# LOS RIOS COMMUNITY COLLEGE DISTRICT

## BOARD MEETING AGENDA
Wednesday, December 9, 2015
5:30 pm

**MEETING LOCATION:**
Los Rios Community College District
Board Room
1919 Spanos Court
Sacramento, CA 95825

| | |
|---|---|
| **1. CALL TO ORDER** | Board President |

**2. ORAL COMMUNICATIONS**
*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.*

**3. SPECIAL ORDER OF BUSINESS: ANNUAL ORGANIZATIONAL MEETING**

| | |
|---|---|
| A. Election of Officers | Board President |
| B. 2016 Dates of Regular Board Meetings | Board President |
| C. Authorization to Attend Meetings | Board President |
| D. Reaffirm District Policies | Board President |
| E. Representation to Education Associations | Board President |

**4. CONSENT CONSIDERATIONS**
*A member of the Board may request that an item be removed for further discussion and separate action.*

| | |
|---|---|
| A. Board Meeting Minutes: November 4 and 18, 2015 | Brian King |
| B. 2017-2018 Academic Calendar/Summer Session 2017 | Susan Lorimer |
| C. Curriculum Proposals: ARC/CRC/FLC/SCC | Susan Lorimer |
| D. Faculty Hiring Manual for LRCCD Faculty | Susan Lorimer |
| E. Claim: Olivera Garasanin | JP Sherry |
| F. Reciprocal Easement Agreement and Grant of Easements | JP Sherry |
| G. Disposition of Stale District Records | Theresa Matista |
| H. Special Event Authorization | JP Sherry |
| I. Ratify: Grants and Contracts Awarded | Beverly Sandeen |
| J. Ratify: New Contracts and Renewals | Theresa Matista |
| K. Ratify: Affiliation and Other Agreements | Susan Lorimer |
| L. Ratify: Bid Transactions | Theresa Matista |
| M. Disposition of Surplus Equipment | Theresa Matista |
| N. Purchase Orders, Warrants, Checks, and Wires | Theresa Matista |
| O. Short-Term Temporary Employees | Brian King |
| P. Regular Human Resources Transactions | Brian King |

| **5.** | **ACTION** | |
|---|---|---|
| A. | Temporary Classified and Student Help Salary Schedules, Coaching Stipends | Theresa Matista |
| B. | 2014-15 District Audit Report | Theresa Matista |
| C. | College Student Equity Plans | Susan Lorimer |

| **6.** | **BOARD MEMBER REPORTS** |
|---|---|

| **7.** | **FUTURE AGENDA ITEMS** |
|---|---|

| **8.** | **REPORTS and COMMENTS** |
|---|---|
| | ▪ Student Association<br>▪ Classified Senate<br>▪ Academic Senate<br>▪ Other Recognized Constituencies<br>▪ Chancellor's Report |

| **9.** | **ADJOURNMENT** |
|---|---|

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                    **DATE:** December 9, 2015

| SUBJECT: | Election of Officers | ATTACHMENT: None | |
|---|---|---|---|
| | | ENCLOSURE: None | |
| AGENDA ITEM: | Special Order of Business Item A | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | Brian King | CONSENT/ROUTINE | |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King | ACTION | X |
| | | INFORMATION | |

**STATUS:**
In compliance with Education Code § 72000 and Los Rios Board Policy P-3211, proceedings have been developed to accommodate the annual organization of the Board of Trustees.

**RECOMMENDATION:**
It is recommended that the Board of Trustees consider and take action to elect the following officers:

1.      Board President

2.      Board Vice-President

3.      Secretary to the Board (normally the Chancellor is appointed).

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                    **DATE:** December 9, 2015

| SUBJECT: | 2016 Dates of Regular Board Meetings | ATTACHMENT: Yes | |
| | | ENCLOSURE: None | |
| AGENDA ITEM: | Special Order of Business Item B | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | Brian King | CONSENT/ROUTINE | |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King | ACTION | X |
| | | INFORMATION | |

**BACKGROUND:**
In compliance with Education Code § 72000 and Los Rios Board Policy P-3211, proceedings have been developed to accommodate the annual organization of the Board of Trustees.

**STATUS:**
The proposed calendar was presented to the Board for First Reading at its November meeting. After Board discussion, the dates of the regular board meetings were revised. The updated 2016 calendar with the changes is attached.

**RECOMMENDATION:**
It is recommended that the Board of Trustees schedule the regular meetings for the second Wednesday of the month (unless otherwise noted) at 5:30 pm, and the spring and fall retreats as noted, and approve the attached 2016 board meeting calendar.

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# LOS RIOS COMMUNITY COLLEGE DISTRICT
## 2016 Board Meeting Calendar

Regular board meetings are generally the second Wednesday of the month
(unless otherwise noted) at 5:30 pm

| JANUARY | | | | JULY | | |
|---|---|---|---|---|---|---|
| | 13 | | | | 13 | |

| FEBRUARY | | | | AUGUST | | |
|---|---|---|---|---|---|---|
| | | 17 FLC | | 10 | | |

| MARCH | | | | SEPTEMBER | | |
|---|---|---|---|---|---|---|
| 4-5* | | 16 CRC | | 7 SCC | | |

| APRIL | | | | OCTOBER | | |
|---|---|---|---|---|---|---|
| | 13 | | | 9/30-10/1* | | 19 |

| MAY | | | | NOVEMBER | | |
|---|---|---|---|---|---|---|
| | 11 ARC | | | 9 | | |

| JUNE | | | | DECEMBER | | |
|---|---|---|---|---|---|---|
| | 8 | | | 14 | | |

*Board Retreat Dates
Convocation Dates: January 15, 2016; August 19, 2016
Graduation: May 18, 2016

## MEETING LOCATIONS:

Meetings are held in the District Office Board Room, unless otherwise noted. All meeting location addresses for 2016 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 9582

*Draft calendar presented to the Board of Trustees: December 9, 2015*

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                    **DATE:** December 9, 2015

| SUBJECT: | Authorization to Attend Meetings | ATTACHMENT: None | |
|---|---|---|---|
| | | ENCLOSURE: None | |
| AGENDA ITEM: | Special Order of Business Item C | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | Brian King *Brian King* | CONSENT/ROUTINE | |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King *Brian King* | ACTION | X |
| | | INFORMATION | |

**BACKGROUND:**
In compliance with Education Code § 72000 and Los Rios Board Policy P-3211, proceedings have been developed to accommodate the annual organization of the Board of Trustees.

**RECOMMENDATION:**
It is recommended that the Board of Trustees reaffirm Board Policy P-3211 authorizing Board members to conduct District business and to attend meetings and conferences as representatives of the District when performing services on behalf of the Board.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                          **DATE:** December 9, 2015

| SUBJECT: | Reaffirm District Policies | ATTACHMENT: None | |
|---|---|---|---|
| | | ENCLOSURE: None | |
| AGENDA ITEM: | Special Order of Business Item D | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | Brian King  *Brian King* | CONSENT/ROUTINE | |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King  *Brian King* | ACTION | X |
| | | INFORMATION | |

**BACKGROUND:**

In compliance with Education Code § 72000 and Los Rios Board Policy P-3211, proceedings have been developed to accommodate the annual organization of the Board of Trustees.

**RECOMMENDATION**

It is recommended that the Board of Trustees reaffirm all current District policies (1000-9000) as adopted by the Board of Trustees.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                    **DATE:** December 9, 2015

| SUBJECT: | Representation to Education Associations | ATTACHMENT: None | |
|---|---|---|---|
| | | ENCLOSURE: None | |
| AGENDA ITEM: | Special Order of Business Item E | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | Brian King *(signature: Brian King)* | CONSENT/ROUTINE | |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King *(signature: Brian King)* | ACTION | X |
| | | INFORMATION | |

**BACKGROUND:**
In compliance with Education Code § 72000 and Los Rios Board Policy P-3211, proceedings have been developed to accommodate the annual organization of the Board of Trustees.

**RECOMMENDATION**
The Board President may wish to appoint or have the Board elect representatives to various offices, associations or committees listed below. Current representatives are listed.

| ACTIVITY/ASSOCIATION | CURRENT REPRESENTATIVES |
|---|---|
| American Association of Community Colleges (AACC) | Dustin Johnson |
| Association of Community College Trustees (ACCT) | Deborah Ortiz |
| California Community College Trustees (CCCT) | Pam Haynes |
| Los Rios Foundation | Pam Haynes; Kay Albiani |
| Yolo County School Boards Association (YCSBA) | Ruth Scribner<br>Alternate: Dustin Johnson |

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                                **DATE:** December 9, 2015

| SUBJECT: | Board Meeting Minutes: November 4 and 18, 2015 | ATTACHMENT: Yes | |
|---|---|---|---|
| | | ENCLOSURE:  None | |
| **AGENDA ITEM:** | Consent Item A | TYPE OF BOARD CONSIDERATION: | |
| **RECOMMENDED BY:** | *Brian King* Brian King | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| **APPROVED FOR CONSIDERATION:** | *Brian King* Brian King | ACTION | |
| | | INFORMATION | |

**STATUS:**

The minutes of the Board of Trustees meetings held on November 4 and 18, 2015 are attached for Board review and consideration.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve the minutes of the meetings held on November 4 and 18, 2015.

## 1. CALL TO ORDER

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

***Present:***

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

Dr. Brian King, Chancellor

***Absent:***

None

## 2. ORAL COMMUNICATIONS

There were no oral communications.

## 3. MEETING: STRATEGIC PLANNING

The Board of Trustees engaged in a discussion facilitated by strategic planning consultant Steve Weiss and Deputy Chancellor Sue Lorimer. The discussion covered the strategic planning process overview and framework, as well as the Board's input on the District's mission, vision, goals, and values.

## 4. ADJOURNMENT

President Jones adjourned the meeting at 7:05 p.m.

_____

**Brian King**
Chancellor and Secretary to the Board of Trustees

*Draft minutes presented to the Board of Trustees: December 9, 2015*

## 1. CALL TO ORDER

The board meeting was called to order by President Johnson at 5:32 p.m., in the Performing Arts Center, Room 106 at Sacramento City College, 3835 Freeport Boulevard, Sacramento, California.

*Present*:
Mr. Dustin Johnson, President
Ms. Deborah Ortiz, Vice President
Ms. Kay Albiani
Ms. Pamela Haynes
Mr. Robert Jones
Mr. John Knight
Ms. Ruth Scribner

Mr. Cameron Weaver, Student Trustee

Dr. Brian King, Chancellor

## 2. ORAL COMMUNICATIONS

Elizabeth Malnati addressed the Board of Trustees regarding Closed Session Item 9.A.

Laurie Jones addressed the Board of Trustees to request a moment of silence for world peace and campus safety.

## 3. CONSENT CONSIDERATIONS

Trustee Weaver requested that Consent Item 3.D – Board Policy Revisions: Probation and Dismissal (P-2231) be removed for further discussion and separate action.

*A motion was made by Ms. Haynes, seconded by Ms. Albiani, that the Board of Trustees approve Consent Consideration items A through N, with the exception of item D.*

*Roll Call Vote:*
*Aye: Albiani, Haynes, Johnson, Jones, Knight, Ortiz, Scribner*
*No: None*
*Motion carried; 7:0*
*Student Trustee Advisory Vote: Aye*

     A.       *Board Meeting Minutes: October 2-3 and 21, 2015*

*That the Board of Trustees approve the minutes of the meetings held on October 2-3 and 21, 2015.*

     B.       *Scheduling of Board of Trustees Annual Organizational Meeting*

*That the Board of Trustees schedule the annual organizational meeting for Wednesday, December 9, 2015 at 5:30 p.m.*

     C.       *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.*

     D.       *Board Policy Revisions: Probation and Dismissal (P-2231)*

Trustee Weaver requested that this agenda item be removed for further discussion and separate action.

     E.       *Application to Present Late Claim: Julia Coleman*

*That the Board of Trustees reject the application to file a late claim and refer the matter to the District's insurance administrators for further handling.*

     F.       *SCC Student Services Modernization Bid Transactions*

*That the Board of Trustees approve the change orders as noted in the November board agenda packet to permit the design and construction contracts to be finalized with appropriate reservations for latent defects, should they arise.*

     G.       *Foundation Quarterly Investment Report*

*That the Board of Trustees receive the Foundation Quarterly Investment Report for the quarter ended September 30, 2015.*

     H.       *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 |
|---|---|---|---|
| CA Early Childhood Mentor Program<br>• Renewal to provide stipends and professional development support to ECE teachers/administrators.<br>• 8/1/2015 through 7/31/2016<br>• Administrator: Marjorie Duffy, Interim Dean, Business and Family Sciences | CRC | $31,232 | Chabot-Las Positas CCD |

| Developing Hispanic Serving Institutions (HSI) <br> • Five-year grant to support the success of first-time students. <br> • 10/1/2015 through 9/30/2020 <br> • Administrator: Christine Hernandez, Dean, Financial Aid and Student Services | SCC | $2,625,000 ($525,000 annually) | U.S. Dept. of Education |
|---|---|---|---|
| Open World Leadership Center Award – Augmentation <br> • Funds to host Open World delegation at SCC. <br> • 9/25/2015 through 10/3/2015 <br> • Frank Malaret, Dean, Behavioral and Social Sciences | SCC | $350 | FHI 360 |
| Small Engines Training Program <br> • Funds to develop and deliver small engines training. <br> • 6/1/2015 through 5/31/2016 <br> • Administrator: Bob Johnson, Dean, Careers and Technology | CRC | $37,500 | Foundation for CA Community Colleges |

I.     *Ratify: New Contracts and Renewals*

*That the Board of Trustees ratify the contracts listed herein pursuant to Board Policy 8315.*

| CONTRACTS | | | | | |
|---|---|---|---|---|---|
| Description | Agreement Amount | Initial (I) Renewal (R) | Valid Dates | Consultant/ Contractor | Department Sponsor |
| Consulting & Counsel Support to Develop FLC Master Plan | $20,000.00 | (I) | 09/01/15 – 01/31/16 | Weiss Group | Folsom Lake College |
| Development of Videos for SB1070 Grant Initiatives & GFSF Program | $16,450.00 | (I) | 09/28/15 – 03/30/16 | Teton Productions | American River College |
| Curriculum Development of CT, MRI & IR Certificates | $45,559.00 | (I) | 10/01/15 – 03/15/16 | Health Gatekeepers | Folsom Lake College |
| C-ID Grant | $192,308.00 | (I) | 07/01/14 – 06/30/15 | Academic Senate for California Community Colleges | Chancellor's Office |
| ETS Grant Writing Consultation Services | $25,600.00 | (I) | 10/15/15 – 02/29/16 | Mary Ann Hamann | American River College |
| Confidential Professional Services | $50,000.00 | (I) | 10/21/15 – 06/30/15 | Ellerman Troy | District Office Legal |
| ARC PE/Athletic Fields Testing & Inspection Services | $46,991.00 | (I) | 10/19/15 – 10/01/17 | Terracon Consultants, Inc. | Facilities Management |
| SCC Davis Center Phase 2 Constructability Review | $22,500.00 | (I) | 10/15/15 – 12/11/15 | DLR Group Inc. of California | Facilities Management |
| District Wide Lighting Controls Prop 39 Project Inspection Services | $30,000.00 | (I) | 10/26/15 – 06/30/15 | Mark Browning | Facilities Management |

J.    *Ratify: Affiliation and Other Agreements*

*That the Board of Trustees ratify and/or approve the agreements identified in the November board agenda packet.*

