource Center; PRIE, Learning (LC) Coordinators	Training sessions held and completed
Workgroup conducts qualitative and quantitative research on opportunities to improve successful course completion	SEA	2/1/15 - 5/15/15	SRC; PRIE, LC Coordinator,	Qualitative & Quantitative research completed
Submit workgroup report outlining research findings and suggest objectives and activities for upcoming fiscal year	SEA	5/15/15	SRC; PRIE, VPI, VPSS, VPA	Report submitted to constituency leadership offices and Senates.
Approved Objectives and Activities are incorporated into the current Student Equity Plan	Dean	9/15/15	Student Equity Committee; SEA; VPI, VPSS	Revised Student Equity Plan completed

Objective B.3 Support professional learning communities in areas relevant to the completion metric

Activities supporting Objective B.3	Responsible Person/Group	Target Date	Resources	Outcomes/measures
Flex Activities and Schedule established in support of professional learning in culturally responsive pedagogy and services	SRC	2/1/15	Staff Resource Center; Counseling Services, LC Coordinator	Professional learning materials and schedule developed
Professional learning opportunities offered for culturally responsive pedagogy and services and other identified topics	SRC	2/1/15-5/1/15	Staff Resource Center; LC Coordinator, and responsible dean	Attendance at Professional learning opportunities
Follow up of learning and implementation outcomes of concepts, methodologies and strategies presented to college community	SRC & SEA	5/15/15	Staff Resource Center; PRIE, LC Coordinator	Learning and implementation assessments conducted through participant surveys



GOALS AND ACTIVITIES

C.1 STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 in any level below transfer and competed a degree applicable or above college-level course in ESL or English”

GOAL C.1: Increase LPG student success rates in the next four years to 41%, the 80% success rate, in order to close the opportunity/achievement gap.

Objective C.1.1 To identify barriers that affect how the targeted LPG of students experience resources related to Basic Skills ESL.

Note: The great majority of ESL students in the White category, unlike the SCC student population in general, are Russian-speaking students.

Activities supporting Objective C.1.1	Responsible Person/Group	Due Date	Resources	Outcomes/measures
Faculty encouragement of the use of tutoring, like the Beacon tutors, the Tutoring Center, the Writing Center, the ESL Center	All ESL faculty	Throughout each semester	Beacon Tutors Writing Center staff Tutoring Center staff ESL Center staff	Increase in success rate of targeted students
Blended Reading/ Writing courses and Grammar/Speaking & Listening courses	Full-time ESL Faculty	50, 310 & 320 level RW courses offered for first time Fall 2014; 30 & 40 level RW and GLS courses have been submitted to curriculum & will be offered Fall 2015	ESL Faculty	Students will advance through ESL levels faster and will save 6 units total in the upper level courses. Many of the targeted students were taking courses because they were able to get financial aid. When the financial aid regulations were changed a few years ago, these students began to leave college as they reached their aid cap, which often happened as they completed the Basic Skills levels. The blended courses will allow students to advance in the program with fewer units.
ESL Intermediate and Advanced Certificates of Proficiency	ESL Chair	ESL Dept. began awarding	ESL Department	Increase in the number of students who successfully complete all four skills courses at

		certificates in Spring 2014		the 50 level and at the 320 level.
Faculty advising of first-year students to complete orientation, assessment, and iSEP.	All ESL faculty	Throughout each semester	ESL Faculty	Increase in the number of students who get priority registration and are able to enroll in ESL classes.
Faculty advising along with strong communication between ESL department and Counselors	All ESL faculty but primarily full time faculty	Each semester	Counseling Department	Increase in the number of successful students who register for the courses appropriate for their goals
Strong communication between ESL Dept. and Assessment Office	All ESL faculty but primarily full time faculty	Each semester	Assessment staff	Increase in the success rate because students are placed into the correct level of ESL courses
Staff Resource Center	All ESL faculty	Each academic year	Flex activities, department workshops Staff Resource	Increase in the success rate of ESL students
Reserve Book Library	LRC & ESL faculty	Each semester	LRC librarians and LMTAs	Increase in success rate of students who cannot afford to buy textbooks
Information competency through ESL classes which require the use of the Internet and word processing and ESL 40, which teaches students word processing and how to navigate the Internet, and ESL lab classes, which now allow students to access educational links on the Internet	ESL faculty	Each semester	ESL Center staff L&L Computer Lab staff, IAs in computer labs throughout the campus	Enhancement of learning how to effectively use computers and software

Objective C.1.2 Continue to provide adequate course offering and support services for Basic Skills ESL students.

Activities supporting Objective C.1.2	Responsible Person/Group	Due Date	Resources	Outcomes/measures
Faculty encouragement of the use of tutoring, like the Beacon tutors, the Tutoring Center, the Writing Center, the ESL Center	All ESL faculty, Area Dean	Throughout each semester	Beacon Tutors Writing Center staff Tutoring Center staff ESL Center staff	Increase in success rate of targeted students
Blended Reading/ Writing courses and Grammar/Speaking & Listening courses	Full-time ESL Faculty, Area Dean	50, 310 & 320 level RW courses offered for first time Fall 2014; 30 & 40 level RW and GLS courses have been submitted to curriculum & will be offered Fall 2015	ESL faculty	Students will advance through ESL levels faster and will save 6 units total in the upper level courses. Many of the targeted students were taking courses because they were able to get financial aid. When the financial aid regulations were changed a few years ago, these students began to leave college as they reached their aid cap, which often happened as they completed the Basic Skills levels. The blended courses will allow students to advance in the program with fewer units.
ESL Intermediate and Advanced Certificates of Proficiency	ESL Chai, Area Dean	ESL Dept. began awarding certificates in Spring 2014	ESL Department	Increase in the number of students who successfully complete all four skills courses at the 50 level and at the 320 level.
Faculty advising of first-year students to complete orientation, assessment, and ISEP.	All ESL faculty, Area Dean	Throughout each semester	ESL Faculty	Increase in the number of students who get priority registration and are able to enroll in ESL classes.
Faculty advising along with strong communication between ESL department and Counselors	All ESL faculty but primarily full time faculty, Area Dean	Each semester	Counseling Department	Increase in the number of successful students who register for the courses appropriate for their goals
Strong communication between ESL Dept. and Assessment Office	All ESL faculty but primarily	Each semester	Assessment staff	Increase in the success rate because students are placed into the correct level of ESL

	full time faculty, Area Dean			courses
Staff Resource	All ESL faculty, Area Dean	Each academic year	Flex activities, department workshops, Staff Resource	Increase in the success rate of ESL students
Reserve Book Library	LRC & ESL faculty, Area Dean	Each semester	LRC librarians and LMTAs	Increase in success rate of students who cannot afford to buy textbooks
Information competency through ESL classes which require the use of the Internet and word processing and ESL 40, which teaches students word processing and how to navigate the Internet, and ESL lab classes, which now allow students to access educational links on the Internet	ESL faculty, Area Dean	Each semester	ESL Center staff L&L Computer Lab staff, IAs in computer labs throughout the campus	Enhancement of learning how to effectively use computers and software



C.2 STUDENT SUCCESS INDICATOR FOR MATH AND BASIC SKILLS COMPLETION

“Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 two to four levels below transfer level Math and completed a degree applicable or college-level course in Math”

GOAL C.2: Increase African American student progress completion rates in the next four years to 25%, the 80% success rate, in order to close the opportunity/achievement gap.):

Objective C.2.1 Identify barriers that affect how African American students experience resources related to Basic Skills Math

Activities supporting Objective C.2.1	Responsible Person/Group	Due Date	Resources	Outcomes/measures
Identify Math course taking patterns of African American students; parameters to be identified by math faculty and appropriate counselors	Math Department	3/15	SEA, Math tutoring center (Math Lab), PRIE	Report produced describing course taking patterns
Identify all available Math support resources both formal and informal, SCC-based or otherwise that African American students are using or could be using	Math Department	4/15	SEA, Learning Resource Center, PRIE, Math Lab	Inventory of formal and informal support resources
Undertake qualitative and quantitative analysis of the frequency of the use of the resources identified above; parameters to be co-developed between Math faculty and PRIE staff	Math Department	5/15	Math Department, PRIE, LRC, Math Lab	Results of the use of Math support resources used by African American students
Survey students using the above findings to determine their perception of the effectiveness of these resources and what changes they believe would be helpful. This survey would include students’ thoughts concerning the effectiveness of the remedial courses offered	PRIE	10/15	Math Department, LRC, LRC, SEA	Survey results obtained
Develop a report detailing the findings from these activities and recommendations for activities, resource requirements and measurement of outcomes.	Math Dept.	12/15	Math Department, PRIE, SEA	Report generated and Student Equity Plan modified according to findings and recommendations

GOAL C.2: Increase African American student progress completion rates in the next four years to 25%, the 80% success rate, in order to close the opportunity/achievement gap.):

Objective C.2.2 Continue to provide adequate course offering and support services for Basic Skills Math students

Activities supporting Objective C.2.2	Responsible Person/Group	Due Date	Resources	Outcomes/measures
Develop a research plan needed to evaluate the adequacy of remedial Math course offerings in relation to the student needs	Math Dept. & MSE Dean	2/15	PRIE, SEA & VPI, LRC, Counseling	Plan produced.
Develop a research plan needed to evaluate the adequacy of support services for Basic Skills Math students, especially African American and Latino	Math Dept. & MSE Dean	2/15	PRIE, SEA & VPI, LRC, Counseling	Plan produced
Complete the research identified above	PRIE	5/15	Math Faculty; SEA & LRC	Research completed
Develop a report detailing the findings from this research, providing recommendations for activities, resource requirements and measurement of outcomes	PRIE, SEA, Dean of Student Success & Equity	6/30	Math Faculty	Report produced and Student Equity Plan modified according to finding and recommendations.
Recommendations are implemented in the Fall Semester and results tracked	Math Department & MSE Dean	8/15 – 9/30	Math faculty, SEA, PRIE	Recommendation fully implemented and outcomes determined

C.3 STUDENT SUCCESS INDICATOR FOR ENGLISH AND BASIC SKILLS COMPLETION

“Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 one to four levels below transfer level English, and completed a degree applicable or college-level course in English”

GOAL C.3 Increase African American student success rate in the next four years to 39%, 80% of the Asian and White students who are the highest achieving groups.

Objective C.3.1 Identify barriers that affect how African American students use resources related to Basic Skills English

Activities supporting Objective C.3.1	Responsible Person/Group	Due Date	Resources	Outcomes/measures
Survey English faculty on how they refer students to campus resources.	Area Dean, English Dept.	3/15	Stipend for instructor to facilitate and prepare results; PRIE, counseling	Survey results
Research the extent to which African American Basic Skills English students use support resources such as the Writing Center, RISE, UMOJA, EOP& S and MESA.	Area Dean, English Dept.	4/15	PRIE, EOP&S, UMOJA & other relevant learning communities and services	Research completed
Survey Basic Skills English faculty on what strategies they employ to assist African American students	Area Dean, English Dept.	5/15	Stipend for instructor to facilitate and prepare results; PRIE, counseling	Survey results
Hold facilitated discussion with English Department faculty about the perceived causes of African American students being lowest performing group and potential measures to close the performance gap.	Area Dean, English Dept.	5/15	PRIE & SEA	Recommendations for activities & goals of revised SEqP

Objective C.3.2 Provide adequate course offerings and support services for Basic Skills English students

Activities supporting Objective C.3.2	Responsible Person/Group	Due Date	Resources	Outcomes/measures
Analyze success of Developmental Writing Assistance Program	L&L Dean, English Dept. member of SEA	4/5	Course-level success data from Crystal reports; PRIE	Data that shows success and retention data for DWAP sections of ENGWR 51 versus all other sections of the course
Analyze proportion of course offerings in composition sequence compared to demand reflected in wait-list data.	L&L Dean; English Dept. member of SEA	6/15	PRIE and SEA	Course schedule adjusted for Spring '16 to be in proportion to demand at each level.
Analyze recently-accelerated course sequence in English for student success and persistence. Also conduct literature research on course acceleration.	L&L Dean; English Dept. member of SEA	6/15	PRIE and SEA	Data that shows degree of success of accelerated sequence compared to sequence prior to acceleration
Work with CSUS and SCUSD on implementing 12th grade ERWC curriculum to create stronger curricular connection and reliable course placement for high school students matriculating to SCC.	English Department, English Dept. member of SEA	5/15 and ongoing	Sacramento Pathways to Success.	Implementation of 12th grade ERWC course in SCUSD high schools.



GOALS AND ACTIVITIES

D. DEGREE and CERTIFICATE COMPLETION

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.”

GOAL D: Increase African American student completion rates in the next four years to 55% or higher (a rate which meets or exceeds 80% of the HPG value)

Objective D.1 – Make students, particularly African American students, aware of the value of degree/certificate completion

Activities supporting Objective D.1	Responsible Person/Group	Due Date	Resources	Outcomes/measures
Analyze data and professional experience relating to degree/certificate activities and barriers for target population.	SEA	2/15	PRIE, Transfer Center, Admission & Records, Counseling & Work experience/internships	Data reports designed and completed
Identify students within the target population who are within 15 units of degree/certificate completion.	Admissions & Records	2/15	(as above) & Sacramento Pathways	Near degree/certificate ready students identified
Preliminary Report on degree/certificate barriers and target students close to degree/certificate completion	SEA	3/15	(as above) & Sacramento Pathways	Preliminary report completed
Working group identifies best and/or effective practices to support degree/certificate and recommends specific interventions for near transfer-ready target populations; conduct student focus groups as part of vetting process	SEA	4/15	Working group consists of appropriate constituency representatives.	Workshops series held & report submitted
Final degree/certificate recommendations vetted through College constituency groups including, but not limited to, the executive levels, faculty, staff, & student senates and any other committee braided with responsibility to this outcome	SEqP Advisory Board	5/15	PRIE, Transfer Center, Counseling, Work experience & Sacramento Pathways	Vetting process completed

Objective D.2 – Implement proactive progression tracking

Activities supporting Objective D.2	Responsible Person/Group	Due Date	Resources	Outcomes/Measure
Track degree/certificate based on developmental objectives set within the major	A&R; SEA	7/15	Transfer Center, Counseling, and Work Experience & Internships	Outcome: increase number of target receiving degree/certificate support services; Measure: number of target population receiving degree/certificate support services
Conduct pre-/post-intervention surveys to evaluate student response based on the interest to complete a degree/certificate	SEA	10/15	(as above) & Sacramento Pathways; PRIE	Preliminary report completed
Review of implementation effort by working group	SEA	11/15	Transfer Center, Counseling, PRIE, & Work Experience & Internships	Degree/certificate enhancement & intervention strategies evaluation submitted with improvement recommendations
Improvement recommendations implemented	Dean	1/16	Transfer Center & Work Experience & Internships	Recommendations Endorsed



Objective D.3 – Undertake means to accelerate completion of degree/certificate requirements

Activities supporting Objective D.3	Responsible Person/Group	Due Date	Resources	Outcomes/Measure
Implement recommendations from Objective D.2	Dean	7/5/15	BSI, Adult Edu., Transfer Center, Counseling, SEA and others	Outcome: increase number of target receiving transfer support services; Measure: number of target population receiving degree/certificate support services
Conduct pre-/post-intervention surveys to evaluate student response based on readiness to apply for degree/certificate	PRIE	10/15/15	as above	Preliminary report completed
Review of implementation effort by working group	Dean	11/15/15	BSI, Adult Edu., Transfer Center, counseling, SEA, Coordinator program advising & PRIE	Degree/certificate enhancement & intervention strategies evaluation submitted with improvement recommendations
Improvement recommendations implemented	SEqP Advisory Board	1/22/16	BSI, Adult Edu., Transfer Center & counseling	Recommendations Endorsed



Objective D.4 – Support professional learning in areas relevant to the completion metric

Activities Support Objective D.4	Responsible Person/Group	Due Date	Resources	Measure/Outcomes
Develop professional learning events regarding the Student Equity Plan and efforts under Objectives D.2 & 3 that address ways to increase student success for application to earning degree/certificate	Staff Resource Center	2/15 – 5/15	Staff Resource Center, Transfer Center & Student Equity Committee	Professional Development/Flex degree/certificate Activities Established & Delivered
Incorporate degree/certificate Professional Learning/Flex activities in a larger fall and spring semester effort both during training days as well as convocation effort to support both SSSP, SE&D, and SEqP	Staff Resource Center	5/15	Staff Resource Center	Convocation Activities approved
Follow up professional learning in support of best practices being implemented under Objective D.2	Staff Resource Center	8/15	Staff Resource Center	Degree/certificate Professional Development/Flex activities are held
Conduct Professional Development/Flex participant surveys & conduct follow up regarding degree/certificate Professional Learning/Flex Activities	PRIE	9/15	Staff Resource Center, PRIE, SEA, Transfer Center, & counseling	Surveys and follow up studies completed

GOALS AND ACTIVITIES

E. STUDENT SUCCESS INDICATOR FOR TRANSFER

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

GOAL E. Increase the transfer rate of all under-performing groups for transfer, especially African-American and Hispanic students to 80% or above of the success rate of Asians, the highest performing group

Objective E.1 – Identify transfer barriers for African-American and Hispanic students

Activities supporting Objective E.1	Responsible Person/Group	Due Date	Resources	Outcomes/measures
Analyze data & professional experience relating to transfer activities and barriers for target population; establish Transfer working group	SEA	2/15	PRIE, Transfer Center, Admission & Records, Counseling	Data reports designed and completed
Identify students within the target population who are within 15 units of being transfer ready.	A & R	2/15	PRIE; SEA	Near transfer ready students identified
Transfer working group identifies best practices to support transfer and recommends specific interventions for near transfer-ready target populations; conduct student focus groups as part of vetting process	PRIE	4/15	Transfer Center, PRIE, SEA	Workshops series held & report submitted
Final Transfer Recommendation vetted through College constituency groups	Dean	5/5/15	PRIE, Transfer Center, Counseling, SEA	Vetting process completed & implemented

Objective E.2 - Enhance current best practices to promote transfer

Activities supporting Objective E.2	Responsible Person/Group	Due Date	Resources	Outcomes/Measure
Implement recommendations from Objective E.1	SEA	7/15 – 9/15	Transfer Center ; other relevant groups	Recommendations implemented; Outcome: increase number of target population receiving transfer support services
Conduct pre-/post-intervention surveys to evaluate student response	PRIE	9/15	SEA, Transfer Center	Preliminary report completed
Review of implementation effort by working group	SEA	continuing	Transfer Center, PRIE, other constituency groups as needed	Measure: number of target population receiving transfer support services
Establish effective linkages with County Department of Social Services Independent Living program and other public and non-governmental agencies supporting Foster Youth.	SEA, EOP&S	5/15	Transfer Center, counseling, Cultural Awareness Center, etc.	Connections made
Implement recommendations and assess	Transfer Center	continuing	SEA, PRIE	Adopted recommendations implemented and assessment made

Objective E.3 - Engage college community in practices that promote transfer

Activities Support Objective E.3	Responsible Person/Group	Due Date	Resources	Measure/Outcomes
Develop staff development events regarding the Student Equity Plan and efforts under Objective E.1	SRC	2/15/15 - 5/15/15	Staff Development Committee, Transfer Center & SEA	Flex Transfer Activities Established & Delivered
Incorporate Transfer Flex activities in a larger FA15 convocation effort to support both SSSP and SEqP	SRC	5/15/15	as above	Convocation Activities approved
Follow up professional development activities in support of for best practices being implemented under Objective E.2	SRC	8/23/15	SEA	Transfer Flex activities are held
Conduct Flex participant surveys & conduct follow up Transfer Flex Activities	PRIE	12/1/15	SRC, Transfer Center	Surveys and follow up studies completed



GOALS AND ACTIVITIES

F. STUDENT SUCCESS INDICATOR FOSTER YOUTH – COURSE COMPLETION

“Ratio of the number of credit courses that Foster Youth actually complete by the end of the term compared to the number of courses in which Foster Youth are enrolled on the census day of the term.”

GOAL F. Increase Foster Youth student success rates in the next four years to 53% (the 80% success rate) in order to close the opportunity/achievement gap.

Objective F.1 – Identify barriers to student success resource utilization by Foster Youth

Activities supporting Objective F.1	Responsible Person/Group	Due Date	Resources	Outcomes/measures
Develop Foster Youth Advisory panel to facilitate resource development and utilization analysis	SEA	3/15	Foster Youth & EOP&S Coordinators	Advisory panel formation
Develop/facilitate focus groups for Foster Youth student, faculty and staff feedback	PRIE	3/15 – 4/15	Foster Youth & EOP&S Coordinators, SEA	Data which can be used to improve outreach, service provision, course development
Analysis of campus support services used by Foster Youth students	PRIE	4/15	Foster Youth & EOP&S Coordinators, SEA	Data which can be used to improve outreach, service provision, course development
Analyze Foster Youth student achievement and performance data	PRIE	5/15	Foster Youth & EOP&S Coordinators, SEA	Data which can be used to improve outreach, service provision, course development
Work with campus Tutoring Advisory Group to evaluate how Foster Youth students experience campus-wide tutoring services	SEA	6/15	Foster Youth & EOP&S Coordinators, PRIE; Tutoring Advisory Group	Data which can be used to improve outreach, service provision, course development

Objective F.2 – Provide appropriate course offerings and support services for Foster Youth

Activities supporting Objective F.2	Responsible Person/Group	Due Date	Resources	Outcomes/measures
Utilize data from focus groups and PRIE to develop/revise new/existing outreach and recruitment activities and materials targeted to current and potential Foster Youth students	SEA	4/15	Foster Youth & EOP&S Coordinators, PRIE	Development/revision of new/existing outreach and recruitment activities and materials targeted to current and potential Foster Youth students
Utilize data from focus groups and PRIE to develop culturally responsive curriculum and staff development training	SEA	6/15	Foster Youth & EOP&S Coordinators, PRIE, Staff Resource Center	Delivery of culturally responsive curriculum and staff development training
Utilize data from focus groups and PRIE to drive development/revision of new/existing support services and course offerings targeted to Foster Youth students	SEA	7/30	Foster Youth & EOP&S Coordinators, PRIE	Development/revision of new/existing support services that are effective in assisting Foster Youth to be successful
Develop campus and community partnerships that enhance course offerings and resource availability and effectiveness; community partnerships to include County Department of Social Services Independent Living Programs and other governmental and non-governmental agencies who support Foster Youth	SEA	9/30	Foster Youth & EOP&S Coordinators, PRIE	Increased collaboration between campus and community programs to better serve Foster Youth students

GOALS AND ACTIVITIES

G. STUDENT SUCCESS INDICATOR DISABLED STUDENTS – TRANSFER & COURSE COMPLETION

GOAL G: Increase the success rate of students with an identified disability to at least 34% for transfer and at least 56% for Course & Degree Completion.

Objective G.1: Build awareness of value of Transfer and Degree/Certificate completion and steps to achieve it

Activities supporting Objective G.1	Responsible Person/Group	Due Date	Resources	Outcomes/measures
Identify students within the target population who are within 15 units of being transfer ready.	SEA	2/15	DSPS Staff, PRIE	Outcome: Near transfer ready students identified; Measure: number of students identified
Research data to understand the reasons for poor transfer rates and poor course and degree completion.	SEA	2/15	DSPS Staff, PRIE	Outcome: Surveys of DSPS students and data analysis of informed goals and course patterns for DSPS students that identify their educational goal as transfer and/or degree/certificate completion. Measure: number of students surveyed and completed report
Based on research, develop support systems and identify resources for such systems.	SEA	4/15	DSPS Staff, DSPS students, PRIE	Outcome: Identification of specific models of support, and specific resources to develop and implement those models
Initiate models as identified above	SEA	5/15	DSPS Staff, LCs	Measure: Number of transfer and/or degree/certificate seeking DSPS students who participate in the new support model
Implement models of support	DSPS Staff	8/16	DSPS Staff	Measure: Increase transfer and degree completion of degree/certificate seeking DSPS students

Objective G.2: Implement an ISEP proactive progression completion system

Activities supporting Objective G.2	Responsible Person/Group	Due Date	Resources	Outcomes/measures
Establish a joint SSSP and SEqP working group to develop an iSEP tracking system to identify individual student's iSEP progression	Dean	2/15	PRIE; Matriculation and Student Success Committee, SEA, IT Committee, Staff Development Committee; District IT Committee	Outcome: joint working group formed
Report submitted to IT Committee and Executive Council regarding findings of working group	Dean	5/15	PRIE; Matriculation and Student Success Committee, SEA, IT Committee, Staff Development Committee; District IT Committee	Outcome: Working group report submitted

Objective G.3 Identify and implement proactive steps for DSPS counselors to provide consistent support for DSPS students attempting transfer and/or complete a degree/certificate

Activities supporting Objective G.3	Responsible Person/Group	Due Date	Resources	Outcomes/measures
Verify with targeted students (15 units from transfer/degree/certificate) accommodation use and needs	DSPS counselors	2/15	DSPS staff, PRIE	Number of students identified and number of students seen by DSPS counselors
Reach out to DSPS transfer/degree/certificate students	DSPS Counselors	2/15	DSPS staff, SEA	Number of students identified and number of students seen by DSPS counselors
Identify all DSPS students on academic probation and contact them	DSPS counselors	2/15	DSPS staff, SEA	Number of students identified and number of students seen by DSPS counselors

GOALS AND ACTIVITIES

H. STUDENT SUCCESS INDICATOR FOR VETERANS – COURSE COMPLETION

“Ratio of the number of credit courses that Veterans actually complete by the end of the term compared to the number of courses in which Veterans are enrolled on the census day of the term.”

GOAL H: Continue to provide excellent programs and services to better serve student veterans

Objective H.1 – Develop increased campus awareness of the issues veterans face as they transition from military to civilian and college life

Activities supporting Objective H.1	Responsible Person/Group	Due Date	Resources	Outcomes/measures
Develop/facilitate focus groups for Veteran students to help them share barriers to successful transition from military to civilian and college life	PRIE	5/15	Veteran Services Coordinators, PRIE	Data which can be used to improve outreach, service provision, course development
Research the advisability/feasibility of developing a single coordinator for all veteran services on campus	Veteran Services Coordinator	5/15	Veteran Services Coordinators, PRIE, SEA	Research completed and report submitted to SEA for review; transmission to College administration



Objective H.2 – Continue to provide a wide array of programs and services to student veterans

Activities supporting Objective H.2	Responsible Person/Group	Due Date	Resources	Outcomes/measures
Develop Veteran Advisory panel to facilitate resource development and utilization analysis	SEA		Veteran Services Coordinator, PRIE	Advisory panel formation
Develop campus and community partnerships that enhance course offerings and resource availability and effectiveness	SEqP Advisory Board		Veteran Services Center Coordinators, PRIE	Increased collaboration between campus and community programs to better serve Veteran students
Analysis of focus group data and campus support service use by Veteran students	PRIE		Veteran Services Center Coordinators, SEA	Data which can be used to improve outreach, service provision, course development
Utilize data from focus groups and PRIE to drive development/revision of new/existing support services and course offerings targeted to Veteran students	Dean		Veteran Services Center Coordinators, PRIE, SEA	Development/revision of new/existing support services that are effective in assisting Veterans to be successful
Utilize data from focus groups and PRIE to develop culturally responsive curriculum and staff development training	Veterans Services Center		SEA, PRIE, Staff Resource Center	Delivery of culturally responsive curriculum and staff development training
Utilize data from focus groups and PRIE to develop/revise new/existing outreach and recruitment activities and materials targeted to current and potential Veteran students	Veterans Services Center		SEA, PRIE, Staff Resource Center	Development/revision of new/existing outreach and recruitment activities and materials targeted to current and potential Veterans

I. LGBTQIA

In 2013 Sacramento City College created an LGBTQIA subcommittee of the Student Equity Committee. This subcommittee will assist in evaluating campus climate for LGBTQIA students, take the lead in planning campus-wide LGBTQIA programming, and make recommendations for campus policy revisions. Future goals for the subcommittee include:

- Administer a campus-wide climate survey by the end of Fall Semester 2014, and analyze the data and disseminate findings by Spring Semester 2015.
- Create an LGBTQIA mentorship program between faculty/staff and students.
- Begin the process of creating a transgender-supportive facilities policy.
- Create a policy that requires that single-stall, gender-neutral facilities be incorporated into every new campus building and construction project.
- Identify ways of facilitating the use of preferred names vs. legal names for transgender students.



Budget
SOURCES OF FUNDING

Sacramento City College
Student Equity Plan
Budget – December 2014 - September 2015*

*Budget expenditures will be adjusted as needed based upon research results and continuing evaluation of gap assessments. Figures assume that first-year funding will be available to September 30th, 1 quarter beyond FY 14-15.

Sacramento City College Student Equity Plan 2014/15 Budget

Account	Description	FTE	Expense	Total
1205	Regular Administrator Salaries			
	Dean of Student Success	0.5	\$49,129	
	Subtotal			\$49,129
1206	Regular Coordinator Salaries			
	Faculty SEqP Coordinator	0.5	\$30,000	
	Department Level Coordinators		\$48,000	
	Program Representatives		\$130,000	
	Subtotal			\$208,000
1408	Non-Regular Coordinator Salaries			
	Program Representatives		\$62,000	
	Subtotal			\$62,000
2102	Regular Classified Salaries			
	Research AA		\$14,063	
	Staff AA		\$14,063	
	Clerk III		\$25,104	
	Subtotal			\$53,230
2302	Non-Regular/Temporary Classified			
	(4) Instructional Assistant (10month Schedule)		\$80,520	
	(4) Case Managers		\$112,507	
	Subtotal			\$193,027
2303	Student Help Wages			
	Student Help		\$72,900	
	Subtotal			\$72,900

3908	Employee Benefits		
	4% "retro" applies to permanent salary total		\$14,894
	reg. faculty 30.60% (applies to "1206" salaries)		\$63,648
	Management 23.0% (applies to "1205" total)		\$11,300
	NON-Regular Other non-Inst 11.20% "1408"		\$6,944
	reg. 12 month classified 49.70% (applies to "2102" total)		\$26,455
	Temp Classified 6.00% (applies to "2302" total)		\$11,582
	Student help / FWS 0.80% (applies to "2303" total)		\$583
	Subtotal		\$135,406
4300	Instructional Supplies & Materials		
	Web & hardcopy		\$56,987
	Subtotal		\$56,987
4500	Non-instructional Supplies & Materials		
	In/Outreach & Recruitment Materials		\$47,500
	Direct Emergency Student Support		\$30,000
	Hiring Diversity (special recruiting efforts)		\$10,000
	Subtotal		\$87,500
5200	Travel & Conference		
	Professional Development		\$75,000
	Student Enrichment		\$20,000
	Latino/Latina Celebration		\$3,000
	Social Justice Week / Black History Month		\$3,000
	Subtotal		\$101,000
Expenses Total			\$1,019,180
Allocation			\$1,019,180

General criteria for expending Student Equity funds

Expenditures must be targeted towards the populations, goals and activities prioritized in the college Student Equity Plan as defined in statute and Title 5. Targeted populations, goals and activities must be prioritized based on the results of a disproportionate impact study outlined in the Student Equity Plan. The expenditures must meet the purpose, address the target populations and success indicators of Student Equity as defined in statute and Title 5, and be necessary and reasonable.

Due to the timing of notice of availability and allocations of funding, Year 1 expenditures may precede the adoption of an approved plan but must be reflected in the plan submitted for approval and in year-end expenditure reports.

Expenditures may not be used for general purposes not prioritized based on the results of a disproportionate impact study outlined in the Student Equity Plan.

Eligible Expenditures and Activities

- Outreach to potential student groups and communities identified in the equity plan, including targeted publications and outreach materials
- Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan
- Research and evaluation related to improving student equity
- Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities
- Supporting student equity planning processes
- Professional development, including funding of consultants to educate faculty and staff on the effects of inequities; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students
- Adapting academic or career related programs and courses to improve student equity outcomes
- Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTEs.
- In-State travel in support of student equity
- Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care. California Community Colleges Student Equity Funding Guidelines, Page 3

Ineligible Expenditures and Activities

- Construction -- Student equity funds may not be used for construction work, remodeling, or renovation.
- Gifts -- Public funds, including student equity funds, may not be used for gifts or monetary awards of any kind.
- Stipends for Students -- Funds cannot be used to pay stipends to students for participation in student equity activities.
- Computers, Office Supplies and Furniture – Purchasing computers, office supplies or furniture (desks, chairs, bookcases, etc.) is not allowed.
- Other Administrative, Faculty or Staff Salaries and Benefits -- Program funds cannot be used to pay for any staff or administrative overhead costs that do not directly support student equity described in the college's approved plan, such as budget office staff, business office staff, etc.
- Political or Professional Dues, Memberships, or Contributions -- Funds cannot be used for these fees or expenses.
- Rental of Off-Campus Space -- Use of funds to pay for off-campus space is not allowed.
- Legal and Audit Expenses -- Program funds may not be used to pay for legal or audit expenses.