K.    *Disposition of Surplus Equipment*

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

L.    *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 September 16, 2015 through October 15, 2015.*

| PURCHASE ORDERS | | |
|---|---|---|
| General Fund | 0001083410-0001083862<br>B116646-B116667 | $    3,059,168.19 |
| Capital Outlay Fund | 0003016441-0003016477 | |
| Child Development Fund | - | |
| Self-Insurance Fund | - | |
| **WARRANTS** | | |
| General Fund | 721397-722694 | $   10,064,439.93 |
| General Fund-ARC Instructional Related | 005537-005649 | |
| General Fund–CRC Instructional Related | 021952-021991 | |
| General Fund–FLC Instructional Related | 030747-030761 | |
| General Fund–SCC Instructional Related | 044530-044655 | |
| Capital Outlay Fund | 830218-830298 | |
| Child Development Fund | 954133-954147 | |
| Self-Insurance Fund | 976270-976275 | |
| Payroll Warrants | 282982-284835 | $   20,397,722.91 |
| Payroll-Direct Deposit | 752766-757240 | |
| October Leave Process | 284836-286357 | |
| Payroll Vendor Warrants | 59165-59331 | |
| **CHECKS** | | |
| Financial Aid Disbursements | 2174873-2181226 | $    6,265,915.55 |
| Clearing Checks | - | $ |
| Parking Checks | 2920-2921 | $          115.00 |
| Bookstore Fund – ARC | 29809-29919 | $    1,110,303.64 |
| Bookstore Fund – CRC | 026318-026397 | |
| Bookstore Fund – FLC | 9085-9145 | |
| Bookstore Fund – SCC | 047791-047838 | |
| Student Clubs Agency Fund – ARC | 4755-4797 | $        101,495.98 |
| Student Clubs Agency Fund – CRC | 3774-3798 | |
| Student Clubs Agency Fund – FLC | 1993-2013 | |
| Student Clubs Agency Fund – SCC | 3200-3234 | |
| Foundation – ARC | 4603-4621 | $          38,463.82 |
| Foundation – CRC | 1988-1994 | |

| | | |
|---|---|---|
| Foundation – FLC | 1009-1024 | |
| Foundation – SCC | 3511-3525 | |
| Foundation – DO | 0695-0700 | |
| Associated Students Trust Fund – ARC | - | $    3,795.35 |
| Associated Students Trust Fund – CRC | 0631-0634 | |
| Associated Students Trust Fund – FLC | 0547-0549 | |
| Associated Students Trust Fund – SCC | - | |
| Regional Performing Arts Center Fund | USI Check System 3453-3506 | $    280,838.03 |
| **WIRES** | | |
| Board of Equalization | - | $    - |
| PARS | - | $    - |
| Vendors | - | $    - |
| Backup Withholding | - | $    745.20 |
| Retiree Health Trust | | $    - |

M.      <u>*Sabbatical and Professional Development Leaves*</u>

*That the Board of Trustees approve the sabbatical/professional development leaves for the 2015-16 year.*

N.      <u>*Regular Human Resources Transactions*</u>

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

## 3. CONSENT CONSIDERATIONS (SEPARATE ACTION)

D.      <u>*Board Policy Revisions: Probation and Dismissal (P-2231)*</u>

*A motion was made by Ms. Ortiz, seconded by Ms. Haynes, that the Board of Trustees approve the proposed revisions to Policy 2231 – Probation and Dismissal.*

*Roll Call Vote:*
*Aye: Albiani, Haynes, Johnson, Jones, Knight, Ortiz, Scribner*
*No: None*
*Motion carried; 7:0*
*Student Trustee Advisory Vote: No*

## 4. FIRST READING

A.      <u>*Draft 2016 Board Meeting Calendar*</u>

A draft copy of the proposed 2016 annual board meeting calendar was presented to the Board of Trustees as First Reading for review and discussion.

## 5. INFORMATION

> A.      *Sacramento City College's ESTEEM Program*

Sacramento City College representatives presented the history of the ESTEEM Program and how it combines instruction, student support services, and supplemental instruction to provide students with structured support to help them be successful in their coursework and in navigating the college system.

> B.      *Sacramento City College's 100th Anniversary*

Sacramento City College representatives shared highlights of Sacramento City College's upcoming Centennial Celebration.

## 6. BOARD MEMBER REPORTS

The Trustees expressed their appreciation for the recent strategic planning workshop. They also reported their attendance at the Los Rios Foundation Gala, and congratulated President Jeffery on her appointment to Santa Monica Community College.

Trustee Haynes attended the Folsom Lake College Rancho Cordova Center and American River College Student Center dedications, as well as the UMOJA conference.

Trustee Scribner reported her participation in the regional education summit hosted by Chancellor King and CSUS President Nelsen.

Trustee Ortiz participated in the regional education summit hosted by Chancellor King and CSUS President Nelsen, as well as the Folsom Lake College Rancho Cordova Center and American River College Student Center dedications. She also shared that American River College was recognized by the Sacramento County Tobacco Control Coalition for its success in becoming the first college in the District to impose smoking ban. Trustee Ortiz and President Greene accepted the award on the College's behalf at the Coalition's annual recognition meeting.

Trustee Weaver announced that Sacramento City College and American River College were well represented at the Student Senate for California Community Colleges General Assembly. He noted the student Lobby Day topics will focus on campus safety and awareness and campus food closet programs.

## 7. FUTURE AGENDA ITEMS

Trustee Jones requested a future presentation on the District's curriculum process.

## 8. REPORTS AND COMMENTS

The following constituency representatives presented reports to the Board:

> Marianna Sousa, Sacramento City College Student Association
> Sandra Belmares, President, Sacramento City College Classified Senate
> Brian Robinson, President, Districtwide Academic Senate
> Dean Murakami, President, LRCFT

*Chancellor's Report:*

**ARC:** ARC's Workforce Development department has been busy this month and next with special events. On November 13, the office held "Pathways to Paychecks," which invited 90 high school students on campus to learn about career pathways in welding, electronics, and apprenticeship. Earlier today, November 18, ARC hosted "Siemens Career Day," as Siemens is actively hiring welders and is partnering with our welding program to support their growing workforce needs. Siemens was on campus to present their company and hold informal one-on-one brief interviews with welding students. On December 10, ARC hosts "Students Today, Careers Tomorrow," a regional counselor event to inform middle school, high school, and college counselors about regional workforce opportunities in five industry sectors: agriculture, advanced manufacturing, health, ICT, and small business. The main goals of the Workforce Development office are to implement state and federal grants that build and enhance our Career Technical Education (CTE) programs, develop programs and strategies to create college and career-ready students in our high schools, and build relationships with employers to hire our CTE graduates. Workforce Development, through our grant work and events, is committed to prepare students for high-wage, high-demand CTE career pathways from middle school, to high school, to college, and ultimately landing the career of their dreams.

**CRC:** CRC Athletic Director Jeanne Calamar was recognized by the Elk Grove City Council recently for her work with students with special needs at the college. Members of the Elk Grove Disability Advisory Committee presented the 9th Annual Above & Beyond Accessibility Awards at the Elk Grove City Council meeting October 14. The award was created to recognize individual, organizations, and businesses that have gone above and beyond for individuals with disabilities in the community. Professor Calamar teaches several adaptive PE classes and was nominated by more than 20 of her current and former students.

**FLC:** Folsom Lake College celebrated the dedication of the new Rancho Cordova Center with a ribbon cutting ceremony on October 28. The well-attended event welcomed over 200 members of the FLC and Los Rios family (including State Chancellor Brice Harris), the city of Rancho Cordova, and the community. The facility, located at the corner of Folsom Blvd. and Paseo Dr., is currently offering limited instructional offerings and support services. In late December, all personnel and services will transition from the Rockingham site to the new permanent facility in time to launch the spring 2016 semester.

**SCC:** The SCC Express newspapers won eight awards at the annual Northern California conference of the Journalism Association of Community Colleges November 7. The staff of

saccityexpress.com, the online newspaper, took second place general excellence among all Northern California community college newspaper websites. Tamara Knox won first place for her video journalism piece about Steven Roller, a cycle surfer who does elegant, hands-free moves on his bicycle. "We are very proud of our Express students who, once again, demonstrated their capabilities as good journalists using words and images in print and online," said Journalism Department Chair Jan Haag. Journalism professors Jan Haag and Rachel Leibrock advise the print Express; journalism professors Dianne Heimer and Randy Allen advise the online Express.

The winners are as follows:
- 1st Place Video Journalism, Tamara Knox
- 2nd Place General Excellence Online, saccityexpress.com staff
- 2nd Place Illustration, Ethan Powell
- 3rd Place Illustration, Alex Buell
- 4th Place Sports Game Story, Kris Hooks
- 4th Place Opinion Story, Linda Huizar
- 4th Place Video Journalism, Elizabeth Ramirez
- 4th Place Photo Illustration, Gabrielle Smith

Chancellor King announced the following retirements:

| Retirement | | | Years of Service |
|---|---|---|---|
| Ceil Edwards | Community Services Clerk | ARC | 15+ |
| Ann Creighton | English as a Second Language Professor | ARC | 16 |
| Christine Thiltgen | Legal Assisting Professor 60% / Coordinator 20% | ARC | 19 |
| Sue Ward | Gerontology Professor | ARC | 19 |
| Kenneth Magri | Art History Professor | ARC | 24 |
| Gloria Nobles | Computer Information Science Professor | ARC | 25 |
| Randall Jones | Senior Information Technology Systems/Database Administrator Analyst | DO | 33+ |
| Melvin Duvall | Electronics Professor | SCC | 40 |
| Maria Campbell | History Professor | ARC | 44 |

## 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, Mr. Knight, Ms. Ortiz, and Ms. Scribner.

A. Pursuant to Government Code section 54957: Complaint against Public Employee
B. Pursuant to Government Code section 54956.9: Conference with Legal Counsel – Existing Litigation; WCAB No. ADJ7592014; 7592015; 7762882

*Closed Session Adjourned 7:19 pm*
*Open Session: 7:20 pm*

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

*In Closed Session, under item 9.A of the agenda, the Board of Trustees voted to reject the appeal of a claim of discrimination filed by the student.*

*Roll Call Vote:*
*Aye: Albiani, Haynes, Johnson, Jones, Knight, Ortiz, Scribner*
*No: None*
*Motion carried; 7:0*

*In Closed Session, under item 9.B of the agenda, the Board of Trustees authorized the settlement of the Workers' Compensation cases set forth in that item by a payment to the Claimant of $42,947.71.*

*Roll Call Vote:*
*Aye: Albiani, Haynes, Johnson, Jones, Knight, Ortiz, Scribner*
*No: None*
*Motion carried; 7:0*

## 11. ADJOURNMENT

*A motion was made by Trustee Knight, seconded by Trustee Albiani, that the meeting be adjourned.*

President Johnson adjourned the meeting at 7:21 p.m.

**BRIAN KING**
Chancellor and Secretary to the Board of Trustees

*Draft minutes presented to the Board of Trustees: December 9, 2015*

*jd*

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                    **DATE:** December 9, 2015

| SUBJECT: | 2017-2018 Academic Calendar/Summer Session 2017 | ATTACHMENT: Yes | |
|---|---|---|---|
| | | ENCLOSURE: None | |
| AGENDA ITEM: | Consent Item B | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | Susan L. Lorimer | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King | ACTION | |
| | | INFORMATION | |

**BACKGROUND:**
American River, Cosumnes River, Folsom Lake and Sacramento City colleges have participated in the development of the academic calendar for 2017-2018 through the Academic Calendar Committee. The calendar meets the requirements for instructional days, includes holidays as prescribed by the Chancellor's Office, and balances the number of teaching days between the fall and spring semesters. It also dedicates four days for instructional improvement activities with two days prior to the opening of the fall semester and two days scheduled before the spring semester.

**STATUS:**
The Academic Calendar Committee, Academic Senate, LRCFT, LRCEA and Executive Staff have reviewed the proposed calendar.

**RECOMMENDATION:**
It is recommended that the Board approve the academic calendar for 2017-2018 as proposed.

**LOS RIOS COMMUNITY COLLEGE DISTRICT**
**2017-2018 ACADEMIC CALENDAR**

*American River College - Cosumnes River College - Folsom Lake College - Sacramento City College*

**SUMMER SESSION 2017\***

| | | |
|---|---|---|
| Instruction Begins | June 5 | Monday |
| Independence Day | July 4 | Tuesday |
| Instruction Ends | August 3 | Thursday |
| Grades Due | August 7 | Monday |
| | **35 Days** | |

**FALL SEMESTER 2017\***

| | | |
|---|---|---|
| Instructional Improvement Days | August 17, 18 | Thursday, Friday |
| Instruction Begins | August 19 | Saturday |
| Labor Day Holiday | September 4 | Monday |
| Census Date for Fall Semester Classes | September 5 | Tuesday |
| Veterans Day | November 10 | Friday |
| Last Day to Withdraw from Full Semester Classes | November 14 | Tuesday |
| Thanksgiving Recess | Nov. 23 - Nov. 26 | Thursday-Sunday |
| Finals | December 8-14 | Friday-Thursday |
| End of Semester | December 14 | Thursday |
| Winter Recess | Dec. 15 – Jan. 1 | Friday-Monday |
| Grades Due | January 2 | Tuesday |
| Semester Break | January 2-10 | Tuesday-Wednesday |
| | **82 Days** | |

**SPRING SEMESTER 2018\***

| | | |
|---|---|---|
| Instructional Improvement Days | January 11, 12 | Thursday, Friday |
| Instruction Begins | January 13 | Saturday |
| Dr. Martin Luther King, Jr. Day | January 15 | Monday |
| Census Date for Spring Semester Classes | January 29 | Monday |
| Lincoln Day | February 16 | Friday |
| Washington Day | February 19 | Monday |
| Spring Recess | March 26 - April 1 | Monday-Sunday |
| Last Day to Withdraw from Full Semester Classes | April 15 | Sunday |
| Finals | May 10-16 | Thursday-Wednesday |
| End of Semester | May 16 | Wednesday |
| Memorial Day | May 28 | Monday |
| Grades Due | May 29 | Tuesday |
| | **82 Days** | |
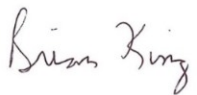
\*During all terms, classes are offered in additional formats to enhance student opportunity: 1st and 2nd eight week sessions; 1st, 2nd and 3rd five week sessions; as well as weekend only classes. Examples might include four, five, six and eight week sessions and weekend courses, as well as other session lengths.

*NOTE: Classes may be scheduled on all days during the Summer term including Friday through Sunday; the count of days, though, is Monday-Thursday only as those are the primary days when instruction is offered. Both the Fall and Spring terms have scheduled instructional days, such as Saturdays, that are not included in the number of days shown above. Those additional days ensure the district is in compliance with the requirements of Title 5 of the California Code of Regulations, sections 58120 and 58142.*

*October 28, 2015*

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                                     **DATE:** December 9, 2015

| 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 | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King | 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 November 20, 2015 meeting.

The District Curriculum Coordinating Committee membership includes the following representatives:  American River College – Joe Gilman, Kirsten Corbin (Chair), Bill Simpson, Marie Schirmer, Colleen Owings; Cosumnes River College – Michael Lawlor, Brian Noel, Amanda Wolcott-Paskey, Whitney Yamamura; Folsom Lake College – Eric Wada, John Alexander, Monica Pactol; Sacramento City College – Lonnie Larson, Shannon Gilley, Dyan Pease, Mary Turner; District Senate – Brian Robinson; Articulation Officer – Lynn Fowler; and District Office – Jamey Nye.

**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

**Dec 09, 2015**

## COURSE PROPOSALS

## Course Deletions

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*American River College*

1. **BUSTEC 300 Keyboarding/Applications (1.00 - 3.00 units)**

   **Justification:** This variable unit course was changed to three 1-unit courses: BUSTEC 300.1, 300.2, and 300.3. This course is no longer offered or necessary.

2. **HCD 136 Career Preparation and the World of Work (3.00 units)**

   **Justification:** Based on program review by HCD department, this course is no longer necessary - the content of the course is covered in other HCD courses offered at American River College.

3. **SPAN 311 Conversational Spanish, Intermediate (2.00 units)**

   **Justification:** This course no longer meets the needs of the students and the department.

4. **SPAN 312 Conversational Spanish, Intermediate (2.00 units)**

   **Justification:** This course no longer meets the needs of the students and the department.

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*Cosumnes River College*

1. **AMT 320 Automotive Ignition Systems (3.00 units)**

   **Justification:** This course is being replaced by AMT 382 for the Ford ASSET Program and no longer meets the needs of the traditional automotive program.

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*Folsom Lake College*

1. **ANTH 393 Field Experience in Anthropology or Heritage Interpretation (2.00 units)**

   **Justification:** This course has been replaced by WEXP 498: Field Studies in Anthropology Heritage Interpretation.

2. **FITNS 332 Off Season Conditioning (0.50 - 1.00 units)**

   **Justification:** We are no longer offering this course as the sports now have their own sport-specific off season conditioning courses.