EVALUATION SCHEDULE AND PROCESS

The Student Equity Plan Advisory Board will be responsible for the overall evaluation process for the SCC Student Equity Plan work. Evaluation will consist of two components: (1) evaluation of the implementation processes of activities supporting the plan goals and (2) evaluation of key indicators related to those goals. The proposed timeline for evaluation is shown below.

Fall semester – Key Indicators	
<ul style="list-style-type: none"> • August - October 	Data on key indicators is compiled
<ul style="list-style-type: none"> • October-November 	Student Equity Advisory Board (SAEB) reviews indicators. Any needed follow up questions are defined.
<ul style="list-style-type: none"> • Ongoing 	Key indicator data is provided for inclusion in College plans and program reviews.
Spring Semester – Process Evaluation	
<ul style="list-style-type: none"> • February-March 	SAEB conducts focus groups and/or interviews
<ul style="list-style-type: none"> • April-May 	Reviews of the programs that support student equity.

Process Evaluation

A variety of activities and interventions that support SCC’s student equity goals have been planned. SCC also has many existing programs that support student equity at the college. The Student Equity Advisory Board (SEAB) will be actively involved in coordinating these programs and activities. The SEAB will use the methods indicated below to evaluate that work.

Interviews and/or focus groups with:

- a. Individuals who direct the programs and activities that support student equity
- b. Front line staff who implement the programs and activities that support student equity
- c. Students taking part in the programs and activities that support student equity

Reviews of the programs that support student equity, including:

- Counts of the number of students “touched” by the programs and activities that support student equity – information provided by the program/activity.
- Review of the number of activity objectives and outcomes that were achieved – as indicated by program staff. These outcomes are outlined in the earlier section of this report.
- Review of program actions: budget expenditures, materials produced, activities conducted, etc.

Key indicators

Key indicators for each goal will be assessed annually. Those indicators will not provide answers about the processes but will indicate when it is important to ask additional questions. A preliminary list of indicators is shown below.

GOAL A: Increase enrollment of Pacific Islander and Filipino students as well as other groups that are not proportionally represented at SCC when compared to feeder high schools

- Indicator: Overall enrollment of students in the target groups at SCC. Enrollment of students in the target groups in specific instructional programs at SCC. The data provided by the Planning, Research and Institutional Effectiveness (PRIE) office for unit planning and Program Review provides enrollment by ethnicity for each instructional program.

GOAL B: Increase the course success of American-American students to be within 80% of the highest achieving group

- Indicator: Overall course success of students in the target groups at SCC. Course success rates of students in the target groups in specific instructional programs at SCC. The data provided by the Planning, Research and Institutional Effectiveness (PRIE) office for unit planning and Program Review provides course success rates by ethnicity for each instructional program.

GOAL C.1: Increase LPG student success rates (ESL progression) in the next four years to 41%, the 80% success rate, in order to close the opportunity/achievement gap.

- Indicator: CCCCO scorecard ESL, Math and English basic skills progression rates for target groups. This data is available at the CCCCO Scorecard website.

GOAL C.2: Identify barriers that affect how African American students experience resources related to Basic Skills Math.

- Indicator: CCCCO scorecard Math basic skills progression rates for target groups. This data is available at the CCCCO Scorecard website.
- Additional possible indicator: Data from surveys of student engagement and perceptions. The Community College survey of Student Engagement (CCSSE) is conducted at SCC every two years. Additional, locally designed surveys, related to student perceptions, will be conducted.

GOAL C.3: Increase African American student success rate (Basic Skills English progression) in the next four years to 39%, which is 80% of the Asian and White students who are the highest achieving groups.

- Indicator: CCCCO scorecard English basic skills progression rates for target groups. This data is available at the CCCCO Scorecard website.
- Additional possible indicator: Data from surveys of student engagement and perceptions. The Community College survey of Student Engagement (CCSSE) is conducted at SCC every two years. Additional, locally designed surveys, related to student perceptions, will be conducted.

GOAL D: Increase African American student degree/certificate completion rates in the next four years to 55% or higher (a rate which meets or exceeds 80% of the HPG value).

- Indicator: CCCCO scorecard completion rates for target groups. This data is available at the CCCCO Scorecard website. Note these rates also include transfer.
- Indicator: Number of students in the target group who receive degrees/certificates from SCC annually.

GOAL E: Increase the transfer rate of all under-performing groups for transfer, especially African-American and Hispanic students to 80% or above of the success rate of Asians, the highest performing group.

- Indicator: CCCC scorecard completion rates for target groups. This data is available at the CCCC Scorecard website. Note: these rates also include degree and certificate completion.
- Indicator: Transfer metrics for target groups from the CCCC Data mart Transfer Velocity analyses. This data is available at the CCCC website.

GOAL F: Increase Foster Youth student success rates (course success) in the next four years to 53% (the 80% success rate) in order to close the opportunity/achievement gap.

- Indicator: Course success rates for current and former foster youth attending SCC. This data will be provided by PRIE.

GOAL G: Increase the success rate (course success) of students with an identified disability to at least 34% for transfer and at least 56% for Course & Degree Completion.

- Indicator: Course success rates of SCC student participation in Disable Students Services and Programs (DSPS). This data will be provided by PRIE.

GOAL H: Continue to provide excellent programs and services to better serve student veterans

- Indicator: Course success rates of SCC student participation in Disable Students Services and Programs (DSPS). This data will be provided by PRIE.
- Indicator: Student veteran satisfaction with SCC veterans' programs (survey and/or focus group data).

GOAL I: Support for LGBTQIA students at SCC.

- Indicator: Campus climate as measured by a campus-wide climate survey.





Attachments

1 – Overall Findings & Goals

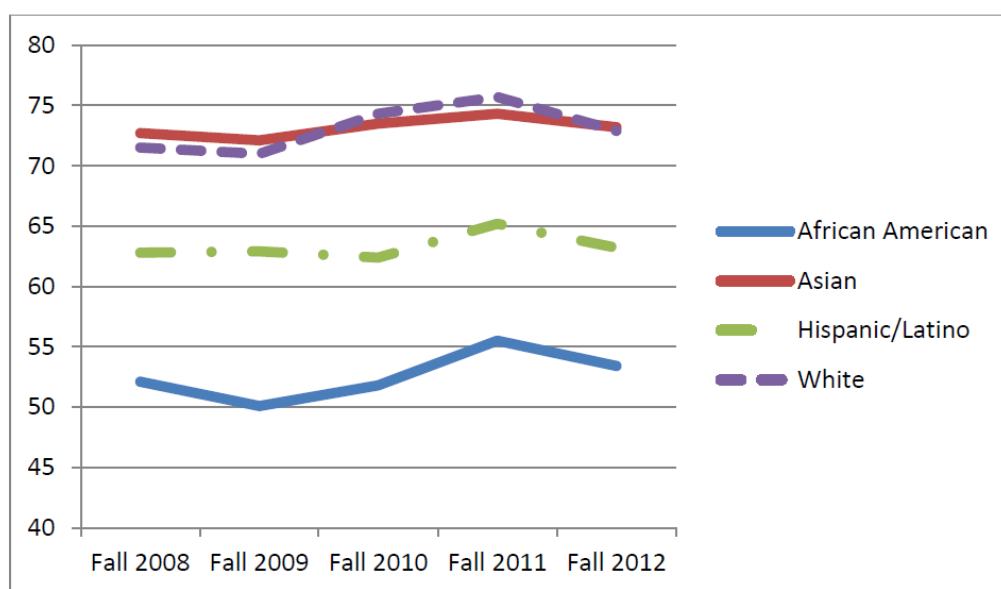
2 – DRAFT Student Equity Report for Institutional Effectiveness

3 – Summary Sheets

ATTACHMENT 1 - Overall Findings & Goals

There are gaps in course success rates between students of different races and ages. African American and Latino students have average course success rates that are consistently lower than White or Asian students and these gaps have not narrowed over the past several years. **Benchmarks Report Fall 2013**

Course Success Rates by Ethnicity
(Source: LRCD, EOS Research Database Files)



The following equity goals were developed:

Access

Increase enrollment of both Pacific Islander and Filipino students.

Pacific Islanders and Filipinos have the lowest proportionality between their participation in feeder high schools and their enrollment at Sacramento City College.

Completion (Degree/Certificate)

Increase African American student completion rates in the next four years to 55% or higher (a rate which meets or exceeds 80% of the highest performing group (Filipinos – 69%)

English and Basic Skills Completion

Increase African American student basic skills progression rates in the next five years from 24% to 39%. A rate of 39% represents 80%¹ of the highest performing groups, Asian and White students. Thus, African Americans are adversely impacted. Asians and Whites were selected as the benchmark group since, with a 49% rate from remedial to college-level English; they are the highest performing groups. Economically disadvantaged students are also disproportionately impacted based on the 80% rule as are those in the 20-24 and 25-49 age groups.

ESL and Basic Skills Completion

Increase White student basic skills progression rates in the next five years from 34% to 41%. A rate of 41% represents 80% of the highest performing group, Asian. Thus, White students are adversely impacted. For ESL students, there is no disproportionate impact by economic status based on the 80% rule. However, those in the 25-49 age group are disproportionately impacted.

Foster Youth Successful Course Completion

Increase foster youth success rates in the next five years from 48% to 53%, the 80% success rate.
Note: the data collection represents Fall 2013 only.

Math and Basic Skills Completion:

Increase African American student basic skills progression rates in the next five years from 10% to 25%. A rate of 25% represents 80% of the highest performing group's progress rate (Asian). Thus, African Americans are adversely impacted.

Asians were selected as the benchmark group since, with a 31% progression rate from remedial to college-level Math; they are the highest performing group. It is also important to note that although African-Americans are the lowest performing group, Hispanics, who have an 18% progression rate, also experience adverse impact based on the 80% rule. Economically disadvantaged students are also disproportionately impacted based on the 80% rule.

Transfer Completion

Increase the transfer rate of all under-performing groups, especially African Americans (32%) and Hispanics (33%) to 80% of the success rate of Asians (58%), the highest performing group.

Veteran Successful Course Completion

The goal over the next four years is to put in place excellent programs and practices to better serve student veterans. Note: the data collection represents Fall 2013 only.

Student Equity Report 2014

Goal A: Deliver student-centered programs and services that demonstrate a commitment to teaching and learning effectiveness and support student success in the achievement of basic skills, certificates, degrees, transfer, jobs and other student educational goals.

Strategies:

A1. Promote the engagement and success of all students, with a special emphasis on first-year students who are transitioning to college.

A3. Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.

A5. Deliver services, curriculum, and instruction that result in equivalent student outcomes for all modalities and locations.

A7. Implement practices and activities that reduce achievement gaps in student success.



Note: For additional information on some subgroups of students see the Student Achievement Report, the First-year Student Report or the Basic Skills Report.

Student Achievement Report - Key Points

Successful Course Completion

In Fall 2013 course success rates were similar for most comparison groups (age, modality, location, etc.). Gaps in course success rates were substantial for students from different racial/ethnicity groups.

Gaps in Successful Course Completion between SCC student groups (PRIIE data) Successful course completion = Grade of A, B, C, P	F 13
Gender gap	2.1%
Race/ethnicity	20.2%
Age group	3.5%
Course modality (50% or more DE – SCC overall)	2.2%
Course location (SCC overall, Davis, West Sac)	0.8%
Income category (below poverty, low income, middle & above)	9.9%

College Completion

Substantial gaps in the State Scorecard Completion metric occur for student groups of different ages, race/ethnicity, level of college preparation, and economic status. The gap between economically disadvantaged students and those who are not economically disadvantaged has increased in recent cohorts.

Gaps in the State Scorecard Completion Metric between SCC student groups (% of a specific cohort that transfers or graduates within 6 years) <i>Rate of highest group minus rate of lowest group (CCCCO 2014 Scorecard Data.)</i>	Beginning year of cohort		
	2005-06 cohort	2006-07 cohort	2007-08 cohort
Gender	4.6%	3.7%	0.4%
Race/ethnicity	30.8%	26.1%	32.4%
Age group	30.8%	26.1%	32.4%
College preparation (prepared – unprepared)	24.2%	24.6%	22.1%
Economically disadvantaged yes/no	16.1%	22.0%	24.7%

Student Equity Report – Detailed Analysis

Access

SCC first time freshmen include somewhat greater percentages of Hispanic, African American, Multi-race and White students than do the top feeder High Schools. SCC first time freshmen include lower percentages of American/Alaskan Native, Asian, Pacific Islander and Filipino students than do the top feeder High Schools. (Note: not all SCC students report their race on the college application)

Demographics of SCC's top feeder high schools fall 2013 compared to SCC first time freshmen									
	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported
Feeder group percentages N = 17028	30.4%	0.8%	21.2%	1.8%	3.7%	14.1%	23.0%	4.5%	0.5%
SCC 1st-time freshmen percentages N= 3407	33.2%	0.5%	14.7%	1.3%	2.1%	14.6%	23.5%	8.3%	1.8%
Is this group in SCC's population is over-or under-represented?	over	under	under	under	under	over	over	over*	over*
<i>*These groups are small and this could be an artifact of allowing students to self-identify rather than their parents' responses in K-12</i>									
CDE Source: http://data1.cde.ca.gov/dataquest/Enrollment/EthnicEnr.aspx ; SCC Data Source: Census Profile									

The percentage of SCC students with household incomes below poverty has increased in recent years.

SCC Student Household Income Level									
Note: This measure is based on US Dept Health and Human Services definitions									
Fall	Below Poverty		Low		Middle & Above		Unable to Determine		Total
2009	9,126	33.8%	5,231	19.4%	7,380	27.3%	5,291	19.6%	27,028
2010	9,293	37.5%	4,919	19.8%	6,149	24.8%	4,420	17.8%	24,781
2011	9,702	40.6%	4,637	19.4%	5,668	23.7%	3,880	16.2%	23,887
2012	10,174	41.0%	5,004	20.2%	5,753	23.2%	3,897	15.7%	24,828
2013	9,884	41.3%	4,866	20.4%	5,399	22.6%	3,764	15.7%	23,913
Source: EOS Profile Data									

Course Success

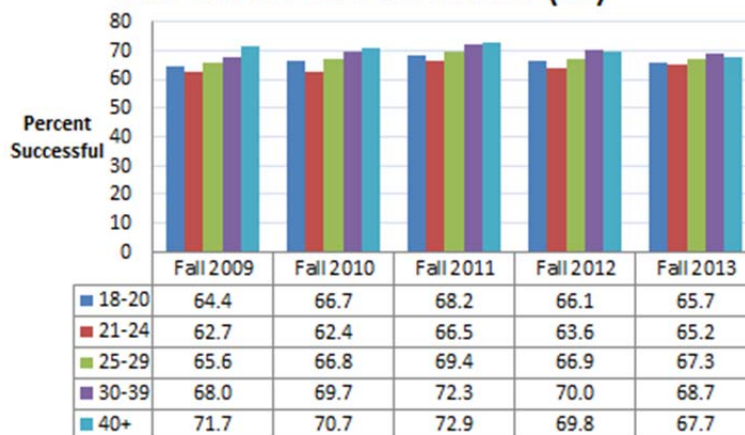
In Fall 2013 course success rates were similar for most comparison groups (age, modality, location, etc.). Gaps in course success rates were substantial for students from different racial/ethnicity groups.

Gaps in Successful Course Completion between SCC student groups (PRIIE data) Successful course completion = Grade of A, B, C, P	F 13
Gender gap	2.1%
Race/ethnicity	20.2%
Age group	3.5%
Course modality (50% or more DE – SCC overall)	2.2%
Course location (SCC overall, Davis, West Sac)	0.8%
Income category (below poverty, low income, middle & above)	9.9%

There are not substantial differences in course success between students of different ages.

Students aged 21-24 have somewhat lower course success rates than do other age groups. Course success rates for 21-24 year olds have increased over the past few years, slightly closing the gap between this age group and students of other ages. Note: The overall pattern of a slight drop in course success rates from Fall 2011 to Fall 2012 was due to an increase in the number of “W” grades following a change in the drop-without-a-W date.

**SCC Successful Course Completion by Age,
Fall 2009 to Fall 2013 (%)**

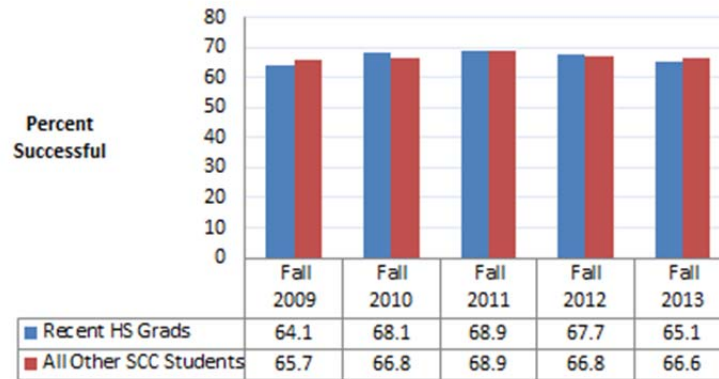


Source: EOS Research Database Files

There are not substantial differences in course success between recent high school graduates and other students.

The course success rates of recent high school graduates (those student who were in high school the spring immediately preceding the fall semester in which they enrolled at SCC) have been increasing in recent years and are currently equivalent to those of all other SCC students.

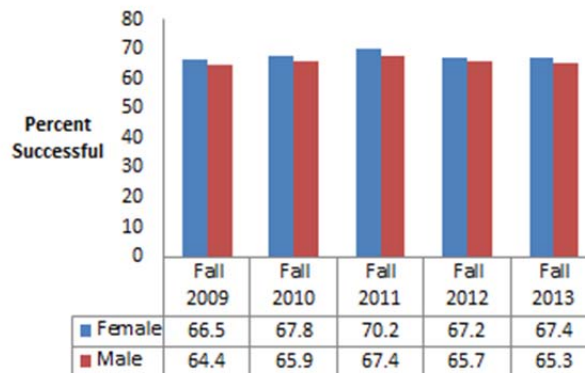
SCC Successful Course Completion by Recent High School Grad Status, Fall 2009 to Fall 2013 (%)



Source: EOS Research Database Files
 Sacramento City College
 Office of Planning, Research & Institutional Effectiveness

There is not a substantial difference between the course success rates of male and female students.

SCC Successful Course Completion by Gender, Fall 2009 to Fall 2013 (%)

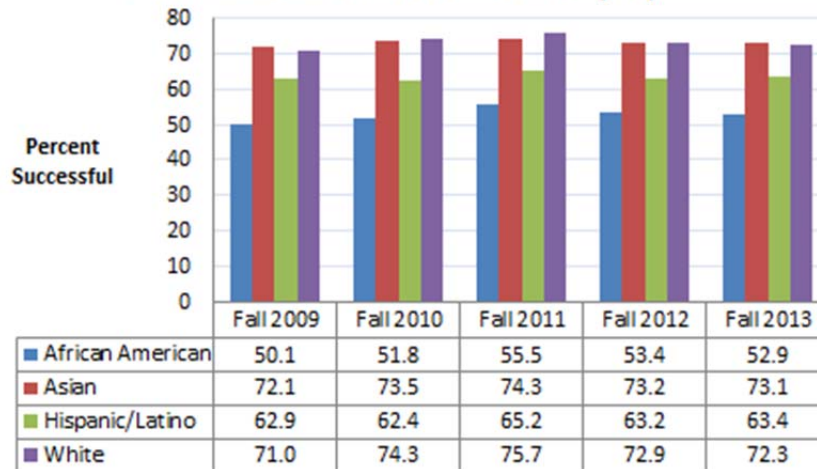


Source: EOS Research Database Files
 Sacramento City College
 Office of Planning, Research & Institutional Effectiveness

There are substantial and persistent gaps in course success between racial/ethnic groups.

African American and Hispanic/Latino students have lower course success rates than do Asian or White students. Note: The overall pattern of a slight drop in course success rates from Fall 2011 to Fall 2012 was due to an increase in the number of “W” grades following a change in the drop-without-a-W date.

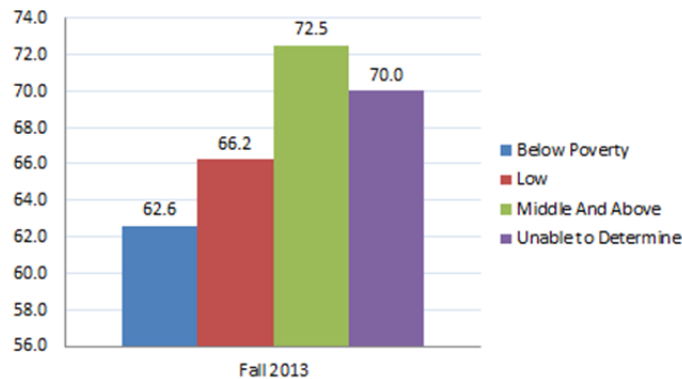
SCC Successful Course Completion by Ethnicity, Fall 2009 to Fall 2013 (%)



Source: EOS Research Database Files 3-10 Sacramento City College Office of Planning, Research & Institutional Effectiveness

Course success rates increase with student income level.

SCC Successful Course Completion by Income(%)



Source: EOS Research Database Files 11-10 Sacramento City College Office of Planning, Research & Institutional Effectiveness

Course success varies by course modality; however, the two most used modalities (online and face-to-face) have similar course success

Course success rates are very similar for face-to-face courses and internet-based courses. Success rates in one-way video or two way audio modalities are considerable lower. Those modalities are very rarely used at SCC. (Data below from the CCCCCO data mart; these numbers do not exactly match those developed by PRIE due to difference in how early class drops are counted).

Credit Course Success Rate		
California Community Colleges Chancellor's Office Data – August 2014		
Report Run Date As Of : 8/12/2014 4:18:57 PM	Enrollment Count	Success Rate
Sacramento City Total	59,448	66.41%
Common modalities		
Delayed Interaction (Internet Based) = Online	5,531	63.75%
Non Distance Education Methods	53,786	66.74%
Rarely used modalities		
One-way interactive video and two-way interactive audio	69	49.28%
Video one-way (e.g. ITV, video cassette, etc.)	62	40.32%

PRIE examined trends in course success for online sections in which 51% or more of the instruction time was delivered through the internet. For the past few years course success rates for courses offered more than 50% online have been very slightly lower than that for all SCC courses.

From PRIE planning data website	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
More than 50% Online Course Success**	66.37%	64.19%	63.64%	66.57%	64.19%	63.88%
Overall SCC Course Success	66.36%	65.47%	66.68%	68.72%	66.30%	66.04%

** *Online course/section that delivers 51% or more of the instruction through the internet.*

SCC is currently conducting a further review of DE course success rates and will develop a plan for improvement for modalities that have low course success. Improvements have already been implemented. For example:

- During the 2013 summer session, DE support services were available to faculty and students on a daily basis during the summer session.
- Online pilots are currently underway with the goal for further expansion of synchronous online counseling, advisement, tutoring, and writing assistance.
- With the launch of the Center for Online and Virtual Education (COVE), demand for recorded or live streaming videos has resulted in creation of 197 videos between Fall 2012 to mid-Fall 2013.

Milestones: Three semester persistence and completion 30 units

A. Three Semester Persistence

Substantial gaps in the Scorecard 3-semester completion rate occur for student groups of different ages and economic status. The gap is less than 10 percentage points for other demographic comparisons.

- Students 20-24 years old had relatively low 3 semester persistence rates.
- Asian and Filipino students had relatively high 3 semester persistence rates.

Gaps in State Scorecard 3 semester persistence metric for the SCC 20078-08 cohort (2014 Scorecard)	
<i>Rate of highest group minus rate of lowest group in each demographic category</i>	
Gender (female – male)	0.94%
Race/ethnicity	17.25%
Age	21.25%
Economically disadvantaged (yes/no)	8.05%
DSPS (yes/no)	0.65%

Cohort 3 Semester Persistence for the SCC 2007-2008 cohort (2014 Scorecard)	
Sacramento City Total Cohort	76.3%
Female	76.70%
Male	75.76%
Unknown	72.73%
Under 20	77.88%
20-24	63.52%
25-49	72.90%
50 or Over	80.77%
African American	72.21%
American Indian/Alaskan Native	65.00%
Asian	81.45%
Filipino	86.25%
Hispanic	74.16%
Pacific Islander	74.07%
Unknown	70.06%
White	76.35%
Not DSPS student	76.31%
DSPS student	75.66%
Not Economically disadvantaged	82.39%
Economically disadvantaged	74.34%

B. Completion of 30 units

Substantial gaps in the Scorecard 30 unit metric occur for student groups of different ages, and economic status. The gap is less than 10 percentage points for other demographic comparisons.

- Students 20-24 years old had relatively low 30 unit completion rates.
- Economically disadvantaged students and completed 30 units at a higher rate than students who were not economically disadvantaged.

Gaps in State Scorecard 30 unit Completion Metric for the SCC 20078-08 cohort (2014 Scorecard)	
<i>Rate of highest group minus rate of lowest group in each demographic category</i>	
Gender (female – male)	3.26%
Race/ethnicity	8.00%
Age	13.66%
Economically disadvantaged (yes/no)	13.82%
DSPS (yes/no)	4.40%

Cohort Completion of 30 units for SCC (2014 Scorecard)	
Sacramento City Total Cohort	51.6%
Female	63.60
Male	60.34
Unknown (small N)	72.73
Under 20	62.62%
20-24	54.10%
25-49	67.76%
50 or Over	65.38%
African American	58.91%
American Indian/Alaskan Native	60.00%
Asian	62.76%
Filipino	61.25%
Hispanic	59.73%
Pacific Islander	64.81%
Unknown (Small N)	65.87%
White	64.91%
Not DSPS student	62.05%
DSPS student	66.45%
Not Economically Disadvantaged	51.79%
Economically Disadvantaged	65.61%

College Completion: Degrees, certificates and transfer

A. Scorecard Completion Metric

Completion = Percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate or transfer-related outcomes. *Note: degree, certificate and/or transfer-seeking = first-time SCC students who earned at least 6 units and attempted any Math or English course within 3 years of starting college.*

Substantial gaps in the Scorecard Completion metric occur for student groups of different ages, race/ethnicity, disability and economic status.

- The completion rates for male and female students are very similar.
- Students under 20 years old when they began college had relatively high completion rates. Students over 50 had substantially lower completion rates than did younger students.
- Asian and Filipino students had higher completion rates than other racial/ethnic groups, while completion rates for American Indian/Alaska Native and African American students were lower than for other groups.
- Economically disadvantaged students and DSPS students completed at a low rate when compared with other students.

Cohort Completion rates for SCC (2014 Scorecard)	
Sacramento City Total Cohort	51.6%
Female	51.7%
Male	52.1%
African American	33.0%
American Indian/Alaska Native	35.0%
Asian	65.6%
Filipino	68.8%
Hispanic	45.1%
Pacific Islander	51.9%
White	53.7%
< 20 years old	56.0%
20 to 24 years old	31.6%
25 to 49 years old	32.2%
50+ years old	15.4%
Economically disadvantaged	45.7%
Not economically disadvantaged	70.4%
Not DSPS student	70.4%
DSPS student	45.7%

A closer look at completion rates of economically disadvantaged students

The lower completion rate for economically disadvantaged students appears to be due to a lower transfer rate, not a lower rate of completing degrees/certificates. Economically disadvantaged students from the 2007-08 cohort actually had a degree/certificate completion rate slightly higher than that of students who were not economically disadvantaged. However, when transfer is added as a completion outcome, there is a much lower completion rate for economically disadvantaged students compared to those who were not economically disadvantaged.

Completion rate including only degrees & certificates 2007-2008 SCC cohort (from SCC 2014 Scorecard data)	
Not economically disadvantaged	28.06%
Economically disadvantaged	30.14%

Completion rate including degrees, certificates and transfer 2007-2008 SCC cohort (from SCC 2014 Scorecard data)	
Not economically disadvantaged	70.45%
Economically disadvantaged	45.71%

Trends in completion rate gaps

The gap between completion rates of males and females has decreased for recent cohorts. However, the gap between economically disadvantaged students and those who are not economically disadvantaged has increased in recent cohorts.

Gaps in State Scorecard Completion Metric (% of a specific cohort that transfers or graduates within 6 years) <i>Rate of highest group minus rate of lowest group (CCCCO 2014 Scorecard Data.)</i>	Beginning year of cohort		
	2005-06 cohort	2006-07 cohort	2007-08 cohort
Gender	4.6%	3.7%	0.4%
Race/ethnicity	30.8%	26.1%	32.4%
Age gap	30.8%	26.1%	32.4%
College preparation	24.2%	24.6%	22.1%
Economically disadvantaged yes/no	16.1%	22.0%	24.7%
DSPS (yes/no)			23.0%

B. Transfer

Substantial gaps in the CCCCO Transfer Velocity metric occur for student groups of different ages, race/ethnicity, disability and economic status. The transfer rates for male and female students are very similar.

- Students under 25 transferred at substantially higher rates than did older students.
- There is little difference in transfer rates between males and females.
- There are substantial differences between the transfer rates of students of different races/ethnicities.
- CalWORKS and DSPS students transferred at a low rate when compared with other students.

Gaps in Transfer Velocity Transfer Rate for the SCC 20078-08 cohort (2014 Scorecard)	
<i>Rate of highest group minus rate of lowest group in each demographic category</i>	
Gender	2.88%
Race/ethnicity	25.74%
Age	25.65%
Economically disadvantaged (CalWORKS yes/no)	18.5%
DSPS (yes/no)	33.78%

Transfer rate for SCC 2007-08 cohort from CCCCO Transfer Velocity Report % of degree-seeking cohort that transferred within 6 years (* = low N)	
Sacramento City Total Cohort	41.58%
Under 20	44.2%
20 to 24	35.3%
25 to 49	18.6%
50 +	*
African-American	32.0%
American Indian/Alaskan Native	*
Asian	57.8%
Filipino	41.0%
Hispanic	32.6%
Pacific Islander	*
Unknown	28.6%
White Non-Hispanic	40.9%
Female	40.6%
Male	43.5%
Unknown	*
No Disability	42.5%
Any Disability	24.0%
Not a CalWORKs Participant	42.3%
CalWORKS Participant	8.6%

ATTACHMENT 3 – Student Equity Plan Summaries

STUDENT EQUITY PLAN SUMMARY

INDICATOR: ACCESS

Proportionality of percentage of each population group that is enrolled at SCC to the percentage of each group in the college's feeder high schools. (n = 17,028)

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT: DATA SHOW THAT PACIFIC ISLANDERS (N=309) AND FILIPINOS (N=635) HAVE THE LOWEST PROPORTIONALITY BETWEEN THEIR PARTICIPATION IN FEEDER HIGH SCHOOLS AND THEIR ENROLLMENT AT SCC. THE GROUPS DESIGNATED AS WHITE AND TWO OR MORE RACES HAVE THE HIGHEST PROPORTIONALITY OF ANY GROUPS. WE HAVE SELECTED "PROPORTIONALITY" INSTEAD OF THE 80% RULE AS A MEASURE OF DISPROPORTIONATE IMPACT. SEE ACCESS UNDER THE CAMPUS RESEARCH SECTION OUR STUDENT EQUITY PLAN.

RESOURCES

Educational Practices

- Outreach & Recruitment
- Dual Enrollment
- Matriculation & Orientation (SSSP)
- Early assessment

Special projects involving H.S. & SCC students (e.g. Science Friday's)

Organizational Processes

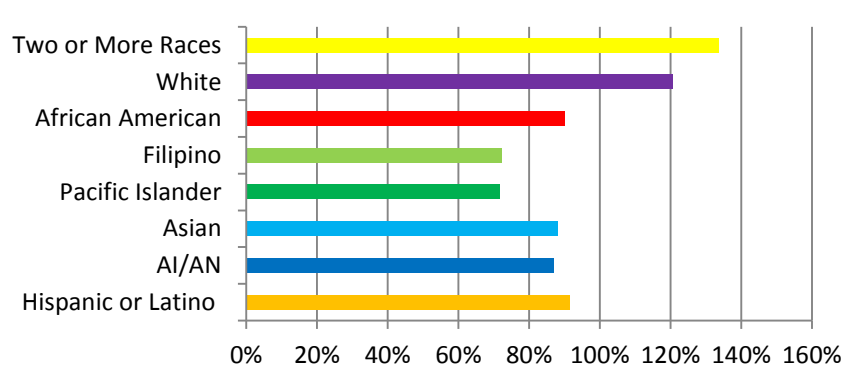
- Collaboration among educators from H.S. & SCC

Special Programs

- Sacramento Pathway to Success
- SCC student mentoring of H.S. students
- Senior Saturdays, etc.

DATA ANALYSIS AND FINDINGS

Racial/Ethnic Group	Feeder H.S.	SCC	Proportionality
Hispanic or Latino	30.4%	28%	92%
AI/AN	0.8%	0.7%	87%
Asian	21.2%	18.7%	88%
Pacific Islander	1.8%	1.3%	72%
Filipino	3.7%	2.7%	72%
African American	14.1%	12.7%	90%
White	23.0%	27.7%	121%
Two or More Races	4.5%	6.0%	134%



ACTIVITIES – FRAMEWORK

Promote dual enrollment opportunities

Dual enrollment provides an opportunity to provide an early college experience and to present SCC as a viable post-secondary option.