3. **TA 461 Rehearsal and Performance - Drama (0.50 - 3.00 units)**

   **Justification:** This course has been rendered obsolete by the creation of TAP designator courses.

4. **TA 462 Rehearsal and Performance - Comedy (0.50 - 3.00 units)**

   **Justification:** This course has been rendered obsolete by the creation of the TAP designator courses.

5. **TA 465 Rehearsal and Performance - Musical (0.50 - 3.00 units)**

   **Justification:** This course has been rendered obsolete by the creation of the TAP designator courses.

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*Sacramento City College*

1. **ADMJ 342 Gangs and Corrections (3.00 units)**

   **Justification:** ADMJ 342 was added to the course selection to satisfy Police Officer Standards and Training (POST) Guidelines. The Department did not continue our relationship with POST and did not offer the course and does not expect to offer it in the future.

2. **BIOL 444 Water and Wastewater Microbiology (3.00 units)**

   **Justification:** BIOL 444 Water and Wastewater Microbiology is no longer offered at SCC as the Wastewater certificate program has been discontinued at SCC.

3. **GCOM 492 Media Professional - Production Lab (1.00 - 4.00 units)**

   **Justification:** This course is being deleted along with JOUR 492 and PHOTO 492, as part of the Journalism Program Review.

4. **JOUR 492 Media Professional - Production Lab (1.00 - 4.00 units)**

   **Justification:** This course is being deleted as part of program review because the course no longer meets the needs of the program.

5. **PHOTO 492 Media Professional - Production Lab (1.00 - 4.00 units)**

   **Justification:** Journalism 492 is being deleted; thus Photo 492 is also being deleted as part of the journalism department's program review.

# New to District Courses

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*American River College*

1. **CARPT 148 Access Floor Systems (1.50 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* Must be a registered Acoustical Installer apprentice.

   *24.00 hours lecture, 12.00 hours laboratory*

   This course is an introduction to the installation of Access Floor Systems. It also covers hand tool ergonomics, safety, and maintenance.

   **Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is the eighth course in the State of California mandated Acoustical Installer Carpentry Apprenticeship program, covering access floor systems.

2. **CARPT 220 Millwright Safety and Tool Skills (1.50 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* Must be a registered Millwright apprentice.

   *24.00 hours lecture, 12.00 hours laboratory*

   This course is an introduction to the safety rules and regulations required to work on job sites. It also provides Millwright 16-hour Safety certification.

   **Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is the first course in the State of California mandated Millwright Carpentry Apprenticeship program, covering safety and basic tools.

3. **CARPT 221 The Millwright Apprentice and the Trade (2.00 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* Must be a registered Millwright apprentice.

   *36.00 hours lecture*

   This course informs Millwright apprentices about the structure of their union, as well as their responsibilities and rights. It also covers union history and the development of a proper work ethic.

   **Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is the second course in the State of California mandated Millwright Carpentry Apprenticeship program, covering the apprentice's responsibilities.

4. **CARPT 222 Millwright Math Applications and Fall Protection (1.50 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* Must be a registered Millwright apprentice.

   *24.00 hours lecture, 12.00 hours laboratory*

   This course reviews math applications needed by Millwright apprentices and introduces the United Brotherhood of Carpenters (UBC) Fall Protection certification.

   **Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is the third course in the State of California mandated Millwright Carpentry Apprenticeship program, covering math applications and fall protection.

5. **CARPT 223 Cutting and Welding I (1.50 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* Must be a registered Millwright apprentice.

   *24.00 hours lecture, 12.00 hours laboratory*

   This course introduces the safe use of hand and power tools to perform shielded metal arc welding (SMAW), oxy-fuel welding, and plasma cutting. It also covers proper ergonomics.

   **Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is the fourth course in the State of California mandated Millwright Carpentry Apprenticeship program, covering basic cutting and welding safety and techniques.

6. **CARPT 224 Materials of Construction (1.50 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* Must be a registered Millwright apprentice.

   *24.00 hours lecture, 12.00 hours laboratory*

   This course introduces, at a basic level, the hardware Millwrights encounter on the job site. It also covers different seals, structural materials, and appropriate application.

   **Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is the fifth course in the State of California mandated Millwright Carpentry Apprenticeship program, covering commonly encountered materials.

7. **CARPT 227 Blueprint Reading and Aerial Lift (1.50 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* Must be a registered Millwright apprentice.

   *24.00 hours lecture, 12.00 hours laboratory*

This course introduces Millwright apprentices to blueprint terminology and interpretation. It also covers the rules and regulations governing the safe use of aerial lifts.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is the eighth course in the State of California mandated Millwright Carpentry Apprenticeship program, covering blueprint reading and aerial lifts.

8. **CARPT 229 Cutting and Welding II (1.50 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* Must be a registered Millwright apprentice.

   *24.00 hours lecture, 12.00 hours laboratory*

   This course expands on CARPT 223 and furthers the Millwright apprentice's knowledge of shielded metal arc welding (SMAW) procedures and welding equipment. It also covers the safe use of welding and cutting with plasma and carbon arc equipment, as well as the American Welding Society (AWS) requirements for welding 2G, 3G, and 4G, horizontal, vertical, and overhead groove joints with SMAW.

   **Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is the tenth course in the State of California mandated Millwright Carpentry Apprenticeship program, covering cutting and welding.

9. **CARPT 230 Monorails (1.50 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* Must be a registered Millwright apprentice.

   *24.00 hours lecture, 12.00 hours laboratory*

   This course introduces Millwright apprentices to various types of monorails, the materials, safety hazards, and the safe use of hand and power tools on job sites.

   **Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is the eleventh course in the State of California mandated Millwright Carpentry Apprenticeship program, covering monorails.

10. **CARPT 240 Piledriver Safety and Tools (1.50 units)**

    *Prerequisite:* None.

    *Enrollment Limitation:* Must be a registered Piledriver apprentice.

    *24.00 hours lecture, 12.00 hours laboratory*

    This course introduces Piledriver apprentices to the ergonomics, safety, and maintenance of hand and power tools. It also covers hazard recognition in fall protection.

    **Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is the first course in the State of California mandated Piledriver Carpentry Apprenticeship program, covering safety and basic tools.

11. **CARPT 242 Piledriver Rigging (2.00 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* Must be a registered Piledriver apprentice.

   *35.00 hours lecture, 5.00 hours laboratory*

   This course addresses the safety regulations and practices related to rigging and rigging hardware. It exceeds the requirements of OSHA Subpart CC, ANSI A10.42.2000 "Qualified Rigger," and ANSI B30.

   **Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is the third course in the State of California mandated Piledriver Carpentry Apprenticeship program, covering rigging.

12. **CARPT 246 Welding II: SMAW Flat Position and Forklift Certification (1.50 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* Must be a registered Piledriver apprentice.

   *24.00 hours lecture, 12.00 hours laboratory*

   This course expands on CARPT 244 and the Piledriver apprentice's knowledge of the appropriate safety procedures when using shielded metal arc welding (SMAW) and oxy-fuel cutting and the associated components. This course focuses on welding groove joints, flat V-groove (1G), and horizontal V-groove (2G). It also provides certification as a Power Industrial Truck Operator.

   **Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is the seventh course in the State of California mandated Piledriver Carpentry Apprenticeship program, covering welding and forklift certification.

13. **CARPT 250 Introduction to Structural Blueprints & Layout Instruments (1.50 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* Must be a registered Piledriver apprentice.

   *24.00 hours lecture, 12.00 hours laboratory*

   This course introduces Piledriver apprentices to structural blueprint reading and layout.

   **Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is the eleventh course in the State of California mandated Piledriver Carpentry Apprenticeship program, covering structural blueprint reading and layout.

14. **CARPT 252 Falsework, Shoring, and Heavy Timber Framing (1.50 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* Must be a registered Piledriver apprentice.

   *24.00 hours lecture, 12.00 hours laboratory*

This course introduces Piledriver apprentices to the construction of advanced concrete forms for bridges and shoring with the use of heavy timbers for support, known as falsework. It also covers the various building materials used to create formwork for elaborate decorative architectural designs.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is the thirteenth course in the State of California mandated Piledriver Carpentry Apprenticeship program, covering falsework, shoring, and heavy timber framing.

15. **CARPT 253 Advanced Formwork (1.50 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* Must be a registered Piledriver apprentice.

   *24.00 hours lecture, 12.00 hours laboratory*

   This course introduces Piledriver apprentices to the construction of advanced concrete forms used in all types of installations.

   **Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is the fourteenth course in the State of California mandated Piledriver Carpentry Apprenticeship program, covering advanced formwork.

16. **CARPT 254 Welding IV: SMAW 4G Certification (1.50 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* Must be a registered Piledriver apprentice.

   *24.00 hours lecture, 12.00 hours laboratory*

   This course expands the Piledriver apprentice's knowledge of the appropriate safety procedures when using shielded metal arc welding (SMAW) and oxy-fuel cutting and the associated components. It covers the American Welding Society (AWS) requirements for 4G certification, overhead groove joints with SMAW.

   **Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is the fifteenth course in the State of California mandated Piledriver Carpentry Apprenticeship program, covering welding and 4G certification.

17. **CARPT 255 Welding V: FCAW 3G Certification (1.50 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* Must be a registered Piledriver apprentice.

   *24.00 hours lecture, 12.00 hours laboratory*

   This course expands on CARPT 254 and furthers the Piledriver apprentice's knowledge of appropriate safety procedures when using flux core arc welding (FCAW) and oxy-fuel cutting and the associated components. It covers the American Welding Society (AWS) requirements for 3G certification, vertical groove joints with FCAW.

**Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is the sixteenth course in the State of California mandated Piledriver Carpentry Apprenticeship program, covering safety and basic tools.

18. **CARPT 260 Introduction to Scaffolds and Confined Space (1.50 units)**

    *Prerequisite:* None.

    *Enrollment Limitation:* Must be a registered Scaffold Erector apprentice.

    *24.00 hours lecture, 12.00 hours laboratory*

    This course introduces Scaffold Erector apprentices to the appropriate safety procedures when using scaffolds and working in a confined space. It also covers the proper use and maintenance of hand tools.

    **Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is the second course in the State of California mandated Scaffold Erector Carpentry Apprenticeship program, covering an introduction to scaffolds and confined spaces.

19. **CARPT 261 Welded Frame and Mobile Tower Scaffold (1.50 units)**

    *Prerequisite:* None.

    *Enrollment Limitation:* Must be a registered Scaffold Erector apprentice.

    *24.00 hours lecture, 12.00 hours laboratory*

    This course introduces the Scaffold Erector apprentice to the industry safety procedures when assembling welded frame and rolling scaffolds.

    **Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is the third course in the State of California mandated Scaffold Erector Carpentry Apprenticeship program, covering welded frame and mobile tower scaffolds.

20. **CARPT 262 System Scaffold (1.50 units)**

    *Prerequisite:* None.

    *Enrollment Limitation:* Must be a registered Scaffold Erector apprentice.

    *24.00 hours lecture, 12.00 hours laboratory*

    This course introduces the Scaffold Erector apprentice to industry safety procedures when erecting system scaffold, rolling scaffold, and supported scaffold.

    **Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is the fifth course in the State of California mandated Scaffold Erector Carpentry Apprenticeship program, covering system scaffolds.

21. **CARPT 268 Welding II (1.50 units)**

   *Prerequisite:* None.

   *Enrollment Limitation:* Must be a registered Scaffold Erector apprentice.

   *24.00 hours lecture, 12.00 hours laboratory*

   This course introduces the Scaffold Erector apprentice to light gauge welding using shielded metal arc welding (SMAW) and flux core arc welding (FCAW). It also covers safety, ergonomics, the safe use of hand and power tools, and tool maintenance.

   **Justification:** This course is part of a new apprenticeship program we are creating at American River College. It is the fourteenth course in the State of California mandated Scaffold Erector Carpentry Apprenticeship program, covering welding.

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*Cosumnes River College*

1. **AMT 382 Ford ASSET Gasoline Engine Performance (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 offers a thorough examination of basic gasoline engine performance systems to include ignition systems, fuel systems, and emission controls. System maintenance, diagnosis, and repair will also be covered, including the use of specialized test equipment. 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. **ARTPH 341 Advanced Alternative Process Photography (3.00 units)**

   *Prerequisite:* ARTPH 340 or PHOTO 365 with a grade of "C" or better

   *36.00 hours lecture, 54.00 hours laboratory*

   This course is an advanced study of historical and alternative processes in photography and is designed to expand on the technical and creative concepts acquired in Beginning Alternative Process Photography. Topics of instruction include a deeper investigation of pin hole photography, handmade cameras, historical photographic processes, creating digital negatives and contact printing. Students will also hang a class exhibition. The class includes research, lectures, visual presentations, lab time, exams, and a portfolio. This course is the same as PHOTO 366.

**Justification:** This course provides instruction in and a continuation of skills learned in the Alternative Process Photography course. Continual feedback that the department has gotten over the years is that there is a need for a more in depth version of our Photo 365/Art Photo 340 class. In the beginning alternative process photography course, students receive information in a survey manner. This course would incorporate a research element and allow students to study certain processes in a more in depth manner.

3. **BIOL 485 Honors Seminar in Genetics (3.00 units)**

    *Prerequisite:* None.

    *54.00 hours lecture*

    This course offers honors students the opportunity to study, critique, and discuss advanced topics in genetics such as genetically modified foods, whole-genome rapid sequencing, gene therapies for human disease, and a variety of reproductive technologies. Furthermore, this course includes the study of Mendelian inheritance, the roles of chromosomes and genes in human disease, how genes direct development, the relationship between genes, environment and behavior, and the contribution of genes to human diversity. Students will engage with each other to discuss ethical, legal and social issues during class discussions, and analyze scientific literature in written reports. Enrollment is limited to Honors students. Details about the Honors Program can be found in the Catalog and on the CRC website. This course is the same as HONOR 385. This course, under either name, may be taken a total of one time for credit.

    **Justification:** To provide Honors students with an opportunity to learn basic genetics concepts, applied genetic technology, and to analyze scientific research in the field of modern genetics.

4. **DEAF 311 Fingerspelling, Classifiers and Numbers (3.00 units)**

    *Prerequisite:* DEAF 310 or SILA 305 with a grade of "C" or better

    *54.00 hours lecture*

    This course covers the manual alphabet, numbers and classifiers and is designed to augment expressive and receptive fingerspelling, number and classifiers skills introduced in American Sign Language (ASL) courses. The focus is on skills and perceptual strategies used by students. Emphasis is on recognition of fingerspelling in context. Basic knowledge of American Sign Language is required. It enables the ASL students to develop, expand, and reinforce hands-on experiences with ASL using basic or complex fingerspelling, numbers, and classifiers skills.

    **Justification:** The course provides students with opportunities to improve their fingerspelling, numbers and classifiers skills.

5. **HONOR 341 Honors Seminar: Persuasion within Social Issues (3.00 units)**

    *Prerequisite:* ENGWR 300 with a grade of "C" or better

    *54.00 hours lecture*

    This seminar-style course will introduce students to the fundamental theories and techniques of persuasion as they occur in various communication contexts, including commercial, interpersonal, public and mass media. A series of writing assignments will focus on the skills of critical thinking, persuasion, and the sophistication of argumentative essay skills. Essays of advanced composition shall be evaluated for their quality in both critical thinking and composition. The writing assignments will apply theoretical models of critical thinking and

communication studies to rhetoric, examining message production, analyzing messages, and exploring the fields of electronic and print media, advertising (product campaign), political campaign strategy, and ideological campaign techniques for mass communication. Students explore ethical considerations of persuasive communication, learn about types of reasoning, and identify fallacious arguments as they occur in persuasion. This course offers honors students the opportunity to study, critique, discuss and present advanced topics to focus on the impact of persuasive attempts within ethical, social and political issues. Access to a computer with online capabilities may be required and computer access is available on campus. Enrollment is limited to Honors Program students. Details about the Honors Program can be found in the front of the Catalog and on the CRC website. As COMM 315, Persuasion, has a similar basis as this Honors course, this course is not open to a student that has received credit for COMM 315, Persuasion.

**Justification:** The CRC college community has been interested in adding substantial Honors courses in the Honors program at CRC. This course is a substantial offering as an Honors course as it focuses on critical thinking and analytical writing assignments to apply frameworks of theoretical perspectives to an evaluation of message design(s). The Honors course will be designed for a seminar-style format, such that the students would focus on utilizing methods of content analysis for messages designed within a specific content issue or arena, such as a series of public service announcements for a social issue (such as anti-drug messages, or environmental green issues, or human civil rights, etc.), and/or political campaign or public office speeches, and other website or multimedia presentations.

6. **HONOR 385 Honors Seminar in Genetics (3.00 units)**

   *Prerequisite:* None.

   *54.00 hours lecture*

   This course offers honors students the opportunity to study, critique, and discuss advanced topics in genetics such as genetically modified foods, whole-genome rapid sequencing, gene therapies for human disease, and a variety of reproductive technologies. Furthermore, this course includes the study of Mendelian inheritance, the roles of chromosomes and genes in human disease, how genes direct development, the relationship between genes, environment and behavior, and the contribution of genes to human diversity. Students will engage with each other to discuss ethical, legal and social issues during class discussions, and analyze scientific literature in written reports. Enrollment is limited to Honors students. Details about the Honors Program can be found in the Catalog and on the CRC website. This course is the same as BIOL 485. This course, under either name, may be taken a total of one time for credit.

   **Justification:** To provide Honors students with an opportunity to learn basic genetics concepts, applied genetic technology, and to analyze scientific research in the field of modern genetics.

7. **PHOTO 366 Advanced Alternative Process Photography (3.00 units)**

   *Prerequisite:* ARTPH 340 or PHOTO 365 with a grade of "C" or better

   *36.00 hours lecture, 54.00 hours laboratory*

   This course is an advanced study of historical and alternative processes in photography and is designed to expand on the technical and creative concepts acquired in Beginning Alternative Process Photography. Topics of instruction include a deeper investigation of pin hole photography, handmade cameras, historical photographic processes, creating digital negatives and contact printing. Students will also hang a class exhibition. The class includes research, lectures, visual presentations, lab time, exams, and a portfolio. This course is the same as ARTPH 341.

**Justification:** This course provides instruction in and a continuation of skills learned in the Alternative Process Photography course. Continual feedback that the department has gotten over the years is that there is a need for a more in depth version of our Photo 365/Art Photo 340 class. In the beginning alternative process photography course, students receive information in a survey manner. This course would incorporate a research element and allow students to study certain processes in a more in depth manner.

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*Sacramento City College*

1. **DEAF 362 Introduction to Deafhood (3.00 units)**

   *Prerequisite:* Fluency in American Sign Language (ASL), and strong receptive and expressive skills in ASL without ASL Interpreters.

   *Advisory:* The student needs to have been immersed in the Deaf culture and the Deaf community to be successful in this course.

   *54.00 hours lecture*

   In this course, an in-depth guide to Deaf culture will be presented, starting from the premise that Deaf culture has an important contribution to make to other academic disciplines and to human lives in general. Within and outside of Deaf communities, there is a need for an account of the new concept of Deaf culture, which helps students or Deaf leaders in the Deaf community to assess its place alongside work within other minority cultures and multilingual discourses. In this course, students will assess the concepts of culture on its own terms and in its many guises and apply these to Deaf communities. In addition, the students will study the pitfalls that have been created for Deaf communities by an unthinking adherence to the medical concept of 'deafness' and contrast this with the new concept of Deafhood: a process by which every Deaf student, family, and adult implicitly explains their existence in the world to themselves and each other.

   **Justification:** The concept of deafhood is still brand new to the deaf community. There is a great need for deaf individuals, especially deaf leaders, to gain a better understanding of what deafhood means in order to give them the opportunity to process the journey of deafhood on an individual basis.

2. **ENGED 326 Teaching Reading Strategies Across the Curriculum (3.00 units)**

   *Prerequisite:* ENGRD 310, ENGRD 312, or ENGWR 300 with a grade of "C" or better; Or passed the Reading Competency exam

   *54.00 hours lecture*

   This course addresses reading and critical thinking strategies to prepare students to become fluent, independent readers. These strategies can be applied to reading and cognitive tasks at the K-12 levels and in college-level courses across the disciplines. This course also addresses the application of the California Common Core Standards.

   **Justification:** This pedagogical course at the community college level is intended for current and future teaching professionals at all levels who want to expand their ability to implement effective literacy assessment and instruction. This course helps local school districts address the California Common Core Standards and offers academic units for continuing education.

3. **ENGWR 108 Accelerated College Writing (3.00 units)**

   *Prerequisite:* ENGWR 51 with a grade of "C" or better, or placement through the assessment process.

   *Corequisite:* ENGWR 300

   *54.00 hours lecture*

   This course provides intensive instruction and practice in the critical thinking and writing skills necessary for success in college composition. Writing assignments are often connected to the students' assignments in ENGWR 300. The course includes the drafting, revision, and editing processes as well as instruction in grammar, mechanics, and usage.

   **Justification:** This course is designed for students who are concurrently taking ENGWR 300, even though they have placed into ENGWR 101. This course offers the additional support and more focused instruction these students will need in order to succeed in transfer-level English composition. The course is based on the successful model of Baltimore City College's Accelerated Learning Program where they observed dramatic increases in the completion of their transfer level composition course after switching from a prerequisite developmental course to a co-requisite course. This course is not intended to replace 101 for all students but rather to provide an alternate pathway for students wishing to move through the sequence more quickly.

4. **FITNS 343 Spin Bike (1.00 unit)**

   *Prerequisite:* None.

   *54.00 hours laboratory*

   Spin Bike is specifically designed for students to improve their cardiovascular and strength levels with low impact on the joints. This course will use basic cycling and fitness drills based on speed, work resistance, and recovery periods. There may be some conditioning techniques done off the bikes as well.

   **Justification:** The Kinesiology, Health, and Athletic Division's unit plans include a variety of course offerings. Spin Bike is one of the physical education activity course offerings we are bringing back to the offerings after being deleted because of funding issues in the past. Student interest also is a big reason for the return of this fitness class. Spin Bike fulfills the need for lifelong fitness in a recreational setting.

5. **MATH 14 Preparation for Math - Success Academy (1.00 unit)**

   *Prerequisite:* Placement through the assessment process.

   *18.00 hours lecture*

   This course provides an introduction to student learning expectations and the outcomes of higher education. This course has a specific focus on math preparation through the implementation of individualized group instruction for students. This course is primarily intended for students who will be taking an Arithmetic, Pre-Algebra, Elementary Algebra, or Intermediate Algebra course in the upcoming semester.

   **Justification:** The Summer Success Academy (SSA) has the intended purpose of providing recent high school graduates with specific resources, support, and programming to allow for a successful transition and acclimation into Sacramento City College and higher education in

general. In the past, SSA offered an HCD 299 course for recent high school graduates during the summer semester in preparation for the fall semester. The HCD 299 course had three main components- HCD, English, and math, taught by the HCD, English, and math instructors at different times and classrooms. However, the English and math instructors do not meet the requirements to teach an HCD course. Therefore, a new math course needs to be developed for the SSA students.

6. **WGS 300 Introduction to Women and Gender Studies (3.00 units)**

*Prerequisite:* None.

*Advisory:* ENGRD 110 and ENGWR 101 with grades of "C" or better OR ESLR 340 and ESLW 340 with grades of "C" or better

*54.00 hours lecture*

This course provides an interdisciplinary approach to introducing Women and Gender Studies and key theories, concepts, and issues of the field. The course will examine gender inequality from an intersectional perspective, emphasizing the interrelated circumstances that influence women's status in popular culture, in the workforce, in the arts, before the law, in the family, and in other social, political, and economic realms of society. Students will strive to understand women's diverse histories and experiences, while at the same time seeking to understand how their own histories have shaped who they are and how they view the world. Employing gender as a central category of analysis, the course will be inclusive of issues of oppression based on gender expression and sexuality. Each student writes a minimum of 3,000 words. Formerly known as SOCSC 350.

**Justification:** Women's Studies courses are moving from the SOCSC designator to the new WGS--Women and Gender Studies--course designator. The Women and Gender Studies Program, formerly known as Women's Studies, has experienced growth over the past five years at Sacramento City College. During this time the program has integrated faculty members from a variety of disciplines to work on (1) increasing the availability and (2) increasing the diversity of course offerings. The primary transfer schools, UC Davis and CSU Sacramento, both have Women and Gender Studies programs that offer transfer students opportunities to study for a B.A. in this field. WGS 300 (formerly SOCSC 350), articulates with UC Davis' introductory course. The Los Rios District will benefit from continued growth of the Women and Gender Studies program at SCC based on high student interest, the value of core Women and Gender Studies courses in meeting GE requirements, and the enrichment that courses offer to majors like sociology, psychology, literature, business, and others. Women and Gender Studies courses promote critical understanding about gender inequality, both domestically and globally, offering knowledge that is highly relevant in students' personal and academic development.

7. **WGS 302 Global Women's Issues (3.00 units)**

*Prerequisite:* None.

*Advisory:* ENGRD 110 and ENGWR 101 with grades of "C" or better OR ESLW 340 and ESLR 340 with grades of "C" or better

*54.00 hours lecture*

The course will consider the conditions of women's lives from the perspectives of global and transnational feminism, examining issues such as immigration, girls' education, maternal health, globalization, economics, war and conflict, gender-based violence, and political activism. Students will seek to understand women's lives by connecting global data about the status of

women to material consequences for individual women and local communities. Using gender as a theoretical category of analysis, the course will explore how gender inequality and oppression create disproportionate suffering and lack of opportunities for women and girls. Students will learn to ask critical questions about the complex and intersecting aspects of the oppression of women, as well as develop an understanding of the culturally situated, creative, and heroic ways women are standing up to gender oppression and shaping change within their local communities and nations. Credit may be awarded for either WGS 302 or SOC 345 but not for both. Formerly known as SOCSC 352.

**Justification:** The Women and Gender Studies Program, formerly known as Women's Studies, has experienced growth over the past five years at Sacramento City College. During this time the program has integrated faculty members from a variety of disciplines to work on (1) increasing the availability and (2) increasing the diversity of course offerings. The primary transfer schools, UC Davis and CSU Sacramento, both have Women and Gender Studies programs that offer transfer students opportunities to study for a B.A. in this field. The Los Rios District will benefit from continued growth of the Women and Gender Studies program at SCC based on high student interest, the value of core Women and Gender Studies courses in meeting GE requirements, and the enrichment that courses offer to majors like sociology, history, psychology, political science, anthropology, and others. Women and Gender Studies courses promote critical understanding about gender inequality, both domestically and globally, offering knowledge that is highly relevant in students' personal and academic development.

# PROGRAM PROPOSALS

## Program Deletion(s)

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*Sacramento City College*

1. **Photography, Visual Journalism**

   **Justification:** The Photography Department is deleting the Visual Journalism Certificate because the college no longer allows cross-listed programs. The certificate remains in the Journalism program.

2. **Women's Studies**

   **Justification:** The Women's Studies program will no longer be housed under Social Sciences. A new Women and Gender Studies designator was created, and our existing program will be renamed "Women and Gender Studies" and housed there.

3. **Word Processing Technician**

   **Justification:** This deletion is due to this program being outdated due to changing technologies and different employment demands.

# New Programs

*American River College*

1. **Entrepreneurship**

   This certificate is designed for existing and potential entrepreneurs. It provides an introductory and organized course of study that enables students to develop their entrepreneurial skills, recognize opportunities, and learn the basics of starting and managing a small business.

   **Justification:** This certificate program is being developed to serve as a "building block" to our advanced certificate and AA degree in Small Business Management/Entrepreneurship. This is in direct response to our industry advisory board members requesting programs that also focus on the core needs of the business community, in addition to our advanced programs.

2. **General Business - Introduction**

   This certificate provides an introductory overview of the various disciplines in business, such as management, marketing, accounting, and finance. It is intended to meet the needs of students who wish to develop, retrain, or upgrade skills.

   **Justification:** This certificate program is being developed to serve as a "building block" to our advanced certificate and AA degree in General Business. This is in direct response to our industry advisory board members requesting programs that also focus on the core needs of the business community, in addition to our advanced programs.

3. **Marketing - Introduction**

   This certificate provides an introductory overview of the various aspects of marketing, such as advertising, sales, retailing, public relations, and customer service. It is intended to meet the needs of employed students who wish to upgrade skills as well as those students who are seeking entry-level positions.

   **Justification:** This certificate program is being developed to serve as a "building block" to our advanced certificate and AA degree in Marketing. This is in direct response to our industry advisory board members requesting programs that also focus on the core needs of the business community, in addition to our advanced programs.

4. **Real Estate Sales**

   This certificate introduces the basic concepts of the real estate career field, with a specific focus on sales. Topics include the principles of real estate, law, economics, finance, practice, and appraisal.

   **Justification:** This proposed certificate creates a "clear path" for students to complete the minimum course work to qualify for the California Real Estate Salesperson's License Examination.

*Folsom Lake College*

1. **Interdisciplinary Studies: Pre-Law**

   The Pre-Law Degree Program introduces the student to the field of legal studies along with its relationship with and influence over closely related areas in business and the social sciences. The Pre-Law Degree Program emphasizes not only the nature of law and legal institutions, but the impact these have on government, politics, economics, business, social groups and institutions, and society as a whole. The Pre-Law major leads to an A.A. degree and consists of many of the courses required to transfer into a related major at a four year college. This program provides students with general knowledge of the legal process, legal philosophy, legal reasoning, and legal institutions. This is not a paralegal or a paraprofessional major but will prepare students for careers within the legal profession.

   **Justification:** This new Interdisciplinary Studies degree proposal was vetted and proposed last year and received PDP/Future Directions approval in Spring 15. After extensive consultation with our articulation officer, this program has been revised to better align with UC Davis' Sociology - Law and Society and UC Berkeley's Legal Studies majors.

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*Sacramento City College*

1. **Ethnic Studies**

   Sacramento City College recognizes the need for a more extensive inclusion of minorities in the American educational system. The Ethnic Studies Program at Sacramento City College is, therefore, open to all students and serves as a response to the needs, demands, and experiences of Sacramento's minority communities. It can be of vital importance to the student because the program makes available a broader perspective on ethnic groups not ordinarily provided in primary and secondary educational institutions. Sacramento City College offers a broad array of courses in African American Studies, Asian American Studies, Mexican American/Chicano Studies, Native American Studies, Gender and Ethnicity, and The European Experience. The program offers a course on the Introduction to Ethnic Studies along with general courses on American ethnic groups in Sociology, Psychology, Anthropology, and History.

   **Justification:** The Ethnic Studies program that is currently under the SOCSC designator has been moved to the new Ethnic Studies designator - ETHNS.

2. **Women and Gender Studies**
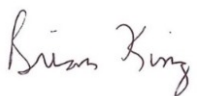
   Women and Gender Studies is an interdisciplinary program that involves an interdisciplinary, multicultural, and transnational perspective of gender inequality. Based on the conviction that gender roles are socially constructed through time, the program employs perspectives from disciplines such as history, literature, philosophy, sociology, politics, and psychology to examine how gendered experiences are created and shaped by social and economic institutions, political movements, and individual experiences. The course of study centers on teaching students how to use feminist and social justice frameworks to analyze gender oppression within local, national, and global contexts. The program encourages an analysis of how race, class, sexuality, and nationality influence the construction of gender.

   **Justification:** Our Women's Studies A.A. degree has been in place for many years. Previously, it was listed under Social Sciences. The Women and Gender Studies designator has now been created, and we are moving this program to that designator and making a few other minor changes.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                    **DATE:** December 9, 2015

| SUBJECT: | Hiring Manual for LRCCD Faculty | ATTACHMENT: Yes | |
|---|---|---|---|
| | | ENCLOSURE: None | |
| AGENDA ITEM: | Consent Item D | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | Sue Lorimer | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King | ACTION | |
| | | INFORMATION | |

**BACKGROUND:**
In accordance with California Education Code section 87360, representatives of the academic senate and governing board shall develop and agree upon faculty hiring criteria, policies and procedures, which shall be approved by the governing board. The Hiring Manual for Los Rios Community College District faculty includes, but is not limited to, specific information regarding recruitment, techniques of screening, interviewing, rating and checking of references.