Sacramento Pathway to Success

SPS provides a structure for promoting strong connections with some of our major feeder H.S. partners.

Expand Outreach Activities

The outreach office has some great programs like Senior Saturdays, H.S. Counselor information sessions, etc. The College could explore ways to enhance these activities.

Cultural Awareness & Recognition

Continue to support current cultural awareness and recognition activities and pilot collaboration with similar groups from area H.S.

GOALS

Increase enrollment of Pacific Islander and Filipino students as well as other groups that are not proportionally represented at SCC when compared to feeder high schools

Fall 2015
72%

Fall 2016
76%

Fall 2017
80%

Fall 2018
84%

Fall 2019
88%

OBJECTIVES

Expand the work of Outreach and Recruitment Office with regard to the target populations through current efforts such as Senior Saturday

FUNDING: SCC WILL RECEIVE SSSP AND SEC ALLOCATIONS TO SUPPORT DATA- AND COMMUNITY-SUPPORTED PRACTICES THAT LEAD TO GREATER STUDENT SUCCESS. IT IS A REQUIREMENT THAT SUCH FUNDS BE COORDINATED AND UTILIZED TO ACHIEVE INCREASED STUDENT SUCCESS.

STUDENT EQUITY PLAN SUMMARY

INDICATOR: SUCCESSFUL COURSE COMPLETION

Ratio of the number of credit courses that students by population group successfully complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT: AFRICAN-AMERICANS SHOW DISPROPORTIONATE IMPACTS IN COURSE COMPLETION. AFRICAN-AMERICANS ACHIEVE A 53% SUCCESS RATE WHICH RESULTS IN A 73% PROPORTIONAL COMPARATIVE VALUE, BELOW THE 80% RULE LIMIT. ASIANS AND WHITES ARE THE TWO HIGHEST ACHIEVING GROUPS.

RESOURCES

Educational Practices

- Professional Development
- Curriculum development
- Prerequisites & advisories
- Outcome evaluation
- Learning communities
- Tutoring Resources

Policies

- Course scheduling and patterns
- Assessment & Placement
- Priority Enrollment

Special Programs

- Online remedial support
- Peer mentoring
- Sacramento Pathways for Success
- ISEP & Progression tracking
- Community Building
- UMOJA, PUENTE, MESA, AHLIC, MAN UP

DATA ANALYSIS AND FINDINGS

Racial/Ethnic Group	Group Success Rate/HPG Rate	80% Rule Comp. Value	
African-American	53%	73%	LPG
AI/AN	65%	90%	
Asian	73%	100%	HPG
Hispanic	63%	87%	
Multi-Ethnicity	63%	86%	
Pacific Islander	60%	82%	
Unknown	68%	94%	
White	72%	99%	

ACTIVITIES – FRAMEWORK

Identify and Scale existing initiatives/programs which have been shown to improve successful course completion

Cohorts/Pathways (e.g., MAN UP, EOPS, PUENTE, AHLIC, UMOJA, etc. improve successful course completion. We will scale these and other efforts shown to effectively improve course completion by African-American students.

Student Success & Support Program Integration

(1) Provide culturally responsive, comprehensive & targeted orientation for target population. (2) Increase information and outreach efforts to target population while still in high school. (3) Develop academic and emotional support systems.

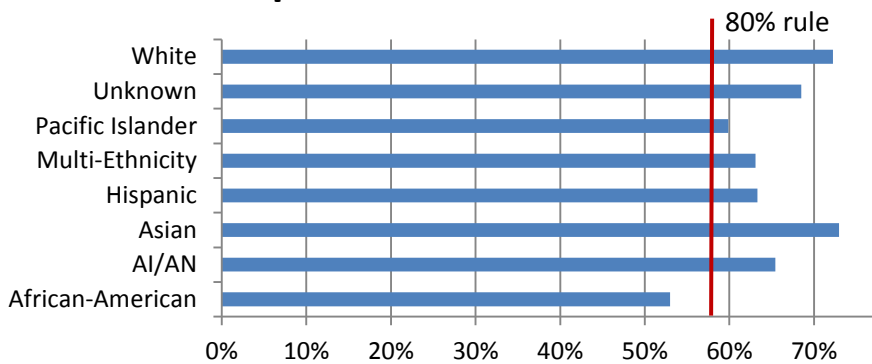
Establish Professional Learning Communities (PLCs) to address identified barriers to course completion including

(1) Conduct qualitative and quantitative research on the course completion metric. (2) Support implementation of Culturally Responsive Pedagogy.

Sacramento Pathways for Success

Support Communities of Practice efforts with feeder high schools and CSUS to improve alignment of instruction and student expectations in order to improve learning “readiness.”

Group Success Rate/HPG Rate



GOALS

Increase the course success of African-American Students to be within 80% of the highest achieving group.

Fall 2015
53%

Fall 2016
54%

Fall 2017
55%

Fall 2018
56%

Fall 2019
57%

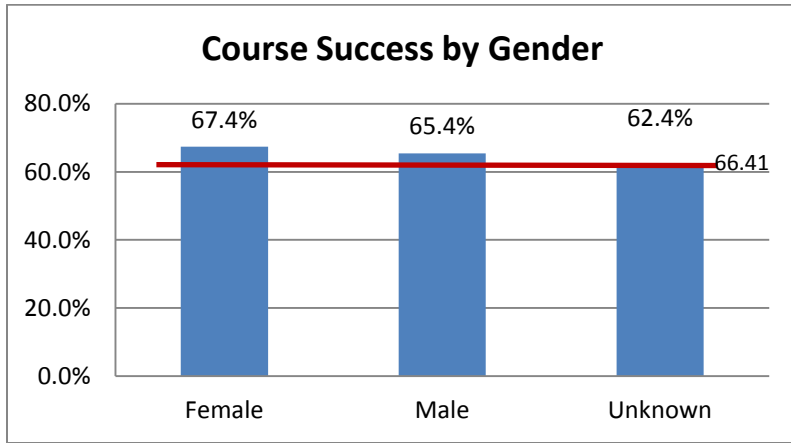
OBJECTIVES

(1) Scale existing programs and initiatives shown to improve successful course completion; (2) Conduct research to identify barriers to course completion and potential solutions, (3) Support the investigation of and professional learning in areas relevant to the completion metric, e.g. culturally responsive curriculum, institutional policies, accelerated developmental courses, mentoring, etc.

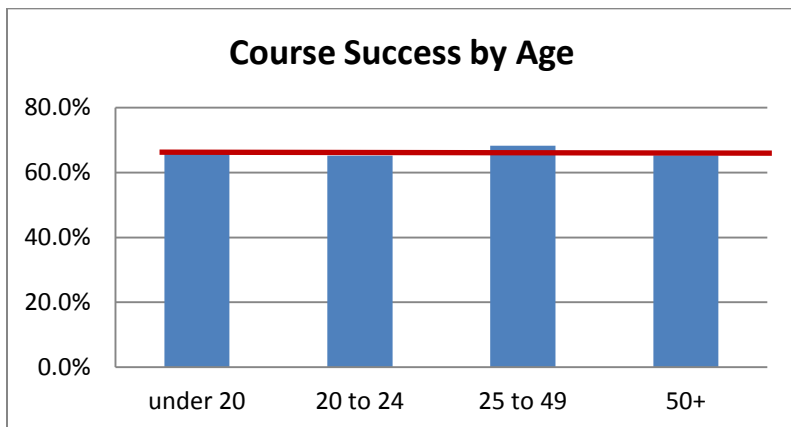
FUNDING: (1) PROFESSIONAL LEARNING OPPORTUNITIES TO SUPPORT DATA-INFORMED PRACTICES THAT SUPPORT IMPROVING COURSE COMPLETION FOR AFRICAN AMERICAN STUDENTS, (2) INCREASE IN RESEARCH CAPACITY TO SUPPORT EVIDENCED-BASED DECISION MAKING (3) SCALING OF SUCCESSFUL COHORT MODELS.

Indicator: Course Completion

Disaggregated by Factors other than Race/Ethnicity



There is no disproportionate impact of course completion based on gender.



There is no disproportionate impact of course completion based on gender.

Please see Foster Youth and Veterans for additional course success data.

STUDENT EQUITY PLAN SUMMARY

INDICATOR: ESL AND BASIC PROGRESSION COMPLETION

Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 in any level below transfer and completed a degree applicable or above college-level course in ESL or English (N=461).

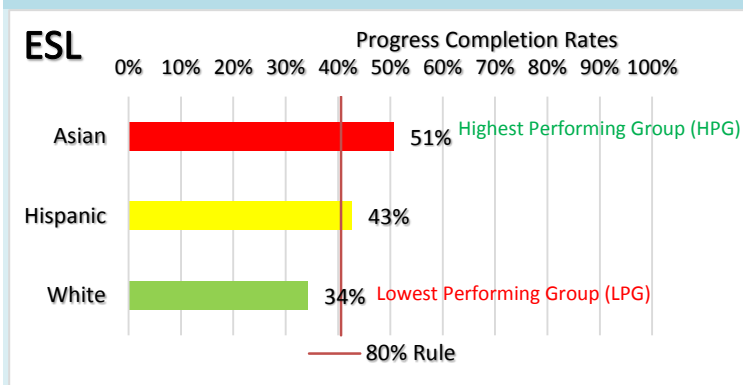
CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

Asian students were selected as the benchmark since, with a 51% progression rate from remedial to college-level ESL or English, they are the highest performing group (HPG). **White students** experience the greatest adverse impact in terms of progression from remedial to college-level ESL or English. Only 34% of the White students who started below transfer level in ESL or English eventually progress to complete a college-level ESL or English course. They are the lowest performing group (LPG) on this measure.

Note: The great majority of ESL students in the White category, unlike the SCC student population in general, are Russian-speaking students.

DATA ANALYSIS AND FINDINGS



Racial/Ethnic Group	Group Progression Completion Rate	80% Rule Comparison Value*
African American**	n/a	n/a
Asian	51% HPG	1.00
Filipino**	n/a	n/a
Hispanic	43%	0.84
Pacific Islander**	n/a	n/a
Unknown**	n/a	n/a
White	34% LPG	0.68

*If the comparison value is less than 0.80, by the 80% rule, adverse impact is implied.

**Cohort fewer than 10 successful students

RESOURCES

Educational Practices

- Early Warning System
- Staff Development
- Curriculum alignment between basic skills and degree applicable courses
- Course evaluations
- Faculty Advising
- Combined reading/writing course
- Intermediate & advanced certificates

Policies

- Course Scheduling
- Faculty Assignments
- Assessment Placement

Special Programs

- ESL Center
- Writing Center
- Tutoring & Supplemental Instruction
- Information competency
- Reserve Books

Organizational Structures

- Academic Support & Student Support Services
- Faculty Composition (e.g. by ethnicity, gender)

ACTIVITIES – FRAMEWORK

Course Inventory of Basic Skills ESL courses

Get course information: 1) how many sections of courses offered; 2) how many full and part-time faculty teach these courses; 3) diversity of faculty teaching courses; 4) professional development offered on the teaching of courses.

Analysis of Basic Skills ESL classes

Analysis of how syllabus is presented to students.

Seek to understand the usage patterns of support services among the target group.

Conversations with Identified Resource Offices/Services/Programs

Advising Center, Academic Support Services, Registrar, Puente, and Assessment Center, Library faculty. Evaluate how these resources meet the Student Success Initiatives (SSI).

The Tutoring Advisory Group - evaluate how students experience the tutoring services offered campus-wide

Analysis of ESL Support Services

Evaluate how students in Basic Skills ESL courses utilize academic support services for ESL. Identify ways to develop a plan for more targeted outreach and workshops specifically addressing student resource needs for ESL students.

Data Analysis

Analyze Basic Skills ESL student achievement and performance data by race and ethnicity. Use findings to inform the development of curriculum, materials, labs, and dept.-wide assessments.

Focus groups with faculty and students to gather qualitative data about the factors affecting success in ESL.

Visibility of data and evidence: a wide range of qualitative and quantitative data is available and used to enhance success rates.

GOALS

Increase LPG student progression rates in the next four years to 41%, the 80% success rate, in order to close the opportunity/achievement gap.

FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019
34%	36%	38%	39%	41%

OBJECTIVES

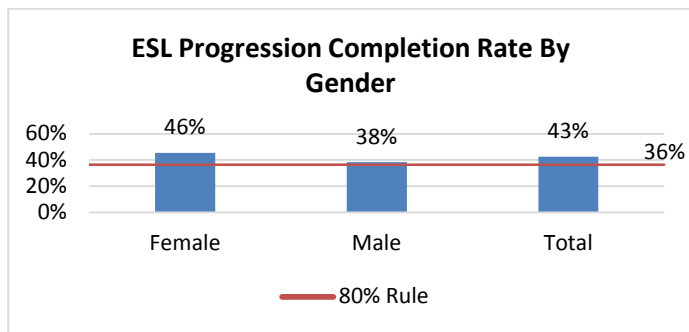
To identify barriers that affect how the targeted LPG of students experience resources related to Basic Skills ESL. Continue to provide adequate course offering and support services for Basic Skills ESL students.

Note: The great majority of ESL students in the White category, unlike the SCC student population in general, are Russian-speaking students.

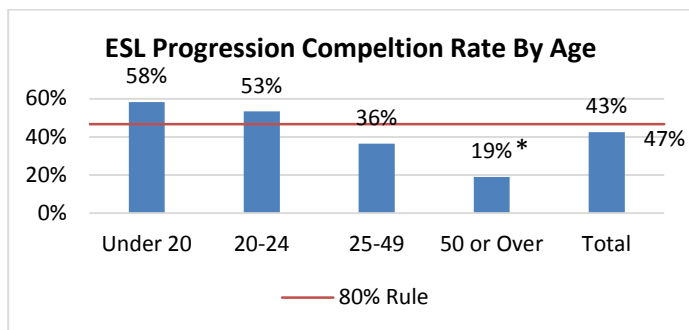
FUNDING Release time for faculty to participate in a retention committee; Staff/faculty time to conduct analysis of course offerings, observations, and interviews with respect to improving success rates for target group; More personalized instruction; Hire adjunct counselors.

INDICATOR: ESL AND BASIC SKILLS PROGRESS COMPLETION

DATA (CONT.)

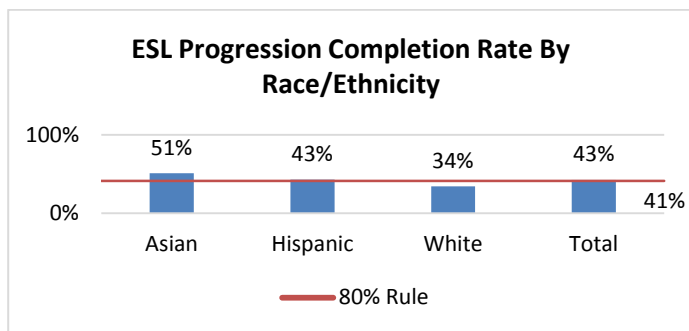


Although females have a higher percent of progression completion, based on the 80 percent rule, males are not disproportionately impacted.

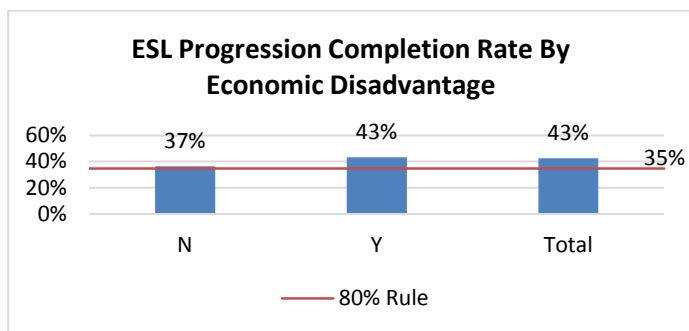


Those under age 20 have the highest progression completion rate. Based on the 80 percent rule, those in the 25-49 age group are disproportionately impacted.

*Fewer than 10 successful students



White students are disproportionately impacted based on the 80 percent rule.



For ESL students, there is no disproportionate impact by economic status based on the 80 percent rule.

Note: ESL success rate by disability status not included due to small numbers

STUDENT EQUITY PLAN SUMMARY

INDICATOR: MATH AND BASIC SKILLS PROGRESS COMPLETION - DRAFT

Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 two to four levels below transfer level Math and completed a degree applicable or college-level course in Math (N=2383).