**STATUS:**
During spring, summer and fall 2015, representatives of the academic senate and district conducted a thorough review and revision of the Hiring Manual for Los Rios Community College District Faculty. The revised draft Hiring Manual was reviewed by shared governance constituents at each college for further input in mid-fall 2015.

**RECOMMENDATION:**
It is recommended that the Board of Trustees approve the Hiring Manual for Los Rios Community College District Faculty.

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**DRAFT**

# HIRING MANUAL
# FOR
# LRCCD FACULTY

**January 2016**

**Los Rios Community College District**

*Prepared jointly by the District Academic Senate
and the
Los Rios Community College District*

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# Section A

# Full-Time Faculty

# I. INTRODUCTION

In accordance with Ed Code 87360, the District Academic Senate and the District are committed to reaching agreement regarding the faculty hiring process. A high quality faculty is critical in establishing and maintaining the excellence of an educational institution. It follows, therefore, that the selection of new faculty members is one of the most important functions undertaken by a college or District.

## A. Background

In the fall of 1986, the Shared Governance Committee completed a study of the full-time faculty hiring process in Los Rios and developed procedures which increased faculty participation and provided a uniform process for the entire District. One of the Committee's recommendations was that the Director of Human Resources prepare a handbook which would give detailed information regarding the hiring process.

The Director prepared the first version of this handbook in 1986. It was substantially revised in 1997, 2000, 2003, and 2009. In fall 2014 this manual was revisited for currency by the District Academic Senate and District Administration. The District Academic Senate and District Administration conducted thorough review and revision during spring, summer and fall 2015.

The handbook also provides specific information regarding recruitment, techniques of screening, interviewing, rating, and checking of references. Questions and requests for further information should be directed to Human Resources at 568-3101.

## B. Legal Authority (P/R 5121 et. seq.)

Faculty hiring is governed by Los Rios Community College District Policies and Regulations 5120 et seq. This handbook is designed to assist faculty hiring committees, administrators, and candidates in understanding and implementing those policies and regulations. Nothing in this handbook should be considered as altering the content of the District's hiring policies and regulations, and to the extent that any provision here directly conflicts with policies and regulations, the policies and regulations will prevail. This document should be used as the final authority except in instances when a College President informs the Human Resources Department and the College Academic Senate President in writing why policies were not followed. (Ed Code 87360)

## C. Diversity and Cultural Competence

Per Los Rios CCD Board Policy 5111, section 1.4,1 it is a goal of the District to provide members of underrepresented groups with models of their own race, ethnic, and cultural background and gender with whom they can identify and whom they can recognize as examples of occupational achievement at all levels and in all departments. Additionally, section 1.4.2 states a goal of the District is to guarantee to all candidates the same opportunity for employment, advancement, and change of assignment.

It is the District's stance that taking active and vigorous steps to ensure equal employment opportunity and creating a working and academic environment which is welcoming to all,

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will foster diversity, promote excellence and provide a positive student learning experience. Through an educational experience in an inclusive environment, our students will be better prepared to work and live in an increasingly global society (excerpt from District EEO Plan page ii).

It is the mutual expectation of the District Academic Senate and District that every individual who serves on a hiring committee strives to achieve these goals. To assist in achieving these goals and to facilitate a culturally competent workforce which values and enhances diversity, any employee who serves on a hiring committee shall have completed the District's Title 5 mandated Diversity and Cultural Competence training for hiring committees.

**D.** **Statement of Ethics/Confidentiality**

1. The entire selection process requires the greatest sensitivity on the part of the committee members regarding the need for confidentiality.

2. The rights and reputations of the candidates must be protected. Ratings and comments made by committee members must not be shared.

3. In order to provide equal opportunities for all candidates, strict confidentiality must be maintained regarding the interview questions and the topic(s) of the work sample(s).

**E.** **Leadership Titles**

When the College President, Vice President or Academic Senate President is unavailable and/or unable to carry out their responsibility as noted in this manual, their designee shall carry out the responsibility on their behalf. "Designee" is not noted throughout this manual but it is inferred in all instances by this section.

**F.** **Hiring Manual Review**

This hiring manual shall be reviewed and revised at least every three years, and more frequently if necessary.

## II.    ESTABLISHING OF NEED AND PRIORITIZATION

### A.  Department Profile

As needed, the department faculty, department chair (if present), and appropriate administrator shall conduct an analysis of the full-time staffing of the department to determine current strengths and needs.  Attention shall be given to:

1.  Subjects and areas of the greatest strengths of the current staff; areas where additional experience is needed.

2.  Representation of the staff with regard to gender and underrepresented group status.

3.  Ratio of part-time to full-time positions.

4.  Availability of part-time faculty.

5.  Presence of a full-time faculty member to coordinate a program.

### B.  Summary of Projected Needs

The present and future needs of the department shall also be analyzed by the faculty, department chair and administrator of the requested position. The District Academic Senate (DAS) and District acknowledge that needs will vary by college and by discipline and therefore urge colleges to allow for flexibility in developing this section of the faculty request form.  Suggested questions a department may consider include:

1.  What are the enrollment trends in the classes within the subject area?

2.  If an academic area, is the projected growth going to be in transfer level courses or in developmental courses?

3.  If a career technical area, what are the employment trends?

4.  If a student support area, what are the projected needs?

5.  What are the needs for new technology?  What new skills and information will need to be imparted to students now and in the future?

6.  What are the diversity needs of the department?

7.  How are identified needs tied to strategic planning processes (program review, educational master plan)?

### C.  Submission of Priorities and Creation of Final List

In the fall term, each college will make recommendations for new general fund faculty positions following its respective college hiring prioritization and related processes as determined by mutual  agreement with the Academic Senate.  After consideration of these recommendations, the  College President shall prioritize the final staffing requests. (Note: Categorical (e.g. EOPS, DSPS, SSSP, etc.) and grant funded positions are determined by each college based on their available categorical and grant funds outside this prioritization process.)

**D. Review and Recommendation by VPI/VPSS Council**

The list of each college's final prioritized general fund faculty staffing request will be submitted to the District's Vice Presidents of Instruction and Vice Presidents of Student Services Council (council) for review and recommendation to the Chancellor. Council members include the College VPs of Instruction and Student Services, and typically the Vice Chancellor Education and Technology, the Vice Chancellor of Finance and Administration, and the Associate Vice Chancellors of Instruction, Student Services, and Human Resources.  Prior to the council's staffing prioritization meeting held in early December, the Vice  Chancellor of Finance and Administration will determine the number of faculty positions available District-wide for the following year. The number of available positions is based on the anticipated number of full-time faculty replacement positions (retirements and resignations approved through the end of the current academic year) and the number of new positions available due to growth funding. If a decrease to the general fund occurs or is anticipated to occur, some replacement positions may go unfunded. Colleges requesting general fund counselor positions must meet the 900:1 ratio requirements in order to have their positions considered. In addition, data on each college's 75/25 full-time to part-time faculty ratio will be provided with the intention of maintaining as balanced a ratio across all colleges as possible and to improve the full-time ratio when growth funding is available. The College VPs will present their respective prioritized lists and the council will come to a collective recommendation on the number of positions to allocate to each college. Colleges are not guaranteed a new faculty positon for every known or anticipated faculty vacancy. The council submits its recommendation to the Chancellor. More details of the Council's processes are described in the *LRCCD Guideline for Authorizing New and Replacement Faculty Positions.*

**E. Decision by Chancellor**

The Chancellor will review the recommended list of faculty positions with the Chancellor's Executive Staff, which includes the College Presidents. Following this, the Chancellor will make the final decision as to which full-time tenure-track faculty positions are to be filled for the coming year.

**F. Critical Hires**

Although the majority of current and anticipated faculty vacancies are known when the December determination of District-wide available positions is made, some vacancies or other program needs may be unknown at this time. These include late or unanticipated retirements and resignations, late faculty transfers within the District, unanticipated vacancy of probationary faculty positions, or positions needed to implement new programs (e.g. time sensitive CTE grant funded programs). If a position is considered critical to offer the needed course sections or academic or student services due to program accreditation requirements, insufficient discipline adjunct pool, etc., the college may request a critical hire. Such requests must be for a replacement in the same discipline or for a newly-funded program. College administration and the Academic Senate, through their established college processes, will consult regarding the need to request a critical hire position. If agreed upon, the request is then submitted to the District for review. If the request meets the critical hire criteria as stated in the *LRCCD Guideline for Authorizing New and Replacement Faculty Positions*, the District will approve the request.

# III. RECRUITMENT

## A. Development of Announcement of Opening

1. The college administration shall forward to Human Resources the details of the proposed faculty assignment/job description and the proposed qualifications via PeopleAdmin. The job description shall not include department chair responsibilities as described in the Los Rios College Federation of Teachers (LRCFT) Collective Bargaining Agreement section 2.2.4.3.

2. The Director of Human Resources shall review the job description for clarity of proposed assignment, appropriateness of education requirements, and collective bargaining and equity implications.

3. The final position announcement shall be approved by the department chairs and appropriate administrator before it is formally posted and distributed by Human Resources. If there is a proposed change, both the department chair and appropriate administrator must approve the change. A college may request an Equity Officer's review of the announcement.

4. Per the LRCFT Collective Bargaining Agreement (Article 5), the position may be announced in District for transfer requests as follows (Appendix 8):
   5.3.1.1 *Preliminary Stage:* There shall be three preliminary steps in the voluntary transfer process.
   a) As part of the college process for requesting a new full-time faculty position conducted at LRCCD colleges, full-time faculty within the department will reach consensus as to whether to review voluntary transfers. The department chair and appropriate administrator shall define faculty consensus. If a department does not have any full-time faculty or a new faculty position is without a designated department, the dean, in consultation with the Academic Senate President, will determine whether to review voluntary transfers.
   b) If voluntary transfer applicants are to be considered, Human Resources shall inform full-time faculty members via e-mail regarding the voluntary transfer deadline date. The District voluntary transfer deadline date shall be no later than three weeks earlier than the general application deadline date.
   c) Voluntary transfer applicants must submit to the District Human Resources office a Voluntary Transfer Request Form, an application used for general hiring, a resume and/or a letter of interest no later than the voluntary transfer deadline date. District Human Resources shall forward all voluntary transfer applications to the college requesting the position prior to the general application deadline date.

## B. Distribution of Announcement (Board Regulation-5121)

1. Full-time, tenure-track faculty positions will be advertised for at least forty days.

2. Job announcements will be posted on the District's website in accordance with board policies and regulations.

3. To ensure that members of underrepresented groups are notified of available positions, the District may:

a . Advertise in journals and newspapers with focused audiences as well as in newspapers having wide general circulation;
b. Contact members of underrepresented groups seeking work in business and industry;
c. Use professional registries and data banks, specifically those whose listings include underrepresented group members;
d. Consult with local underrepresented groups' organizations and agencies regarding recruiting efforts.

4. The District shall be identified as an Equal Opportunity Employer.

## C. <u>**Professional Recruitment**</u>

1. Faculty and managers are encouraged to use their professional networks to advertise open positions.

2. Faculty and managers are especially encouraged to seek out qualified members of underrepresented groups and encourage them to apply for open positions.

3. If Department Chairs request job posting be advertised in discipline specific publications, lists, websites, etc., Administrative Assistants will enter this information when submitting job postings to Human Resources.

## IV.   SCREENING FOR ELIGIBILITY (PRE-SCREENING)

### A. Application Materials

1. The applicant must submit the required materials as listed in the job announcement by the final filing date to be considered. Required materials typically include:  (a) Los Rios application, (b) personal resume or curriculum vitae, (c) unofficial copies of college transcripts, (d)  letters of recommendation, (e) letter of interest, and (f) supplemental form (if applicable).

2. The hiring committee shall consider voluntary transfers if applicable under Article 5 of the LRCFT Collective Bargaining Agreement and follow the established process as defined in 5.3 (Appendix 8).

### B. Qualifications

(below from Board Regs 5123 5.0)
Any applicant who fails to provide evidence to support his/her claim of a credential, or of minimum qualifications, or of equivalency may be eliminated from the applicant pool.

5.2 District Human Resource staff will verify that applicants claiming an  appropriate credential do in fact have the appropriate credential, or that  applicants claiming the required minimum qualifications show the appropriate  degrees on their transcript. If there is an experience requirement, District Human Resource staff will verify that the applicant has the required number of years of experience, but will make no attempt to judge if the experience is appropriate.

5.2.1 If the applicant claims to possess the minimum qualifications, but the  degrees are not exactly those listed in the Los Rios Community College District minimum qualifications, that application shall be considered under the  equivalency process even though the applicant did not claim equivalency.

5.2.2 All applications which satisfy the credentials requirement or the LRCCD minimum qualifications requirement will be forwarded to the college screening committee.

5.3 District Human Resources staff will screen the remaining applications to determine whether or not the applicants meet the equivalency criteria per Board of Trustees regulations. Applications that meet these criteria will be forwarded to the college screening committee for equivalency determination.

7.1 The screening committee for each vacancy is charged with determining equivalency. The committee may decide to have a subset of the committee perform this function, but such a subcommittee must consist of at least three faculty members and the Area Dean from the discipline.

Applicants who do not meet the advertised minimum qualifications or equivalencies or credentials will be notified immediately via email by Human Resources.

The above equivalency processes shall be used for all faculty hiring (including but not limited to adjunct faculty, LTT's and emergency hires).

## C. <u>Prescreening</u>

If the applicant pool is sufficient, Human Resources shall prepare a list of all qualified applicants. The applications and a list will be made available electronically to the appropriate administrator. The District wishes to be as ecologically responsible as possible and encourages its employees to do the same by asking members of the screening committee to screen the applications online.

## V. INTERVIEW COMMITTEE / SCREENING COMMITTEE

### A. Confidentiality

1. The entire selection process requires the greatest sensitivity on the part of the committee members regarding the need for confidentiality in perpetuity.

2. The rights and reputations of the candidates must be protected. Ratings and comments made by committee members must not be discussed or shared outside the process.

3. In order to provide equal opportunities for all candidates, strict confidentiality must be maintained regarding the interview questions and the topic(s) of the work sample(s).

### B. Composition of the Interview Committee (Board Regulation-5121)

1. The Interview Committee is comprised of a total of six to ten persons selected, as follows:
   a. Three to five discipline, related discipline, or outside discipline faculty members appointed by the College Academic Senate President after consultation with the department chairperson and appropriate administrator. Discipline faculty should represent the majority of members on the committee.
   b. The administrator of the department or area (usually the Division/Area Dean) appointed by the College President.
   c. The Equity Representative selected by the Equity Officer from a list of faculty who a) have been trained within the last two years in equity and diversity matters b) are not faculty in the discipline for which the hiring committee is convened, and c) have been approved by the Academic Senate President in consultation with the Equity Officer. In many cases, the Equity Officer will select an Equity Representative who has already been appointed to the committee by the Academic Senate President. In the interest of creating a committee which reflects the college's commitment to diversity, the Equity Officer, in consultation with the Academic Senate President, may choose to add a faculty member to the committee from the approved list of Equity Representatives.
   d. An administrative representative appointed by the College President.
   e. A student representative if deemed appropriate by the committee. The college Student Senate President in collaboration with the College President will select the student who will participate during the interview process.
   f. A classified employee, for positions in which faculty work closely with classified staff. The determination of whether it is appropriate for a classified employee to sit on the committee shall be made by the College President in consultation with the Academic Senate President. The College President in collaboration with the classified leadership will select the classified employee.
   g. An outside content expert for positions in which no Los Rios faculty content experts are available. The determination of whether it is appropriate for an outside content expert to sit on the committee shall be made by the College President in consultation with the Academic Senate President. The College President in collaboration with the Academic Senate President will select the outside content expert, preferably a faculty content expert from another college. If no faculty content experts are available, then a content expert from the representative field may be appointed.

2. The committee should reflect the college's commitment to diversity and the District's vision of diversity as stated below.

   *Diversity-* We recognize and value the strengths of our diverse backgrounds and perspectives and seek to build a community in which all constituencies are highly qualified and reflect the community we serve.

3. All committee members must complete the Title 5 mandated Diversity and Cultural Competence training for hiring committees prior to the start of the hiring process. Please note, this is a separate training than the Hiring Committee Equity Representative training.

4. The Academic Senate President shall consult with the Department Chair (if existent) and the Division/Area Dean of the department with the opening before making the faculty appointments.