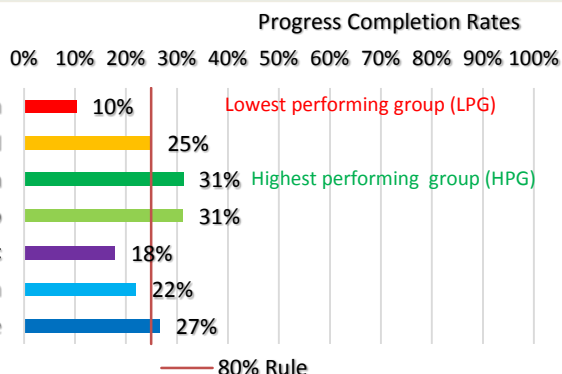
CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

Asian students were group selected as the benchmark since, with a 31% progression rate from remedial to college-level Math, they are the highest performing group (HPG). **African American students** experience the greatest adverse impact in terms of progression from remedial to college-level math. Only 10% of the African American students beginning two or more levels below transfer in Math eventually progress to complete a college-level math course. They are the lowest performing group (LPG) on this measure. **Hispanics**, who have an 18% progression rate, also experience adverse impact based on the 80% rule. [A progression rate of 25% represents 80% of the HPG's progression rate; therefore, groups with values less than 25% are considered adversely impacted.]

DATA ANALYSIS AND FINDINGS

Math



Racial/Ethnic Group	Group Progress Completion Rate	Percent of HPG Value*
African American	10% LPG	0.33
American Indian/Alaska Native	25%	0.80
Asian	31% HPG	1.00
Filipino	31%	1.00
Hispanic	18%	0.57
Pacific Islander**	n/a	n/a
Unknown	22%	0.70
White	27%	0.85

AI/AN=American Indian/Alaska Native

*If the comparison value is less than 0.80, by the 80% rule, adverse impact is implied. **Cohort fewer than 10 successful students.

RESOURCES

Educational Practices

- Early Warning System
- Staff Development
- Learning communities (e.g., PALS)
- Curriculum alignment between basic skills and degree applicable courses
- Course evaluations

Organizational Structures

- Academic Support & Student Support Services
- Faculty Composition (e.g. by ethnicity, gender)

Policies

- Course Scheduling
- Faculty Assignments
- Assessment Placement

Special Programs

- STEM Orientation
- UMOJA , Brotherhood,
- Puente, MESA, EOPS
- Tutoring & Supplemental Instruction
- Summer Success Academy
- Second Chance, Math Pump, Boot camps
- Pathways Program
- Information competency
- Reserve Books
- ESTEEM
- CalWorks

ACTIVITIES –FRAMEWORK

Course Inventory of Basic Skills Math courses

Get course information: 1) how many sections of courses offered; 2) how many full and part-time faculty teach these courses; 3) diversity of faculty teaching courses; 4) professional development offered on the teaching of courses.

Analysis of Basic Skills Math classes

Analysis of how syllabus is presented to students. Seek to understand usage patterns of support services by the target groups.

Conversations with Identified Resource Offices/Services/Programs

Advising Center, Academic Support Services, Registrar, UMOJA, CalWorks, Puente, EOPS, MESA, Assessment Center, Library faculty. Evaluate how these resources meet the Student Success Initiatives (SSI).

The Tutoring Advisory Group - evaluate how African American students experience the tutoring services offered campus-wide

Analysis of Math Support Services

Evaluate how students in Basic Skills Math courses utilize academic support services for Math. Identify ways to develop a plan for more targeted outreach and workshops specifically addressing student resource needs for African Americans

Data Analysis

Analyze Basic Skills Math student achievement and performance data by race and ethnicity. Use findings to inform the development of curriculum, materials, labs, and dept.-wide assessments.

Focus groups with faculty and students to gather qualitative data about the factors affecting success in basic skills

On campus committees – collaborate and network with campus and district-wide committees

Culturally responsive curriculum- staff development training Pilot acceleration efforts.

Support innovation developed by the Math Department

GOALS (INITIAL GOAL FOCUS WILL ONLY BE ON THE LPG)

Increase African American and Hispanic student progress completion rates in the next four years to 25%, the 80% success rate.

FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019
10%	14%	18%	22%	25%

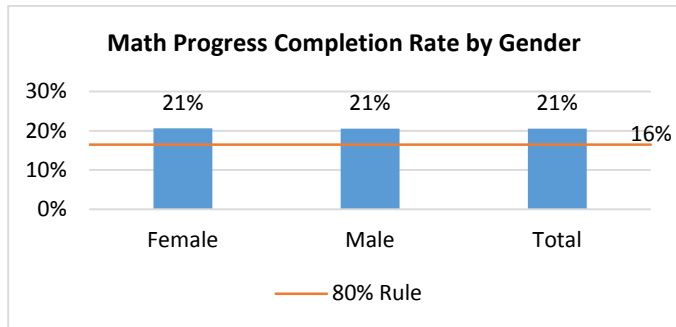
OBJECTIVES

(1) Identify barriers that affect how African American students experience resources related to Basic Skills Math. (2) Continue to provide adequate course offering and support services for Basic Skills Math students.

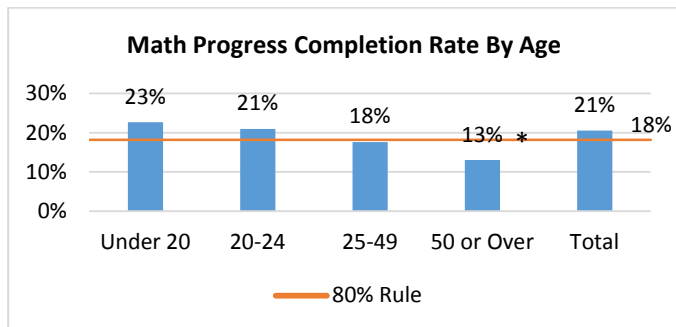
FUNDING Release time for faculty to participate in a retention/persistence committee; Staff/faculty time to conduct analysis of course offerings, observations, and interviews with respect to improving progress completion rates for target group; More personalized instruction; Hire adjunct counselors.

INDICATOR: MATH AND BASIC SKILLS PROGRESS COMPLETION

DATA (CONT.)

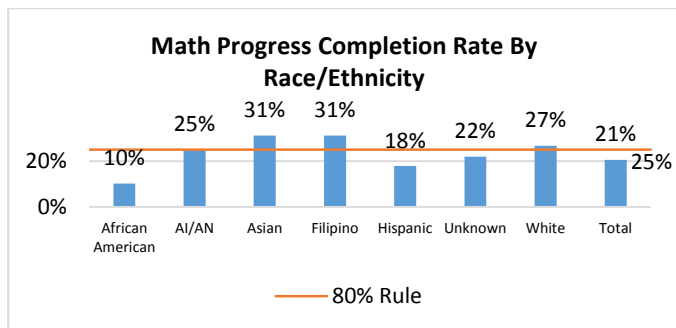


There is no disproportionate impact by gender based on the 80 percent rule.

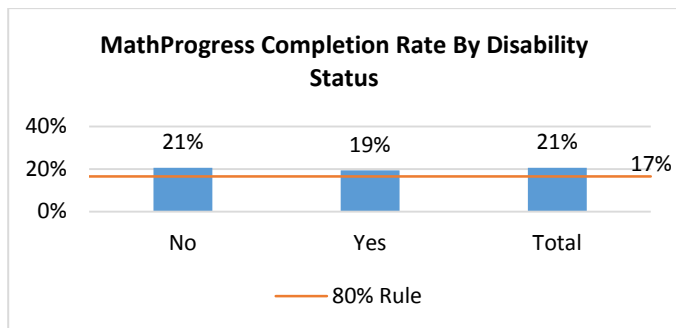


There is no disproportionate impact by age group based on the 80 percent rule.

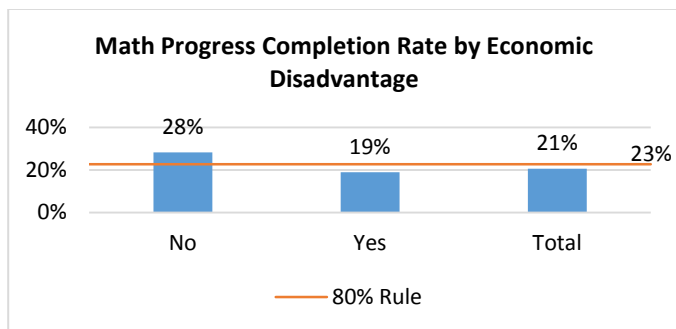
*Fewer than 10 successful students



African American and Hispanic students (and those of unknown race) are disproportionately impacted based on the 80 percent rule.



There is no disproportionate impact by disability status based on the 80 percent rule.



Economically disadvantaged students are disproportionately impacted based on the 80 percent rule.

STUDENT EQUITY PLAN SUMMARY

INDICATOR: ENGLISH AND BASIC SKILLS COMPLETION

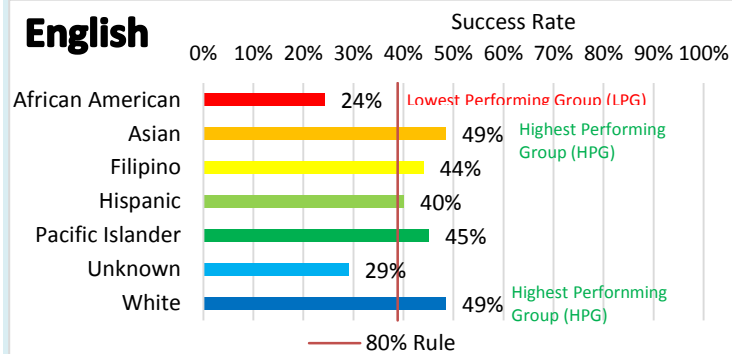
Percentage of credit students tracked for six years through 2012-13 who started first time in 2007-08 and were one to four levels below transfer in English, and completed a degree applicable or above college-level course in English (N=2059).

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

Asian and White students were selected as the benchmarks since, with a 49% progression rate from remedial to college-level English; they are the highest performing groups (HPG). African American students experience the greatest adverse impact in terms of progression from remedial to college-level English. Only 24% of the African American students who started below transfer level in English eventually progressed to completion of a college-level English course. They are the lowest performing group (LPG) on this measure.

DATA ANALYSIS AND FINDINGS



Racial/Ethnic Group	Group Success Rate	80% Rule Comp. Value*
African American	24% LPG	0.50
American Indian/Alaska Native**	n/a	n/a
Asian	49% HPG	1.00
Filipino	44%	0.91
Hispanic	40%	0.83
Pacific Islander	45%	0.93
Unknown	29%	0.60
White	49% HPG	1.00

*If the comparison value is less than 0.80, by the 80% rule, adverse impact is implied.

**Cohort fewer than 10 successful students

RESOURCES

Educational Practices

- Early Warning System
- Staff Development
- Learning communities (e.g. PALS)
- Curriculum alignment between basic skills and degree applicable courses
- Course evaluations
- Developmental Writing Assistance Program
- Sacramento Pathways to Success collaborative

Policies

- Course Scheduling
- Faculty Assignments
- Assessment Placement

Special Programs

- UMOJA, Brotherhood, EOPS
- Reading Lab
- Writing Center
- Tutoring & Supplemental Instruction
- CalWorks
- Summer Success Academy
- Information Competency
- Reserve Books

Organizational Structures

- Academic Support & Student Support Services
- Faculty Composition (e.g. by ethnicity, gender)

ACTIVITIES – FRAMEWORK

Further develop and support Pathways efforts already in place

Work with CSUS and SCUSD on implementing 12th grade ERWC curriculum to create stronger curricular connection and reliable course placement for high school students matriculating to SCC.

Analyze acceleration of Basic Skills English classes

Analysis of student mastery of objectives as they move through the levels. Identify SLO achievement “gaps” in the entire course sequence and develop curricular responses to bridge the “gaps.”

Conversations with Identified Resource Offices/Services/Programs

E.g., Advising Center, Academic Support Services, Registrar, Puente, CalWorks, EOPS, RISE, Learning Communities and Assessment Center. Evaluate how these resources meet the Student Success Initiatives (SSI). Library faculty. Campus and district-wide committees.

The Tutoring Advisory Group - evaluate how African American students experience the tutoring services offered in the Writing Center

Observation of English Support Services

Evaluate how students in Basic Skills English courses utilize academic support services for English. Identify ways to develop a plan for more targeted outreach and workshops specifically addressing student resource needs for African Americans

Data Analysis

Analyze Basic Skills English student achievement and performance data by race and ethnicity. Use findings to inform the development of curriculum, materials, labs, and dept.-wide assessments.

Support innovations developed by L & L.

Analyze success of Developmental Writing Assistance Program

Culturally responsive academic and student services – professional learning to support teaching and student services in a multi-cultural setting.

GOALS

Increase African American student success rates in the next four years to 39%, the 80% success rate, in order to close the opportunity/achievement gap.

FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019
24%	28%	33%	35%	39%

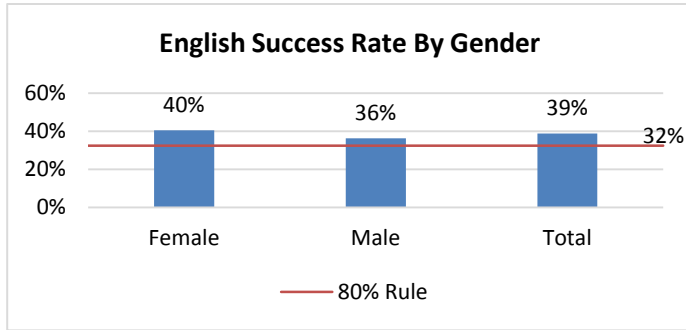
OBJECTIVES

(1) To identify barriers that affect how African American students experience resources related to Basic Skills English. (2) Continue to provide adequate course offerings and support services for Basic Skills English students.

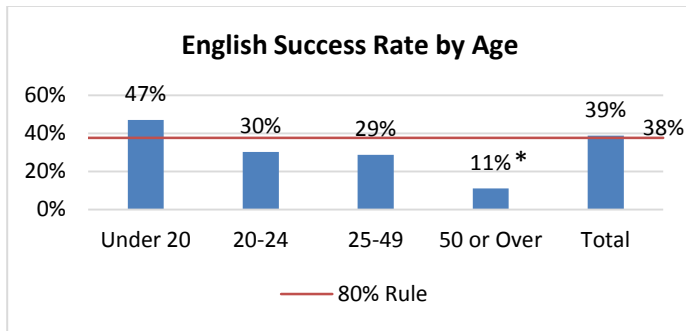
FUNDING Release time for faculty to participate in a retention committee; Staff/faculty time to conduct analysis of course offerings, observations, and interviews; More personalized instruction; Hire adjunct counselors.

INDICATOR: ENGLISH AND BASIC SKILLS COMPLETION

DATA (CONT.)

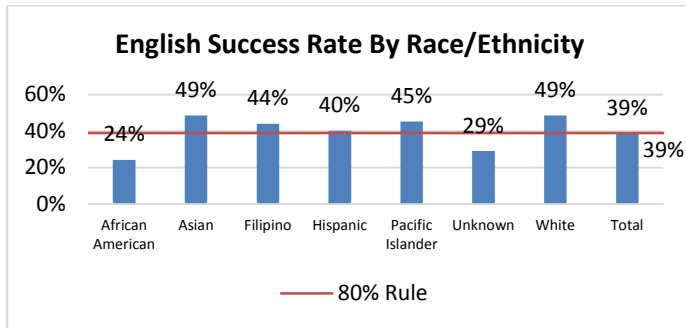


Although females have a higher percent of success, based on the 80 percent rule, males are not disproportionately impacted.

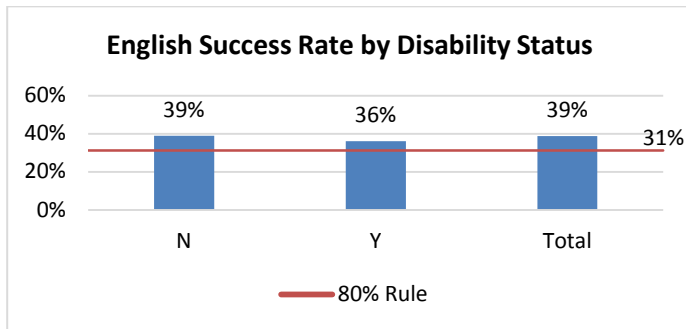


Those under age 20 have the highest success rate. Based on the 80 percent rule, those in the 20-24 and the 25-49 age groups are disproportionately impacted.

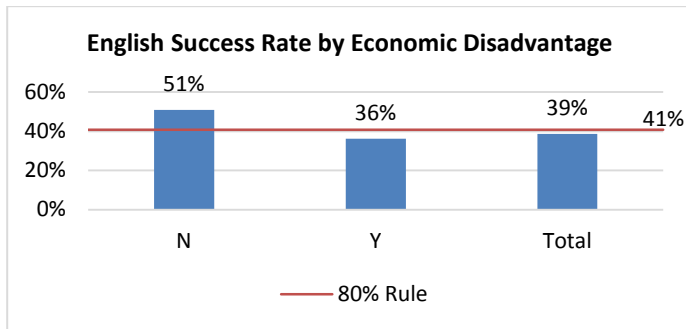
*Fewer than 10 successful students



African American students (and those of unknown race) are disproportionately impacted based on the 80 percent rule.