5. In basic skills, interdisciplinary subjects, and areas where service to students requires close cooperation between instruction and student services or between instructional areas, faculty from several areas may be selected to serve on the committee.

## C. Composition of the Screening Committee

1. The members of the screening committee shall be selected from the faculty, administrative and classified members of the interview committee.

2. The screening committee shall consist of a minimum of three faculty members at least one of whom should be a discipline expert, the Equity Representative on the interview committee, and one administrator (generally the dean from the discipline).

3. Additional members from the interview committee may serve on the screening committee if they so choose.

4. Each screening committee member shall rate all applicants independently. If a committee member is unable to complete the screening process, the ratings of that individual shall not be used.

5. The committee should reflect the college's commitment to diversity.

## D. Chair Duties

1. The committee chair shall be a college administrator appointed by the College President.

2. The chair shall convene the committee, participate in the development of screening criteria, establish timelines for completion of the screening, serve as one of the raters, and coordinate the final selection of who shall be interviewed. Throughout the process, the chair shall communicate to committee members any and all changes or issues that affect the agreed upon processes.

### E. Equity Representative Duties

1. The Equity Representative must have completed Equity Representative training within the last two years.

2. The Equity Representative shall ensure that throughout the entire screening and interview process there is no discrimination against any individual on the basis of race, color, gender, religion, national origin, age, sex, gender identity, sexual orientation, political orientation or belief, disability, or marital status. (Board Policy P-5111)

3. The Equity Representative shall complete the Equal Opportunity Employment Checklist (found in Appendix 3) at the conclusion of the entire hiring process.

4. Any questions or concerns about instances of unlawful discrimination shall be reported to the College Equity Officer.

## VI.    SCREENING APPLICATIONS

### A. Screening Criteria

1. Screening criteria are to be developed by the screening committee. Committee members are encouraged to review and reflect on the summary of projected needs information (page 3) and the job description. Note: Students appointed to the committee serve during the interview process only.

2. Screening criteria are to be based on the job announcement.

3. Some criteria which might be considered are:
   a. Discipline preparation
   b. Communication and other interpersonal skills
   c. Sensitivity to, and knowledge of, a diverse student body and its needs
   d. Creativity and innovation
   e. Leadership potential
   f. Community Service
   g. Recency of training or evidence of updating of skills and/or professional development
   h. Experience working with people of varying abilities, ages, and cultures
   i. Experience with a broad range of teaching methods
   j. Related work experiences
   k. Experience with technology to support student learning

### B. Screening Process

1. Screening criteria, rating sheets and interview questions shall be prepared prior to reviewing applications. Applications will generally be forwarded to the college within five-seven business days after the position closes.

2. Expeditious screening of applications is highly desirable in order to assure talented candidates are still available for interviews.

3. Faculty who wish to screen and/or interview must be apprised of the time commitment and be willing to make the effort required to complete the screening.

4. Students appointed to the committee do not participate in the applicant screening process.

5. A screening criterion shall be included which allows the committee to rate the candidates ability to foster and enhance cultural competence and diversity.

6. Normally, the selection of those to be interviewed should be completed within one to two weeks.

### C. Rating of Candidates (Board Regulation-5121)

1. The members of the screening committee shall meet at the time determined by the committee chair with completed ratings of all candidates.

2. The chair and the equity representative shall tabulate the committee members' individual ratings of the candidates to establish the top candidates.

3. The committee will determine the number of candidates to be interviewed and inform the Director of Human Resources.

4. At least two qualified adjunct faculty members who have a level two or three preference within the District according to the LRCFT Collective Bargaining Agreement shall be granted interviews if they submit applications and meet minimum qualifications (CBA Section 4.10.10).

5. Prior to candidates being called for interviews, the committee should discuss and make a decision about offering candidates an interactive video/telephone conference (virtual) interview should they be unable to attend the interview in person.  To maintain confidentiality and security, the California Community College Chancellor's Office web conferencing platform CCC Confer is recommended.

## D. **Notification of Candidates**

1. Human Resources will notify candidates, in a timely manner, at each step of the process.

2. The committee chair or designee will facilitate notification of those who have been selected and shall schedule them for an interview.  Each candidate will be asked "Do you require reasonable accommodation(s) for the interview?". If a candidate requests accommodation(s), the committee chair and campus ADA Officer will ensure accommodations are implemented as appropriate.

3. Sufficient time should be allowed between notification and the interview to permit candidates to make travel arrangements.  Normally, a minimum of ten calendar days' notice  should be provided.

4. For those candidates who have not been selected for interview, Human Resources will notify them within one week.

## A. Purpose of the Interview

1. The primary purpose of the interview is to obtain information and to evaluate the candidates with regard to their ability to perform the duties of the faculty position. The interview shall be an assessment of the specific qualities and aptitudes that are important for success as a member of the faculty. These qualities may include knowledge of the subject matter, ability to communicate orally and in written form, address different levels of academic preparedness, ability to foster and enhance cultural competence and diversity, use varied teaching technologies, concern and respect for students and colleagues, special ability or aptitude in the areas identified by the department/area, the potential for continued professional growth, and personal qualities such as enthusiasm, intellectual curiosity, and commitment to the profession.

2. A secondary purpose of the interview is to project a positive image of the District, college, and the department. Unsuccessful candidates will have other opportunities to apply for Los Rios positions. They can be expected to use the interview to assess the climate of the college and to determine if this is where they wish to work. It is recommended, if feasible, there be an opportunity for the candidate to have a tour of the college before or after the interview and the department where he/she would be employed when appropriate.

## B. Qualities of a Good Interview

1. *Timing*
   a. It is recommended that the interviews be scheduled <u>at least</u> 60 minutes apart. This allows at least 45 to 50 minutes with each candidate, plus time to review the material presented and complete the notes.
   b. The committee chair shall advise the candidate of the timelines that have been established by the committee at the start of the interview. The chair should conclude the interview within the allotted time so all candidates have equal opportunities to make their presentations.

2. *Establish Rapport*
   Candidates are naturally tense; it is the responsibility of the committee to put them at ease as much as possible. Smiles, introductions, and a cordial atmosphere are appreciated and appropriate.

3. *Demeanor of Interviewers*
   Interviewers shall be attentive towards candidates. Smiles, body language indicating interest, and nods of appreciation all help a candidate feel he/she is being well received.

4. *Confidentiality*
   Assurance of confidentiality is critical to successful interviewing. Ratings and comments by committee members must not be shared with anyone outside the hiring process at any time.

5. *Impartiality*
   Impartiality is the foundation of a good interview. For that reason, it is important not to discuss information about a candidate until the finalist stage to avoid

development of an early bias.

**C. Interview Questions**

1. The hiring committee will prepare the questions which are to be asked at the interview. The questions are typed onto rating sheets in the office of the College President's designee. Space for ratings of the work sample(s) and the writing sample should also be provided on the rating sheet (sample rating sheet, Appendix 4). Once agreed upon by the committee, questions shall not be altered without the consent of the committee.

2. To provide as much objectivity as possible, the same questions should be asked of each candidate by the same committee member and in the same sequence.

3. The committee should decide in advance how much assistance will be offered to a candidate who appears to have misunderstood the intent of a question or who answers only part of a multi-part question. If it is decided to rephrase or restate the question, the same assistance must be provided to other candidates if needed.

4. Effective questions have these qualities:
   a. They are open-ended, allowing the candidate to reveal himself/herself more.
   b. The desired "right" answer should not be apparent from the question. (Don't ask leading questions.)
   c. Even though the topic or problem may be complex, the language of the question should be clear and easy to understand.
   d. Performance based / behavioral based questions are encouraged as they represent a "best practice." A key indicator of future performance is past performance.

5. Generally, eight to ten questions plus a demonstration of professional skills (teaching, counseling, etc.) can be completed in the 45 to 50 minute interview. If the questions are broad and follow-up questions are planned, fewer questions might be asked. The committee chair shall appoint a timekeeper and/or give a time-check during the interview.

6. *Sample Questions*
   Every interview will contain questions that attempt to assess the candidate's subject matter competence and current knowledge of the field. In addition, it is suggested each interview also contain variations of the following questions:
   a. A background question, e.g., "Tell us about your educational background and work experience, and how they have prepared you for the position of …"
   b. A question aimed at determining the candidate's concern for students, e.g., "If you were teaching a 9:00 class and a student routinely arrived 10 minutes late, would you consider this to be a problem? If yes, how would you handle the problem? If no, why wouldn't this be a problem for you?"
   c. An equity/diversity question (required), e.g., "What experience have you had working with students of different racial or cultural backgrounds?" (Wait for answer.) "What about this experience was most difficult for you?"
   d. A final opportunity for the candidate to make a statement and/or ask a question(s).
   e. In addition to the above questions, the committee might want to include a motivational or personal qualities question, e.g., "What is there about this position that is of particular interest to you at this time?"

### D. **Demonstration**

A demonstration of professional skills (teaching, counseling, etc.) provides very valuable information regarding the probable future performance of the candidate and is to be included in all full-time interviews.  Demonstrations may include:

1. *Advance Preparation*
   Topic(s) are provided to the candidate in advance of the interview.  The letter confirming the appointment for the interview would contain the information that a demonstration will be part of the interview process.  The demonstration would measure willingness to prepare and ability to deliver when an assignment is known in advance.

2. *Extemporaneous*
   A short list of common topics or a topic would be presented to the candidate during the interview with directions to explain or demonstrate.  This work sample measures the candidate's ability to think and organize quickly.

3. *Role Play*
   Member(s) of the committee engage the interviewee in a short (five minutes or less) role play appropriate to the position.  To the extent possible, the role play element should be provided consistently and fairly.

### E. **Writing Sample**

1. The ability to write clearly and accurately is essential for any community college faculty position, and it is recommended a writing sample of about a half-hour be a part of the selection process.  The writing sample can be done before or after the interview.

2. The assessment of the writing sample should be made independently by each committee member, and the rating should be added to the ratings of interview questions and work samples.

### F. **Rating of Candidates**

1. *Note Taking*
   Committee members should take notes during the interview regarding the content and clarity of answers.  A rating should be given for each answer as it is given, but in such a way that the candidate cannot see it. For example, a dot could indicate when a later check mark will be made or the interviewer can hold note-taking materials out of the view of the candidate.

2. If interviews are to extend over two or more days, it is especially important to take notes and indicate the relative merits of the candidates of the first day so their answers will not be forgotten.

3. Following the completion of each interview, the committee chair shall provide an opportunity for identified faculty interviewer(s) who have experience in the target discipline to make brief, factual comments regarding the candidate's accuracy on the content.  Examples:  Is the content correct?  Is the content complete?  Is the content appropriate to the level of the class or audience?

**G.  Ranking**

1.  Each committee member shall independently rank the candidates, e.g., 1 out of 10, 2 out of 10, etc.  Tie rankings are not allowed.

2.  The independent rankings are collected by the committee chair, who, along with the Equity Representative, shall add the rankings to determine the top five candidates (those with the lowest sums) in alphabetical order.

3.  The committee chair shall report to the committee the names of the top five candidates for the position.  The committee chair and the Equity Representative shall facilitate a discussion of the top five candidates prior to the second ranking.  After the committee ranks the candidates a second time, the committee chair and Equity Representative shall add the rankings and report the top three candidates in alphabetical order.  If the committee chair and the Equity Representative cannot determine the top three candidates, either because of a tie in rankings or because the committee determines that there are not three acceptable candidates, the committee may deliver from two to four candidates as finalists.

4.  In cases where the committee is interviewing multiple positions, the committee shall use the same criteria in #3 above for determining the number of finalists, except as follows:  when the committee is interviewing for two positions, it will strive to deliver five finalists, but if it is unable to do so (because of a tie or a lack of qualified candidates) then it can deliver fewer finalists.  If the committee is interviewing for three or more positions, it will strive to deliver seven finalists, but may deliver fewer if the committee determines there are not sufficient finalists.

5.  The chair shall give the names of the finalists to the College President in alphabetical order.

6.  The College President and/or appropriate Vice President shall join the committee for a discussion regarding the relative strengths and weaknesses of the finalists as perceived by the interviewers.  Comments that reflect personal knowledge of the interviewee should be provided to the College President separately from the interview process.

7.  In cases where the committee determines there is only one acceptable candidate, the committee shall inform the College President of their finding during the discussion, and forward that one name to the College President.  After the interview, the College President may choose the candidate, ask the committee to reconsider, or close the process and begin anew.  Similarly, for multiple hires in the same committee, if fewer than four candidates are forwarded, after the College President interviews the candidates, the College President may choose the candidates, ask the committee to reconsider, or close the process and begin anew.

8.  The College Academic Senate President and/or the District Academic Senate President may review the committee rankings on a confidential basis with the College President.

## VIII.  REFERENCE CHECKS

Checking of the references of the candidates is a vital and required step in the selection process. It is important to obtain objective, detailed, accurate, and thorough reference check information to inform the hiring decision. The LRCCD Reference Check form, available on the Human Resources intranet web page, shall be utilized for each reference check.

A.  The College President contacts the references supplied by the finalists.  If necessary, additional references may be requested.

B.  If the interview committee considers it appropriate, one discipline-related faculty member from the  committee may be recommended by faculty on the committee to conduct faculty-to-faculty  reference checks.  The individual shall be appointed by mutual agreement between the  College President and the Academic Senate President and shall be provided guidance in how to  conduct reference checks.   The faculty member selected to conduct reference checks shall  use the LRCCD Reference Check form and shall report his or her findings  to the College President confidentially.

## IX.  SELECTION

A. The finalist(s) will be interviewed by the College President. The appropriate Vice President and/or others may be invited by the College President to participate in the final interviews. All finalists will be interviewed by the same person or persons.

B. The College President may conduct final interviews for out-of-area candidates just after their initial interviews, even though its not yet known if they have been selected as finalists.

C. If the College President has reservations regarding the recommendations of the committee, the College President will meet with the committee and explain the rationale for his/her concern. If there were additional candidates whom the committee judged to be well qualified, the committee may elect by simple majority to have the next ranked candidate(s) considered.

D. The College President shall select the candidate who is to be recommended to the Chancellor and the Board of Trustees for appointment to the position.

   1. The final candidate will be notified of his/her selection by the College President or designee prior to forwarding the appropriate forms (P-673, P-131, and P-130) to the Human Resources Office.

   2. The College President shall notify the committee after the selection is made.

   3. Human Resources will place the name of the recommended candidate on the next regular Board meeting agenda and will process all employment forms.

   4. The College President or designee will contact those finalists not selected and notify Human Resources when the notification is complete.

   5. Following Board approval, the final candidate will be given formal notice of the appointment by the Director of Human Resources.

# Section B

# Adjunct Faculty

# X.     INTRODUCTION

Adjunct faculty hiring follows the Board Policies/Administrative Regulations as attached. In addition,the District Senate and the District share a commitment to the intent and philosophy of this Faculty Hire Manual towards the adjunct faculty hire process.

**Recruitment, Selection and Appointment:**
**Adjunct Faculty  P-5122**

1.0    Hiring of Adjunct Faculty

   1.1    The interests of students and the community are best served by selecting from the available pool of persons in the community those individuals who have special expertise and diverse backgrounds to serve in various adjunct faculty positions.

   1.2    By encouraging diversity in the pool of adjunct faculty members, the Los Rios Community College District can increase diversity among tenured faculty.

2.0    Police Records

   2.1    All applicants shall be fingerprinted prior to employment with the District.

      2.1.1 This District Policy and the corresponding Administrative Regulation shall not apply to any California or Federal Peace Officer currently employed and paid as such.

   2.2    The Chancellor shall adopt appropriate Administrative Regulations.

3.0 Qualifications

   3.1 An applicant must possess the minimum qualifications established for the position; the individual must be able to perform the essential functions of the position with or without reasonable accommodation.

   3.2 An applicant or candidate shall be disqualified for any of the following reasons:

      3.2.1 Conviction of a misdemeanor involving sex offenses, controlled or illegal substances as defined in Education Code, sections 87010 and 87011 respectively, or of any felony, or determination that the individual is a sexual psychopath as defined in Education Code, section 87406. (Ed. Code, § 87405)

         3.2.1.1 Exception: Applicants having official certificates of five-year rehabilitation from controlled or illegal substances convictions may be considered for employment. (Ed, § 87405)

         3.2.1.2 Exception: Applicants and employees with felony convictions, other than those applicants that are disqualified for service under Education Code, sections 87010, 87011, 87405, or 87406, shall be individually evaluated to determine if disqualification based on their felony conviction(s) is job-related and consistent with business necessity.