Based on the 80 percent rule, disability status does not show disproportionality.



Economically disadvantaged students are disproportionately impacted based on the 80 percent rule.

STUDENT EQUITY PLAN SUMMARY

INDICATOR: COMPLETION (DEGREE/CERTIFICATE)

Percentage of degree, certificate and/or transfer-seeking students first time in 2007-08 tracked for six years through 2012-13 who completed a degree, certificate or transfer-related outcomes.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT: DATA INDICATE AFRICAN AMERICAN STUDENTS IN THE 2007-08 COHORT ARE THE LOWEST PERFORMING GROUP (LPG) FOR COMPLETION ACHIEVING A 33% SUCCESS RATE. THIS IS 48% OF THE SUCCESS RATE OF THE FILIPINO STUDENTS, THE HIGHEST PERFORMING GROUP (HPG), WHO HAVE A SUCCESS RATE OF 69%.

An "adverse impact" is considered to exist for groups that fall below 80% of the highest success rate achieved by any group. This referred to as the "80% rule." Under this definition, all identified groups except Filipino and Asian students are experiencing an adverse impact in the "completion" metric.

RESOURCES

Educational Practices

- Staff Development
- Curriculum development
- Prerequisites & advisories
- Credit by exam process
- Outcome evaluation
- Learning communities

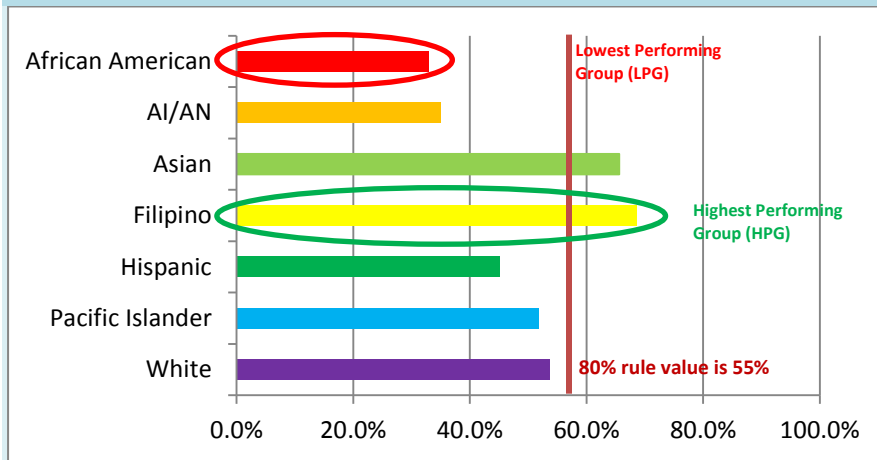
Policies

- Assessment Placement
- Scheduling patterns
- Credit by exam

Special Programs

- Online remedial support
- Peer mentoring
- Tutoring Resources
- SARS Alert
- Organizational Processes
- CalWorks
- Progression tracking
- Community Building
- SARS Alert
- EOPS

DATA ANALYSIS AND FINDINGS (COHORT N=2,709)



Racial/Ethnic Group	Group Success Rate/HPG	80% Rule Comp. Value
African American	33% (LPG)	48%
American Indian/Alaska Native	35%	51%
Asian	66%	95%
Filipino	69% (HPG)	100%
Hispanic	45%	66%
Pacific Islander	52%	75%
White	54%	78%

*Comparison value = Group value divided by HPG value. A comparison value of less than 80% implies an adverse impact.

ACTIVITIES – FRAMEWORK

Proactive Process to Award degrees, certificate or transfer related outcomes

Develop a process to award degrees/certificates when a student meets applicable requirements and updates students on their progress.

Promote degree, certificate or transfer related outcomes

Provide data to the college faculty and staff and students regarding the value of earning a degree or certificate.

Explore the potential for awarding credit for prior work experience.

Under appropriate circumstances, award of such credit could have merit.

Implement a pilot to accelerate time in remediation

Research shows accelerated remedial courses have a strong, positive impact on subsequent course completion.

Establish Professional Learning Communities (PLCs) to address identified barriers to student success

Provide professional learning opportunities on how to work in a PLC to address identified barriers to completion.

GOALS

Increase African American student degrees, certificate or transfer related outcomes in the next four years to 55% or higher (a rate which meets or exceeds 80% of the HPG value).

Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
33%	38%	44%	49%	55%

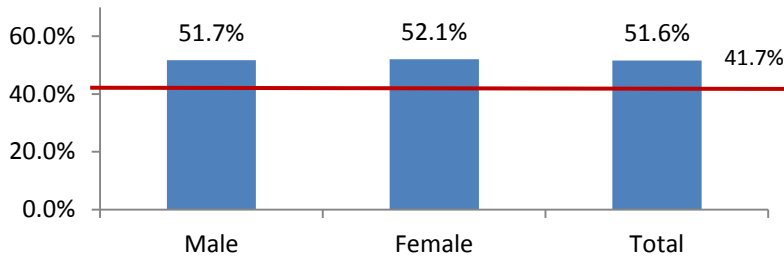
OBJECTIVES

(1) Make students aware of the value of degree, certificate or transfer related outcome; (2) implement proactive progression tracking, (3) undertake means to accelerate completion of degree, certificate or transfer related outcome, (4) support professional learning in areas relevant to the this metric.

FUNDING INVESTMENT REQUIRED FOR DEGREE/CERTIFICATE PROGRESSION TRACKING SYSTEM; SUPPORT FOR CREDIT BY EXAM AND REQUIRED PROFESSIONAL LEARNING.

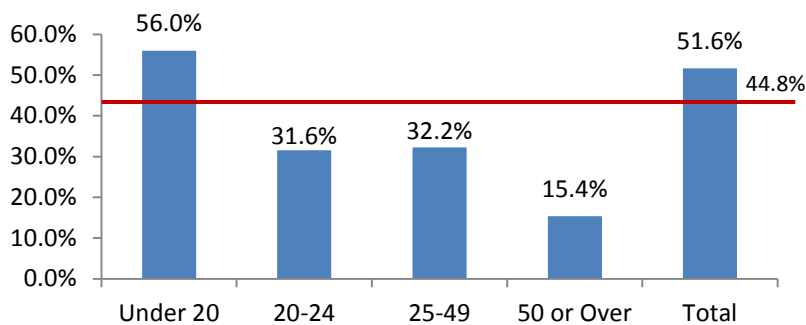
Indicator: Degree/Certificate Completion
Disaggregated by Factors other than Race/Ethnicity

Degree/Certificate Completion by Gender



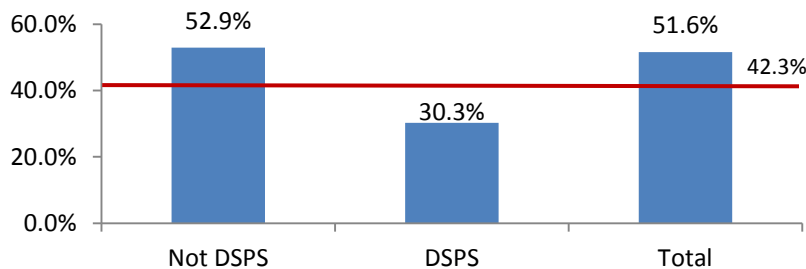
While females have a slightly higher Degree/Certificate Completion rate (+0.4%), both males and females have an average completion rate above the 80% limit of 41.7%.

Degree/Certificate Completion by Age



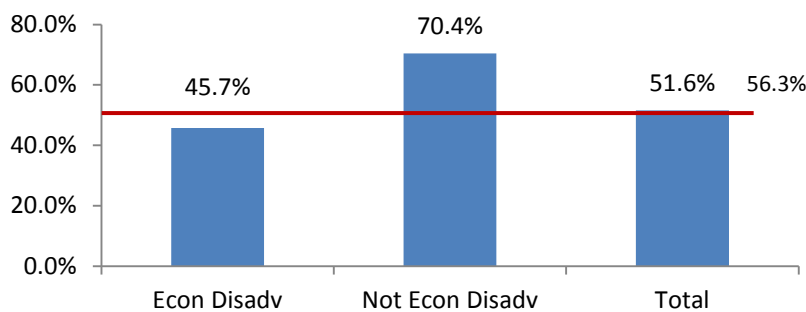
When viewed from the perspective of age, only those students under 20 year of age have a Degree/Certificate completion rate above the 80% limit of 44.8%. While significant and of concern, it is important to keep in mind that students under 20 are 82% of the cohort being measured. (2306 out of 2709)

Degree/Certificate Completion by DSPS



DSPS students' average Degree/Certificate completion rate is well under the 80% limit.

Degree/Certificate Completion by Economic Disadvantaged



Economically disadvantaged students are well below the 80% limit as calculated with reference to students who are not economically disadvantaged. Note: 76% of SCC students are classified as economically disadvantaged.

STUDENT EQUITY PLAN SUMMARY

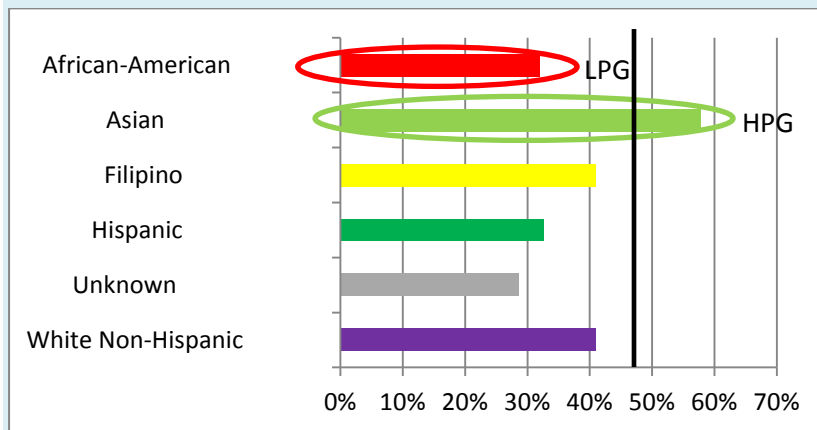
INDICATOR: TRANSFER COMPLETION

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

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT: ALL GROUPS SHOW ADVERSE IMPACTS WHEN COMPARED TO THE HIGHEST PERFORMING GROUP (HPG), ASIANS HAVING A TRANSFER COMPLETION OF 58%. AFRICAN-AMERICANS AND HISPANICS ARE THE TWO LOWEST PERFORMING GROUPS HAVING TRANSFER RATES OF 32% AND 33%, RESPECTIVELY.

DATA ANALYSIS AND FINDINGS



Racial/Ethnic Group*	Group Success Rate/HPG Rate	80% Rule Comp. Value
White	41%	71%
Unknown	29%	49%
Hispanic	33%	56%
Filipino	41%	71%
Asian	58%	100%
African-American	32%	55%

* Pacific Islander (n=26) and American Indian/Alaskan Native (n=12) were too small to report.

RESOURCES

- Educational Practices**
 - Learning Communities
 - Student Ambassadors
 - Alumni
 - Faculty Advising
 - SSSP services
 - AS-T Degrees
 - ISEP
- Policies**
 - Assessment & Placement
- Scheduling Patterns
- Enrollment Priorities
- Sacramento Pathways to Success
- Special Programs**
 - Transfer Center
 - Degree progress tracking
 - Student Focus Groups
 - Standing Committees
 - Faculty Advising

ACTIVITIES

Transfer Center & Transfer Events

Continue and expand upon Transfer Center efforts, especially those targeted at lowest performing groups for transfer including transfer workshops, transfer college tours, transfer pathways, transfer fairs, Transfer Website and Transfer focus groups.

Individual Student Education Plan

Promote completion of ISEPs and encourage students to visit their e-service account to monitor their progress.

Identify & scale best practices supporting transfer, including Acceleration of basic skills

Transfer Center (see above)

Learning Communities (PUENTE, EOPS, UMOJA, AHLG, etc.)

Specific Intervention for “near transfer ready” students

Develop and implement targeted interventions for students from historically low performing groups who are close to transfer ready

Establish and analyze pre-/post-intervention transfer momentum points to evaluate impacts

Among other methods, use student focus groups to evaluate impact of intervention strategies

Inform and engage campus community

Provide information concerning transfer disparities; communicate role each constituency has on transfer; provide updates on progress; enlist campus community volunteers in supporting transfer activities

GOALS

Increase the transfer rate of all under-performing groups especially African-Americans and Hispanics to 80% of the success rate of Asians, the highest performing group.

Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
32%	35%	39%	42%	46%

OBJECTIVES

- (1) Identify transfer barriers for target populations;
- (2) Continue current and expand efforts to promote transfer;
- (3) engage and support faculty in promoting transfer success for their students.

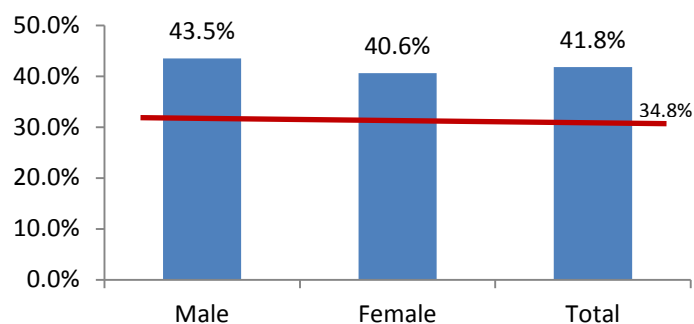
FUNDING

- Engage and support staff/faculty in adopting a scholarship of teaching and learning approach for self-evaluation of student-contact strategies to support transfer
- Increase use of proven methods for informing and guiding students in support of transfer, e.g. Transfer Center – College visits, Transfer Day, Transfer Pathways, etc.
- Incorporate and enhance SSSP activities which are most directly effective in improving transfer rates, e.g. Transfer Pathways

Indicator: Transfer Rate

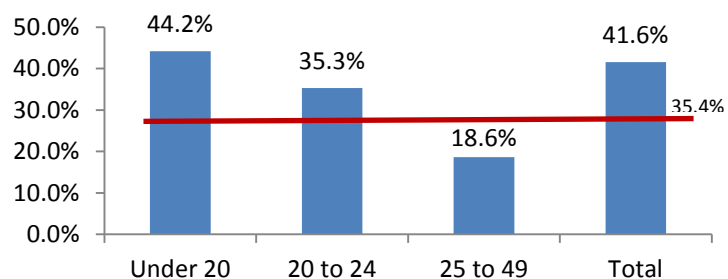
Disaggregated by Factors Other than Race/Ethnicity

Transfer Rate by Gender



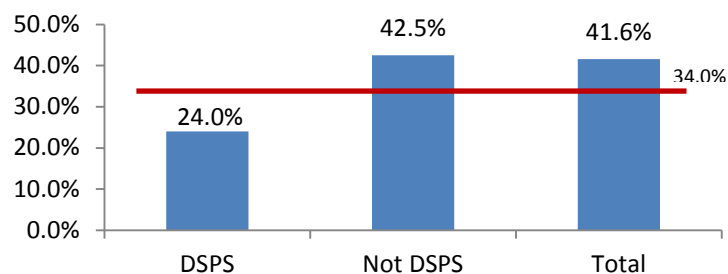
The data indicate that there is no disparity in Transfer Rate based on gender.

Transfer Rate by Age



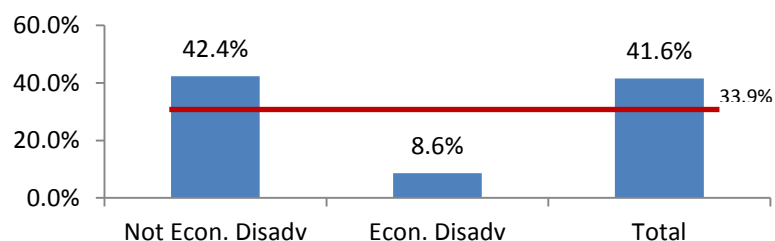
There appears to be a disparity in Transfer Rate in students between 25 – 49 years old. It is unclear without further analysis whether this disparity is based on age itself or some other factor(s). Note: The “n” value for students 50+ was too small (n=11) to be statistically useful.

Transfer Rate by DSPS



DSPS students has a significant disparity in transfer rate being -10% from the 80% limit of 34%.

Transfer Rate by Economic Disadvantaged



Economically disadvantaged student (CalWorks) experience a severe adverse impact with respect to Transfer Rate. They are 25 percentage points below the 80% limit and the LPG/HPG ratio is 0.202. It would be helpful to further disaggregate this data to see if there are other contributing factors.

STUDENT EQUITY PLAN SUMMARY

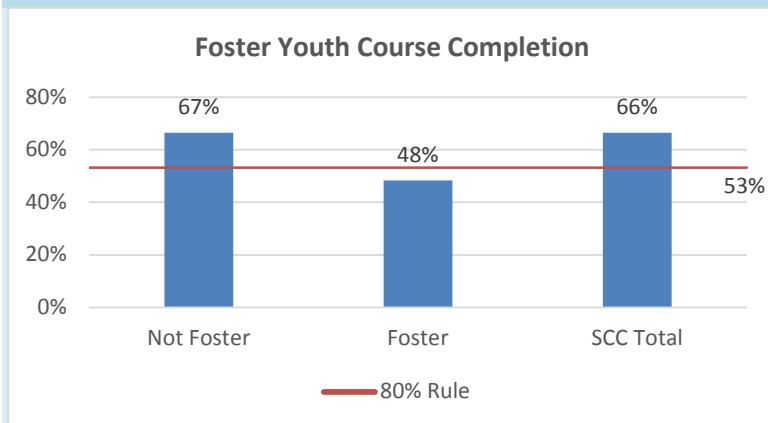
INDICATOR: FOSTER YOUTH SUCCESSFUL COURSE COMPLETION - FALL 2013 ONLY (N=271)

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

FOSTER YOUTH students have disproportionately low successful course completion rates when compared with other students. Foster youth share a history of abuse, neglect and/or abandonment.

DATA ANALYSIS AND FINDINGS



Racial/Ethnic Group	Group Success Rate/HPG	Percent of HPG Value*
Foster Youth	48% LPG	0.73
Non-Foster	67%	1.00

Source: SCC End of Semester Profile and transcript files

RESOURCES

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Educational Practices <ul style="list-style-type: none"> • Early Warning System • Learning communities • Curriculum alignment of basic skills and degree courses • ISEP | Special Programs <ul style="list-style-type: none"> • EOPS • STEM Orientation • Puente, MESA, RISE, AHLC • Tutoring & Supplemental Instruction • Summer Success Academy • Second Chance • Boot camps • Pathway Programs • Information competency • Reserve Books |
| Organizational Structures <ul style="list-style-type: none"> • Academic Support & Student Support Services • Campus Liaison to statewide-Chancellor's office | |
| Policies <ul style="list-style-type: none"> • Course Scheduling • Faculty Assignments • Assessment Placement | |

ACTIVITIES

Adopt best practices which emphasis comprehensive services for youth as they transition out of the foster care system.

Analysis of Support Services

Evaluate how foster youth utilize academic and student support services. Identify ways to develop a plan for more targeted outreach and workshops specifically addressing student resource needs for foster youth.

Develop partnerships that enhance resource availability.

Increase awareness of existing campus resources – targeted mailings, posters, and flyers

Provide awareness of independent living programs and transitional housing.

Conversations with Identified Resource Offices, Services, & Programs: Advising Center, Academic Support Services, Registrar, UMOJA, Puente, Mesa, Assessment Center, Library faculty. Evaluate how these resources meet the Student Success Initiatives (SSI).

The Tutoring Advisory Group will evaluate how foster youth experience the tutoring services offered campus-wide

Identify ways to develop a plan for more targeted outreach and workshops specifically addressing student resource needs for foster youth.

Data Analysis: Analyze achievement and performance data and use findings to inform the development of curriculum, materials, labs, and dept.-wide assessments.

Focus groups with faculty and students to gather qualitative data about the factors affecting success for foster youth.

On campus committees – collaborate and network with campus and district-wide committees as well as community resources.

Develop mentoring programs targeting foster youth.

Culturally responsive curriculum- staff development training

GOALS (INITIAL GOAL FOCUS WILL ONLY BE ON THE LPG)

Increase Foster Youth student success rates in the next four years to 53%, the 80% success rate, in order to close the opportunity/achievement gap.

FALL 2015 48%	FALL 2016 49%	FALL 2017 51%	FALL 2018 52%	FALL 2019 53%
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OBJECTIVES

To identify barriers that affect how Foster Youth experience resources related to enhancing the success rates and continue to provide adequate course offerings and support services for foster youth.

FUNDING Release time for faculty to participate in a retention committee; Staff/faculty time to conduct analysis of course offerings, observations, and interviews with respect to improving success rates for target group; More personalized instruction; Hire adjunct counselors.

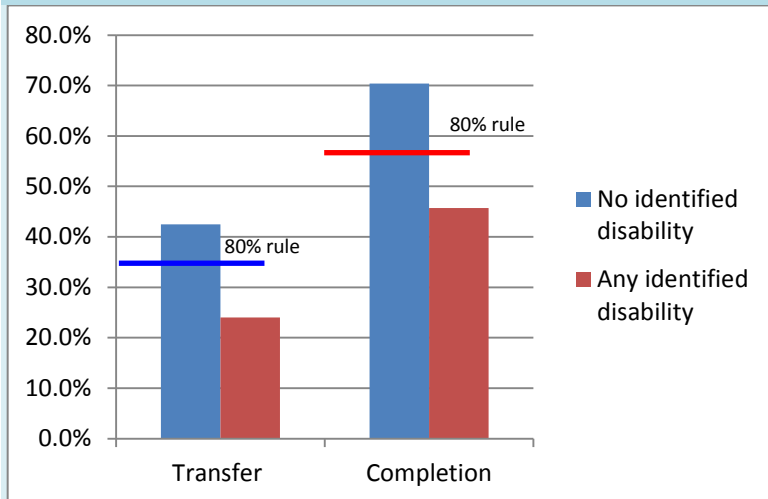
STUDENT EQUITY PLAN SUMMARY

INDICATOR: COURSE COMPLETION STUDENTS WITH DISABILITIES - (N=152)

CAMPUS BASED RESEARCH

Disproportionate Impacts: Students with identified disabilities are disproportionately impacted in two indicators – Transfer and Degree & Certificate Completion. With regard to transfer, these students are at 56.5% of the success rate of the general College student population. With regard to completion, they are at 64.9% of the success rate of the general population. Both figures are well below the 80% Rule.

DATA ANALYSIS AND FINDINGS



Student Group	Transfer	Degree/Certificate Completion
No identified disability	42.5%	70.4%
Any identified disability	24.0%	45.7%
80% Rule value	34%	56%

RESOURCES

Educational Practices

- Staff Development
- Curriculum development
- Credit by exam process
- Outcome evaluation
- Learning communities

Special Programs

- Tutoring resources
- DSPS support
- Progress tracking
- SARS alert (directed to DSP)
- Community Building
- Organizational Processes

Policies

- Assessment Placement
- Scheduling patterns
- Alternative credit acquiring options
- Course Scheduling
- Enrollment Priorities

ACTIVITIES

Promote informed goals within the student's interests

Increase counseling, career counseling, monitoring progress to ensure goals are informed

Develop a community of support and support services

(1) Increase college-wide understanding of how to use accommodations to assist in academic and career success. (2) Provide regular meetings with DSPS counselors to review disability related challenges that are obstacles to transfer and /or completion of degrees/certificates. (3) Provide on-going campus-wide dialogue concerning DSPS challenges in transfer and completion.

Develop a model based on results of a survey of DSPS students who have been 15 units or less to transfer or degree/certificate completion for two semesters or more.

Work with PRIE to develop, conduct and analyze surveys build the survey, conduct it and analyze it.

GOALS (INITIAL GOAL FOCUS WILL ONLY BE ON THE LPG)

Increase the success rate of students with an identified disability to at least 34% for transfer and at least 56% for course and degree completion

FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019
24%/56%	28%/60%	33%/63%	38%/67%	42%/70%

OBJECTIVES

(1) Build awareness of value of completion and steps to achieve it; (2) Implement proactive progression completion; (3) Identify and implement proactive steps for DSPS counselors to provide consistent support for DSPS students attempting transfer and/or complete a degree/certificate

Funding is required to support additional research capacity, increase monitoring of DSPS students progression on the ISEP, and develop campus-wide awareness of DSPS student challenges and opportunities.

VETERAN SUCCESSFUL COURSE COMPLETION - FALL 2013 ONLY (N=2424)

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

Sacramento City College offers services to help veterans achieve their educational goals.

Veteran students are not adversely impacted. The data collection represents Fall 2013 only.

RESOURCES

Educational Practices

- Early Warning System
- Staff Development
- Learning communities (.e.g., PALS)
- Curriculum alignment between basic skills and degree applicable courses
- Course evaluations

Organizational Structures

- Academic Support & Student Support Services
- Faculty Composition (e.g. by ethnicity, gender)

Policies

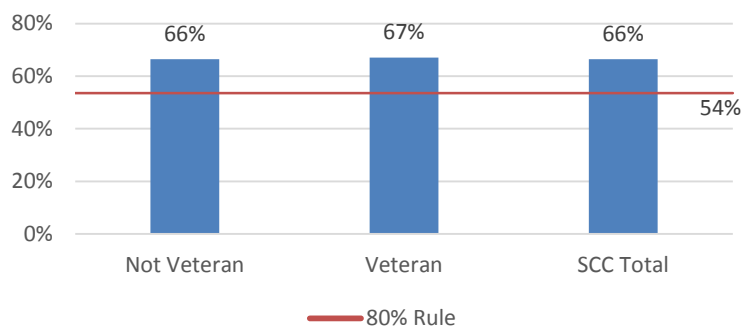
- Course Scheduling
- Faculty Assignments
- Assessment Placement

Special Programs

- EOPS
- Veterans Resource Center
- UMOJA , Brotherhood,
- Puente, Mesa
- Tutoring & Supplemental Instruction
- Summer Success Academy
- Second Chance
- Boot camps
- Pathways Program
- Information competency
- Reserve Books

DATA ANALYSIS AND FINDINGS

Veteran Course Completion



Group	Group Success Rate	80% Rule Comparison Value*
Veteran	67%	1.00
Not Veteran	66%	0.99

*If the comparison value is less than 0.80, by the 80% rule, adverse impact is implied.

ACTIVITIES

Adopt best practices which emphasis comprehensive services for veterans.

Analysis of Support Services: Evaluate how veterans utilize academic and student support services. Identify ways to develop a plan for more targeted outreach and workshops specifically addressing student resource needs for veterans.

Develop partnerships that enhance resource availability with the campus, as well as with targeted statewide and local programs.

Increase awareness of existing campus resources – targeted mailings, posters, and flyers

Conversations with Identified Resource Offices, Services, &

Programs: Advising Center, Academic Support Services, Registrar, UMOJA, Puente, Mesa, Assessment Center, Library faculty. Evaluate how these resources meet the Student Success Initiatives (SSI).

The Tutoring Advisory Group - evaluate how veterans experience the tutoring services offered campus-wide

Identify ways to develop a plan for more targeted outreach and workshops specifically addressing student resource needs for veterans.

Data Analysis: Analyze achievement and performance data and use findings to inform the development of curriculum, materials, labs, and department-wide assessments.

Focus groups with faculty and students to gather qualitative data about the factors affecting success for veterans.

On campus committees – collaborate and network with campus and district-wide committees as well as community resources.

Develop mentoring programs targeting veterans.

Provide counseling on academic and career training for returning veterans.

Provide specialized computers and software programs and assistance in the use of assistive technologies, including specialized software for those suffering the effects of traumatic brain injury.

Culturally responsive curriculum- staff development training

GOALS

No adverse impact . The goal over the next four years is to put in place excellent programs and practices to better serve student veterans.

FALL 2015

FALL 2016

FALL 2017

FALL 2018

FALL 2019

OBJECTIVES


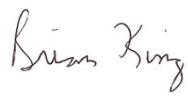
The goal is to provide a broad array of programs and services for student veterans and to provide insights about the issues facing veterans as they transition from military life to civilian and college life.

FUNDING Release time for faculty to participate in a retention committee; Staff/faculty time to conduct analysis of course offerings, observations, and interviews with respect to improving success rates for target group; More personalized instruction; Hire adjunct counselors.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 12, 2014

SUBJECT:	Legislative Update	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Information Item A	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	JP Sherry 	CONSENT/ROUTINE	
		FIRST READING	
APPROVED FOR CONSIDERATION:	Brian King 	ACTION	
		INFORMATION	X

BACKGROUND:

Members of the Board of Trustees have requested an update on the government affairs efforts undertaken by the Los Rios Community College District.

STATUS:

Staff and the District’s outside lobbying firm, the McCallum Group, will provide an update for the Board on the District’s government affairs activities, the budget, and the key bills of the past legislative year. Further, staff and the McCallum Group will provide insight as to what to expect from the Legislature over the coming year.

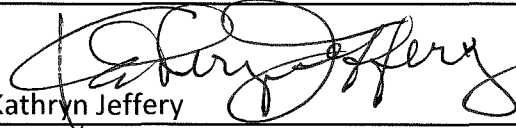
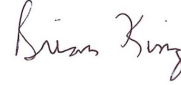
RECOMMENDATION:

This item is presented for Board information and discussion.

LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES

DATE: November 12, 2014

SUBJECT:	CCSSE/NSSE Engaging Latino Students for Transfer and College Completion	ATTACHMENT: None	
		ENCLOSURE: None	
AGENDA ITEM:	Information Item B	TYPE OF BOARD CONSIDERATION:	
RECOMMENDED BY:	 Kathryn Jeffery	CONSENT/ROUTINE	<input type="checkbox"/>
		FIRST READING	<input type="checkbox"/>
APPROVED FOR CONSIDERATION:	 Brian King	ACTION	<input type="checkbox"/>
		INFORMATION	<input checked="" type="checkbox"/>

BACKGROUND:

The Center for Community College Student Engagement (CCCSE), part of the Program in Higher Education Leadership at The University of Texas at Austin, and the National Survey of Student Engagement (NSSE), part of the Center for Postsecondary Research at Indiana University Bloomington, received grants from The Kresge Foundation and Greater Texas Foundation for collaborative work with selected colleges and universities to strengthen the engagement, transfer, and college completion of their Latino students.

Twenty-two institutions from urban centers in California, Texas, Michigan, Florida, and Arizona were invited to participate in the project—that is, 11 pairs of community colleges and universities. The primary goals and major activities of the project included the following:

- Deepen understanding within and between the community college and university sectors regarding the assets and challenges that Latino students bring to college with them
- Conduct special analyses of student engagement survey data pertaining to the experiences of Latinos in community colleges and baccalaureate institutions
- Build awareness and consideration of factors that may inhibit and/or enhance student engagement, persistence, transfer, and completion for Latino students
- Assist participating institutions in serving these students more effectively, through preparation for and participation in an intensive student engagement institute (September 11–13, 2014), culminating in development of a concrete action plan
- Follow up with participating institutions to support and monitor progress in implementation of action plans developed during the Institute
- Develop descriptions of promising/high-impact institutional initiatives demonstrating cross-sector collaboration
- Facilitate a follow-up workshop in conjunction with *Excelencia* in Education's *Accelerating Latino Student Success (ALASS)* event in fall 2015
- Build an informal network of participating institutions

The Center for Community College Student Engagement conducted an institute in partnership with the National Survey of Student Engagement (NSSE) and *Excelencia* in Education in San Antonio, Texas. The institute was held September 11-13, 2014, for participating institutions from California, Florida, Michigan, and Texas. Though initially invited, there were no participating teams from Arizona.

Sacramento City College and Sac State were selected to participate in the 2 ½ day intensive, hands-on learning experience that involved twelve pairs of higher education institutions—each pair consisting of a two-year institution and a four-year institution with existing transfer patterns—that participated in this unprecedented endeavor focused on the successful transfer and college completion of Latino students. Participants also attended plenary and concurrent sessions that featured experts in the field—both

academic and community leaders—who shared successful strategies and promising practices on Latino student success.

The teams for both SCC and Sac State were structured as follows: President/Chancellor, Chief Academic Officer, Chief Student Services Officer, Lead institutional researcher or institutional effectiveness director, lead for transfer and articulation policies or campus diversity/equity initiatives. Additionally, Sacramento City College requested approval to include a faculty member as a team member.

The team leads for the partnership were Christine Hernandez, Dean of Financial Aid & Student Services (SCC) and Dr. Ed Mills, Interim Vice President of Student Affairs (Sac State).

STATUS:

A presentation will be made to the Board of Trustees to share highlights of the CCSSE/NSSE Engaging Latino Students for Transfer and College Completion partnership between Sacramento City College and Sac State.

RECOMMENDATION:

This item is presented for the Board of Trustees' information and discussion.