      3.2.2 Falsification or attempted deception in statement on the application;

3.2.3 Previous dismissal from District service by the Los Rios Community College District Board of Trustees;

3.2.4 Positive results from an intradermal skin test and chest X-ray showing active tuberculosis.

_____

<div align="center">(Formerly P-5119)</div> <div align="right">LRCCD</div>

Policy Adopted:      2/13/80
Policy Revised:      9/3/80; 10/20/82; 2/21/90; 2/4/98; 12/6/00; 10/1/03; 3/21/07; 5/13/15
Policy Reviewed:     5/13/15
Adm. Regulation:     R-5122

## Recruitment, Selection and Appointment:
## Adjunct Faculty  R-5122

**DRAFT**

1.0   Recruitment and Application Procedures for Adjunct Temporary Assignments

    1.1   The Los Rios Community College District Human Resources Office will advertise as needed for part-time academic staff to provide an adequate pool of applicants.

        1.1.1   Only those persons having an application on file at the District will be considered as applicants.

        1.1.2   Applicants with felony convictions, other than those applicants that are disqualified for service under Education Code, sections 87010, 87011, 87405 or 87406, shall be referred to Human Resources and individually evaluated based on the requirements of the position following factors:

            1.1.2.1   Nature and Gravity of the Offense(s). The Human Resources Office shall evaluate felony conviction(s) to determine the nature and severity of the offense(s) or conduct. This evaluation may take into account the harm caused by the crime, the elements of the crime, and the severity of the crime. A more severe crime would tend towards disqualifying the applicant.

            1.1.2.2   Time That Has Passed Since the Offense(s) or Conviction(s). The Human Resources Office shall evaluate the amount of time that has passed since the most recent offense or conviction and any prior offense(s). A single offense or a last offense committed more than ten (10) years prior to the application date suggests an applicant will not recidivate. Subsequent employment history and efforts at rehabilitation is relevant to this inquiry. Crimes committed more recently would tend towards disqualifying the applicant.

            1.1.2.3   Nature of the Job Held or Sought. In light of the first two factors, the Director of Human Resources shall examine the nature of the duties and essential functions of the job held or sought to determine if excluding the applicant is consistent with business necessity. Consideration may be given to the location of the job and the persons the applicant will come into contact with in the job. For example, convictions of property, theft, or larceny crimes tend toward disqualifying applicants for positions of trust or positions that control money or property. Convictions for violent felonies would tend towards disqualifying

**DRAFT**

applicants from positions that require contact with students, staff, or the public.

1.1.2.4   Applicants with felony convictions shall be notified that they have been screened out due to a felony conviction and provided with an opportunity to demonstrate that they should not screened out due to the applicant's particular circumstances.  The Human Resources Office shall review this information prior to making a final decision.

2.0   <u>Screening and Interview Procedures for Adjunct Temporary Assignments</u>
(The equivalency processes as described in section IV.B of this document and board regulations 5123 shall be used for all faculty hiring, including but not limited to adjunct faculty, LTT's and emergency  hires)

2.1   The Department Chair and Area Dean or appropriate manager will recommend the screening and  interview committee to the Vice President and Academic Senate President for appointment, composed of an  appropriate manager, between one and three faculty members from the discipline and a faculty equity representative. The faculty equity representative shall be, appointed in consultation with the College Equal Employment Opportunity Officer. The committee chair will be appointed by the Vice President.

2.2   Screening and interview committees will determine objective criteria for selecting candidates and develop standard interview questions.

2.3   The screening and interview committee will select and interview a sufficient number of applicants to allow for fulfillment of goals and to allow subsequent employment offers to be made to successful candidates.

2.4   Following interviews, the Chair of the interview committee will forward the rating sheets and other related  documents, including the name of the recommended candidate through  appropriate administrative channels to the District Human Resources Office.  The  committee will note those candidates approved for adjunct assignment as "commendable".

2.5   Reference checks are to be accomplished by the Dean or assigned discipline-related faculty member  prior to offering an assignment to a  new adjunct.

2.6   If the department has a vacant position/assignment within twenty (20) working days of the beginning of such assignment, and is unable to timely conduct the adjunct hire process described in sections 2.1-2.5, the appropriate manager may fill such assignment without benefit of screening and interview committee  action utilizing applications currently on file in the  District Human Resources Office. Adjuncts hired under this "emergency hire" process may not be  rehired for subsequent assignments unless they successfully complete the adjunct interview/hire process described in sections 2.1-2.5.

3.0   Criminal Background Check

**DRAFT**

3.1   Applicants shall be fingerprinted at the State Department of Justice or another qualified law enforcement agency. Employment shall not commence until clearance has been approved by Human Resources. The Human Resources Office shall review any new felony convictions that are discovered during this process under the process set forth in 2.0, above, and shall also take into account whether the failure to disclose the conviction was dishonest.

3.2   Applicants shall be required to pay the cost of the fingerprinting and processing.

3.3   When warranted by exigent circumstances as determined by District Human Resources, a temporary employee may be permitted to begin work prior to clearance having been granted by Human Resources.

3.4   Police records shall be shown only to those with the legal right to see them.

4.0   Hiring Procedures for Returning Adjunct Temporary Employees

4.1   Temporary employees hired prior to February 4, 1980, and temporary employees hired according to procedures 2.1 through 2.5, may be rehired for subsequent assignments without screening and interviewing.

5.0   Adjunct Faculty Assignments

5.1   Assignments of adjunct tenured (part-time) employees will be limited to their level of tenure, e.g., a person tenured at twenty percent (20%) will be scheduled for neither more nor less than the twenty percent (20%) to which the employee is entitled.

5.2   Tenured staff members without full loads will be first given available assignments in which they qualify, up to the percentage of their tenure.

5.3   The District recognizes only those employment rights to adjunct temporary and overload pay assignments specified in State Law and in the current District/LRCFT agreement.

5.4   Assignments of adjunct temporary employees will normally not exceed sixty percent (60%) of a full-time load. Exceptions will be made only on the basis of advanced approval by the Chancellor.

5.5   Continuation of adjunct assignments by temporary employees and overload assignments by regular employees, among other factors, will be contingent upon performance evaluations that meet or exceed standards.

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(Formerly R-5119)                                                                        LRCCD

Adm. Regulation Adopted:      2/13/80
Adm. Regulation Revised:       9/3/80; 10/20/82; 10/13/97; 10/9/00; 8/25/03; 2/23/15
Adm. Regulation Reviewed:    2/23/15
Board Policy:                         P-5122

## XII.   ADJUNCT FACULTY HIRING CHECKLIST

**Reminders**

☐ Pursuant to Administrative Regulation R-5122, "only those persons having an application on file at the District will be considered as applicants."

☐ "Emergency Hire" adjunct faculty hire conditions:  A vacant position that becomes known within twenty (20) working days of the beginning date of employment may be filled  without benefit of a screening and interview committee by appropriate management utilizing applications currently on file in District Human Resources. Adjuncts hired under this "emergency hire" process may not be rehired for subsequent assignments unless they successfully complete the adjunct interview/hire process.

☐ Maintain compliance with all District policies and procedures governing the hiring processes.

☐ Maintain confidentiality of all application materials and the interview process.

☐ Discuss the importance of professional ethics and confidentiality with the screening and interview committee prior to conducting interviews.

☐ Avoid conflict of interest situations (i.e., personal/family relationships that exist between faculty committee members and the applicant being interviewed should be disclosed).

☐ Equity Representative reports allegation(s) of noncompliance to the Campus Equity Officer of Human Resources.

**Checklist**

☐ Establish hiring committee to interview applicant(s), include one faculty committee member who is an Equity Representative.

☐ Develop screening criteria and interview questions. Request adjunct applicant pool from Human Resources.

☐ Offer interview **ONLY** to applicant(s) who have followed the process and have an applicant on file with District Office Human Resources.

☐ Review application(s) based on job related screening criteria to select applicant(s) for interview.

☐ Each applicant invited to interview should be advised on the name and telephone number of the Area Dean / Committee Chair he/she should contact if they require a reasonable accommodation for the interview process.

☐ Equity Representative completes the Equal Opportunity Employment Checklist (EEO Checklist).  Committee Chair completes form P-132 and returns to Human Resources along with the EEO Checklist, screening criteria, interview rating sheets and other supportive documentation (writing sample).

## XIII.   REMINDERS/SUGGESTIONS

☐ Confidentiality exists for adjunct faculty hiring processes just as it does for full-time hiring. Please refer to the following sections
  - ♦ Section I, Item D
  - ♦ Section V, Item A
  - ♦ Section VII

☐ Planning for adjunct faculty needs and scheduling needs are to occur in a timely fashion. Area Deans and Department Chairs are encouraged to plan for adjunct hiring panels / interviews during the preceding semester.

☐ Support for diversity and equity awareness for adjunct faculty hiring mirrors that for full- time faculty hiring.  Please refer to the following sections:
  - ♦ Section I, Item C
  - ♦ Section II, Items B
  - ♦ Section V, Item B-2
  - ♦ Section VI, Item A-3 and B-5
  - ♦ Section VII, Item A-1

☐ Notification to candidates who are not recommended for an adjunct teaching assignment are to be made by the Area Dean and/or Department Chair via letter or phone call within three days of the interviews.  Those recommended for an adjunct teaching assignment, after reference checks have been completed, should be provided information about the adjunct hiring process.  Please refer to the New Hire Checklist for Adjunct/Substitute Faculty available on the LRCCD website. http://www.losrios.edu/hr/HumanResourcesForms.html

## SIGNATURE OF ACKNOWLEGDEMENT

As indicated by the signatures below, this document represents the mutually agreed upon Los Rios Faculty Hiring Process as mandated by Education Code 87360.

LOS RIOS COMMUNITY COLLEGE DISTRICT
SIGNATURE OF ACKNOWLEDGEMENT

LOS RIOS COMMUNITY
COLLEGE DISTRICT

LOS RIOS DISTRICT
ACADEMIC SENATE

_____

_____

DATE: _____

DATE: _____

# Appendices

# LOS RIOS COMMUNITY COLLEGE DISTRICT

## Equivalency Verification
### (Policy/Regulation P/R 5121)

> **This application requires evaluation for equivalency before screening and interviewing.**
> **Please use this form (P-38) for the equivalency process.**

This form will indicate that the candidate for a faculty position in the Los Rios Community College District does or does not meet the equivalency for minimum qualifications using the District framework on the reverse of this form.

Applicant: _____ Date: _____

ARC ☐   CRC ☐   FLC/EDC ☐   SCC ☐   Other ☐   Division _____

Department/Discipline: _____

A.   For disciplines requiring a Master's Degree (indicate 1 to 5 as stated on the reverse):

Equivalency
1) ☐       2) ☐       3) ☐       4) ☐       5) ☐       6) not granted ☐

Please summarize reasons for the decision indicated above: _____

_____

_____

_____

B.   For disciplines not requiring a Master's Degree (indicate 1 to 5 as stated on the reverse):

Equivalency
1) ☐       2) ☐       3) ☐       4) ☐       5) ☐       6) not granted ☐

Please summarize reasons for the decision indicated above: _____

_____

_____

_____

**Verification by Equivalency Committee\*:**   For any equivalency, the candidate's own application and transcripts must accompany this form.  When other than formal education equivalencies are claimed, more extensive supporting documentation (i.e., work products, transcripts, statements, or other forms of support) must accompany this form. *Reminder: Please include documentation.*

| Faculty Name (typed or printed) | Signature | Date |
|---|---|---|
| Faculty Name (typed or printed) | Signature | Date |
| Faculty Name (typed or printed) | Signature | Date |
| Area Dean Name (typed or printed) | Signature | Date |

\* For the composition and the procedure for the formation of the Equivalency Committee, refer to Los Rios Administrative Regulation R-5121, Sections 8.0 and 9.0.  Form P-38

<u>STATEWIDE MINIMUM QUALIFICATIONS</u>

AB 1725 and the Board of Governors have established the following statewide minimum qualifications:

For subject areas where master's degrees are available, minimum qualifications required a completed master's in the subject area; OR, a bachelor's in the subject area PLUS a master's in a related discipline; OR, equivalent.

For subject areas where a master's is not expected or available, the minimum requirements are a bachelor's degree in a reasonably related discipline PLUS two years of professional experience PLUS licensure (if available); OR, an associate degree in a reasonably related discipline PLUS six years of professional experience PLUS licensure (if available); OR, equivalent.

<u>LOS RIOS EQUIVALENCIES TO MINIMUM QUALIFICATIONS</u>

3.0    <u>Framework for Minimum Qualifications Equivalency Criteria</u>

3.1    Because the State has established two sets of disciplines, one using the master's degree for subject areas where a master's degree is generally available, and one not using the master's degree for disciplines where proficiency is frequently gained outside a degree track, the Los Rios framework for minimum qualifications' equivalency contains two sets of criteria. All degrees and course work must be from colleges/universities accredited by one of the intersegmental accrediting agencies: Western Association of Schools and Colleges, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Associations of Colleges and Schools, Southern Association of Colleges and Schools, and Northwest Association of Schools and Colleges.

A.    For Disciplines Requiring the Master's Degree

1.    Master's degree in any discipline, plus course work equivalent to a graduate major in the discipline of the assignment. (30 semester units of graduate and upper division units, of which 15 units must be graduate.)

2.    Bachelor's degree in the discipline of the assignment, plus additional post baccalaureate course work equivalent to a graduate major in the discipline of the assignment.   (30 units of upper division and graduate units, of which at least 15 units must be graduate.)

3.    For the Performing Arts:  A bachelor's degree in the discipline plus advanced degree from an institution specific to that art, or four years of professional experience in the discipline.

4.    A bachelor's degree in the discipline, plus licensure by an appropriate state agency, plus at least two years of professional experience unless specifically precluded by the adopted list of disciplines.

5.    Recognized accomplishments which demonstrate expertise and skill in the field of study beyond that normally achieved through formal education (equivalent to the eminence credential.)

B.    For Disciplines Not Requiring the Master's Degree

1.    Bachelor's degree in a discipline reasonably related to the discipline of the assignment, plus two years of full-time teaching experience in the discipline of the assignment at an accredited institution, plus appropriate certification to practice or licensure, if available.

2.    Bachelor's degree in any discipline, plus course work equivalent to a major in the discipline of the assignment, plus two years of occupational experience related to the discipline of the assignment or two years of teaching experience in the discipline of the assignment, plus appropriate certification to practice or licensure, if available[1].

3.    Associate degree containing at least 60 units in any discipline, plus graduation from an institution specific to that field, plus two years of professional experience in the discipline, plus appropriate certification to practice or licensure, if available[1].

4.    A completed Associate degree containing at least 60 units in any discipline, plus course work equivalent to a major in the discipline of the assignment, plus six years of occupational experience related to the discipline of the assignment or six years of full-time teaching experience in the discipline of the assignment, plus appropriate certification to practice or licensure or its equivalent, if available[1].

3.0    Recognized accomplishments which demonstrate experience and skill in the field of study beyond that normally achieved through formal education (equivalent to the eminence credential).

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[1]Teaching and occupational experience may be combined to total the required number of years; all experience must have taken place within ten years preceding the date of application with at least one year of qualified experience  occurring within the three years immediately preceding the date of application.

# Los Rios Community College District
## Equal Opportunity Employment Checklist

**A.** **Position Information**

☐ ARC  ☐ CRC  ☐ DO/FM/Ethan Wy  ☐ FLC/EDC  ☐ SCC  ☐ Other _____

☐ Certificated   ☐ Classified   ☐ Management

Operating Unit: _____   Posting Title: _____ Posting No.: _____

**B.** **Screening Committee**

**Yes  No**

☐   ☐   1.  Did the committee members review the job specifications for the position?

☐   ☐   2.  Were job-related objective criteria established for selecting candidates to be interviewed?

☐   ☐   3.  Were the criteria broad enough to ensure a diverse applicant pool?

☐   ☐   4.  Did the committee include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications?

☐   ☐   5.  Was a standard rating system established for screening the applicants?

**C.** **Interview Committee**

**Yes  No**

☐   ☐   1.  Did the committee include a diverse membership which will bring a variety of perspectives to the assessment of applicant qualifications?

☐   ☐   2.  Was the committee advised of standard interview procedures?

☐   ☐   3.  Did the committee review the job specifications for the position?

☐   ☐   4.  Did the committee develop standard questions to be asked of each candidate?

☐   ☐   5.  Were the same questions asked of each candidate?

☐   ☐   6.  Were the same committee members present for all interviews?

☐   ☐   7.  Was a standard rating system established for interviews?

Comments: _____

_____

_____

_____

_____

_____        _____
Date                                                                          Equity Representative

*Please forward completed form to the appropriate Dean/Director or President/Vice Chancellor*

*for forwarding to District Human Resources.*

Form P-130                                                                                    Rev 8/10

# Shared Principles
# Screening, Interviewing & Confidentiality

Los Rios employees are key contributors in the selection process of new employees who will serve our students and colleges. As such, shared principles and values which are part of our culture are evidenced in our practices.

Employees involved in the screening/hiring process support the following principles:

## Non-Discrimination
- LRCCD is committed to being an Equal Opportunity Employer. LRCCD rejects discriminatory hiring practices, especially those based upon ethnic group identification, race, color, creed, national origin, religion, gender, age (over forty), sex, sexual identity, sexual orientation, political beliefs, political activities, political affiliation, military and veteran status, marital status, or disability.

## Confidentiality
- The hiring process includes the recruitment process; development of interests, screening criteria and interview questions; the paper screening of the applicants materials; interviewing and subsequent discussion of the candidates. Confidentiality should be maintained prior to, during, and following the recruitment process, including reference checks.
- All written, verbal and electronic records and information regarding this hiring process are confidential prior to, during, and following the interview process, including reference checks.
- For committee members, confidentiality throughout the process, from the development of an announcement to the final hiring action by the Board of Trustees and beyond, is essential to maintain the integrity of the hiring process.

## Keeping It Legal
- A mandatory requirement of non-discrimination ensures candidates are treated equitably throughout the process. Independent fact-finding activities by committee members, including electronic searches on social media and/or other venues, are outside the process and not appropriate.
- Questions regarding the interview process should be referred to the Hiring Committee Chair, Equity Representative, College Equity Officer, or District Human Resources.
- Hiring Committee Members having a close personal or familial relationship (i.e., living with and/or having a legal connection to) or business connection with any applicant shall notify the Hiring Committee Chair or Equity Representative, or the College Equity Officer.
- Failure to maintain confidentiality and equitable treatment throughout the process may result in a violation of Federal or State regulations and/or incur liability upon the District.

## Helpful Hints
- Keep all written notes in the interview folder and submit to the Committee Chair / Equity Representative after each meeting.
- If a candidate contacts you regarding the process, please refer the candidate to the Committee Chair or to Human Resources.

---

Thank you for agreeing to share your time and expertise as a key member of this committee. The selection of Los Rios employees is one of the most important responsibilities within the District. Members of a screening/interview committee are acting as agents of the District and are participating in a confidential process [Title 5, California Code of Regulations, section 53023 (a)]. Any disclosure of records or information of the evaluation process for any individual would amount to an unwarranted invasion of privacy as set forth in Section 6254 of the California Government Code.

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These shared principles were jointly prepared with the District Academic Senate and supported by other unions/associations involved in the interview process.

*Again, thank you for helping Los Rios hire quality staff members who will serve our students and colleges.*

Los Rios Community College District
**Evaluation of Oral Interview**
**Confidential**

<div style="text-align:right">

**Sample Document**

</div>

Position: _____

Candidate's Name: _____     Date: _____

| Criteria | Marginal (1) | Adequate (2) | Commendable (3) | Outstanding (4) | Comments |
|---|---|---|---|---|---|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| 7. | | | | | |
| 8. | | | | | |
| 9. | | | | | |
| 10. | | | | | |
| Writing Sample | | | | | |
| Overall Rating | | | | | |

I would rank this candidate number_____of the_____candidates.

Signed: _____
Member, Interview Committee

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# Los Rios Community College District- Human Resources
## **Job Title** Job
## Posting # **
Summary of Interview Rankings
### CONFIDENTIAL

**Yes = 2**
**Maybe = 1**
**No = 0**

Date: _____

**Instructions:  Please enter a 2, 1, or 0 for each candidate in the column below your name**

| Applicant Name | Committee Member Rating | | | | | | | | | | TOTAL | Applicant Name |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | 0 | |
| | | | | | | | | | | | 0 | |
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Los Rios Community College District

# Tenure-Track, or Full-Time Temporary, Faculty Employment

<u>To be completed by Committee Chairperson (President's Designee)</u>     Date: _____

Position Name: _____     Position No.: _____     FTE: _____

☐ARC   ☐CRC   ☐FLC   ☐SCC   ☐Outreach _____     ☐Other: _____

1. **Screening Committee**\*
(Members to be appointed from the Interview Committee)  Must include a minimum of three faculty members (one of whom should be a discipline expert), the Equity Representative, and one administrator.

\* *Indicate below with an asterisk the members of the Interview Committee who also served on the Screening Committee.*

2. **Interview Committee Members**
As the committee chairperson, I understand one of my roles is to ensure the screening and interview committee represent the diversity of the college.  Diversity not only includes ethnicity, but also age, disability, gender, and educational philosophy.

| **Name** | **Representing Diversity**<br>(Ethnicity, if known) | **Representative** |
|---|---|---|
| | | President's Designee (Management) |
| _____ | _____ | Supervisor (Dean) |
| _____ | _____ | Equity Officer/Representative (Faculty) |
| _____ | _____ | Classified Representative Student |
| _____ | _____ | Representative |
| _____ | _____ | 1. Faculty Member |
| _____ | _____ | 2. Faculty Member |
| _____ | _____ | 3. Faculty Member |
| _____ | _____ | (Faculty, if appointed) |
| _____ | _____ | (Faculty, if appointed) |
| _____ | _____ | (Student, if appointed) |

Names of Recommended Candidates:

_____     _____

_____     _____

_____     _____

_____
Committee Chairperson Signature

Please forward to District Human Resources
1. Recommendation for Faculty Employment  (Form P-673)
2. Tenure-Track or Full-Time Temporary Faculty Employment (Form P-131)
3. Equal Opportunity Employment Checklist (Form P-130)
4. Reference check forms
5. Objective screening criteria and screening rating sheets
6. Interview questions and individual rating sheets

:forms\tenure-track full-time temporary employment (P131)     Rev. 11/15

LOS RIOS COMMUNITY COLLEGE DISTRICT

# **RECOMMENDATION FOR FACULTY EMPLOYMENT**

(REGULAR TENURE-TRACK, LONG-TERM TEMPORARY, CATEGORICALLY-FUNDED TEMPORARY)

☐ ARC          ☐ CRC          ☐ FLC          ☐ SCC          ☐ Other _____

Name of Candidate: _____

Highest Degree: _____     Granting Institution: _____

## **ASSIGNMENT (including subject areas):**

_____          _____% of time

_____          _____% of time

_____          _____% of time

## **TYPE OF APPOINTMENT:**
*(For explanation of Appointment Types see reverse side of this form)*

☐ Regular Tenure-Track          ☐ Long-Term Temporary          ☐ Categorically-Funded Temporary

Beginning Date: _____          Ending Date: _____

☐ Previous Incumbent: _____     *OR*     ☐ New Position

_____   _____
Signature of Dean / Director                              Date

_____   _____
Signature of President / Chancellor                      Date

Approved for Board Agenda on: _____     _____
                                                                          Associate Vice Chancellor, Human Resources

P-673                                                                                                                          Rev. 8/10

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# APPOINTMENT TYPES

### Regular Tenure-Track

LRCFT Article 2.4.1 - Regular Faculty Member

"A person who is employed in a regular position for more than sixty-seven percent (67%) workload and who has been declared a first-year contract, a second year contract, a third and fourth year contract, or a tenured employee by the Los Rios Board of Trustees (Board)."

### Long-Term Temporary

LRCFT Article 2.4.4 - Long-Term Temporary Faculty Member

"A person who is employed in a faculty position that:
- 2.4.4.1    is regularly filled by a tenured employee who is temporarily absent, and
- 2.4.4.2    in a position of more than a sixty-seven percent (67%) workload, and
- 2.4.4.3    who has not obtained first-year contract, second year contract, third and fourth year contract, or tenured status."

### Categorically-Funded Temporary

LRCFT Article 2.4.5 - Categorically-Funded Temporary Faculty Member

"A person who:
- 2.4.5.1    is in a faculty position of more than a sixty-seven percent (67%) workload, and
- 2.4.5.2    is funded from categorical funds, and
- 2.4.5.3    has employment rights different from those provided by the Education Code for employee categories 2.4.1 and 2.4.2."

# Los Rios Community College District

## REFERENCE CHECK

Name of Applicant: _____     Date: _____

Position Applied For: _____     Job Number: _____

Person Contacted: _____     Title: _____

Employer: _____     Telephone No.: (_____) _____

1. What were his/her dates of employment with your firm?  From: _____ To: _____

2. What position did he/she hold when starting? _____ When leaving? _____

3. What were some of his/her duties? _____

4. How would you rate him/her compared to others in the same job?
   ☐ Poor    ☐ Adequate    ☐ Good    ☐ Outstanding

5. What were his/her strong points? _____

   _____

   Technical Skills: _____

   Quality of Work: _____

   Quantity of Work: _____

   Attendance: _____   Punctuality: _____

6. Attitude towards job and/or co-workers: _____

7. Any weaknesses you would care to point out? _____

   _____

8. Was he/she cooperative with other employees? _____

9. Would you rehire him/her?  ☐ YES  ☐ NO- If no, why not?

   _____

10. Are there any other comments you wish to make which would help us in evaluating this applicant?

    _____

    _____

_____          _____
Checked by Signature                     Date

Rev. 07/15

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<div align="center">

**Los Rios Community College District**

**Request for Faculty Transfer**
**(See reverse side for contract language regarding voluntary transfers)**

</div>

Voluntary transfer is a process by which an eligible faculty member of a District college may request a transfer to another college or site within the District.  Eligibility is limited to full-time tenured faculty and full-time third and fourth year, tenure-track faculty who have received no "needs improvement" or "unsatisfactory" marks on their first and second year peer reviews.  (For vacancies at the same campus as your current assignment, refer to Section 5.2.1 of the LRCFT agreement.)

**Step 1**
Submit to Human Resources by the final filing date for in-District transfer request.  Application and requested information must be attached.

Applicant Name: _____     Employee ID #: _____

Department: _____     ☐ 3rd / 4th year tenure-track     ☐ tenured

Current Assignment Location:  ☐ ARC     ☐ CRC     ☐ FLC     ☐ SCC     ☐ Other _____

Faculty Service Area(s): _____          _____          _____

My current teaching assignment includes (be specific):

_____

I hereby request a transfer to:  ☐ ARC     ☐ CRC     ☐ FLC     ☐ SCC     ☐ Other _____

Vacant Position Number: _____ (must be full-time position)     Closing Date: _____

☐ Yes ☐ No     If the transfer is denied, I wish to be considered in the advertised posting pool. *(If 'No', you will need to withdraw your application from the advertised posting using the online application system.)*

Applicant Signature: _____     Date: _____

**Step 2**
Human Resources forwards to the appropriate hiring committee chair and/or area
dean. Date Forwarded: _____

**Step 3**
College notifies Human Resources of

decision. TO:  Director, Human Resources

At this time, the transfer requested by _____ from _____ is being:
<div align="center">(college)</div>

☐ Recommended pending Board approval with a start date of _____

☐ Referred to the general hiring process with all other applicants

Hiring Committee Chair and/or Area Dean Signature: _____

Date: _____

**Step 4**
Human Resources notifies the requesting party of the outcome of the transfer request.

## Article 5.3 - Transfer

5.3.1   *Voluntary Transfer*

Voluntary transfer is a process by which an eligible faculty member of a district college may request a transfer to another college or site within the District. A voluntary transfer request does not guarantee being selected and can result either in acceptance or denial of the voluntary transfer request.

*Eligibility Criteria*

Eligibility for voluntary transfer is limited to full-time tenured faculty and full-time third and fourth year, tenure-track faculty who have received no "needs improvement" or "unsatisfactory" marks on their first and second year peer reviews.

*Process Stages*

The voluntary transfer process shall consist of four (4) stages: a preliminary stage; a screening stage consisting of two (2) steps; a first- level interview stage consisting of three (3) steps; and a second-level interview stage consisting of two (2) steps.

5.3.1.1   Preliminary Stage

There shall be three (3) preliminary steps in the voluntary transfer process.

Step One: As part of the college process for filling new full-time faculty positions, full-time faculty within the department will reach consensus as to whether to review voluntary transfers. The Department Chair and Area Dean shall define faculty consensus. If a department does not have any full-time faculty or a new faculty position is without a designated department, the Area Dean, in consultation with the Academic Senate President (or designee), will determine whether to review voluntary transfers. If there is no consensus, then Involuntary Transfer may occur.

Step Two: If voluntary transfer applicants are to be considered, the District Human Resources Office shall inform full-time faculty members via e-mail regarding the voluntary transfer deadline date. The District voluntary transfer deadline date shall be no later than three (3) weeks earlier than the general application deadline date.

Step Three: Voluntary transfer applicants must submit to the District Human Resources Office a Voluntary Transfer Request Form, an application used for general hiring, and a resume and/or a letter of interest no later than the voluntary transfer deadline date. The District Human Resources Office shall forward all voluntary transfer applications to the college requesting the position prior to the general application deadline date.

5.3.1.2   Screening Stage

There shall be two (2) screening steps in the voluntary transfer process.

Step One: A transfer screening committee shall screen the voluntary transfer application(s) according to screening criteria established by the committee prior to reviewing the voluntary transfer applications.

Step Two: The transfer screening committee may recommend by consensus moving forward with one (1) or more voluntary transfer interview(s) or recommend opening the process to all general applicants as described in the hiring manual. If there is no recommendation, then Involuntary Transfer may occur.

5.3.1.3   First Level Interview Stage

There shall be three (3) first-level interview steps in the voluntary transfer process.

Step One: The transfer interview committee develops interview questions that must be used for all voluntary transfer applicants being interviewed.

Step Two: The transfer interview committee conducts [an] interview(s) of the voluntary transfer applicant(s).

Step Three: The transfer interview committee may recommend by consensus [a] voluntary transfer applicant(s) for selection to the College President or choose not to recommend by consensus any voluntary transfer applicant(s). If there is no recommendation, then Involuntary Transfer may occur.

5.3.1.4   Second Level Interview Stage

There shall be two (2) second-level interview steps in the voluntary transfer process.

Step One: After receiving the recommendation(s) from the transfer interview committee, the College President (or designee) interviews the voluntary transfer applicant(s) and checks applicant references consistent with hiring manual procedures.

Step Two: The College President determines to either accept or deny the transfer of the voluntary transfer applicant(s) and then notifies the applicant(s). If the College President denies the voluntary transfer applicant(s), then Involuntary Transfer may occur.

5.3.2   *Committee tAppointments*

Members of the transfer screening committee and transfer interview committee shall be taken from the general hiring committee.

The hiring committee will determine the appointments to the transfer screening and interview committees under conditions in Sections 5.3.2.1 and 5.3.2.2.

5.3.2.1   Transfer Screening Committee Membership

The transfer screening committee shall consist of one (1) administrative member, an equity representative who should be a faculty member if one is available, and at least one (1) tenured discipline faculty member and one (1) additional faculty member, excluding the voluntary transfer applicant's current institution of assignment.

5.3.2.2   Transfer Interview Committee Membership

The transfer interview committee shall consist of at least the transfer screening committee, with the option of adding any or all of the faculty members from the department assigned to the hiring committee.

5.3.2.3   The Rights of Unsuccessful Voluntary Transfer Applicants

If at the screening stage, the first level interview stage, or the second level interview stage, a voluntary transfer applicant's request for transfer is denied, the applicant reserves the right to be considered for the position through the general hiring process as described in the hiring manual.

# Article 5            Assignment of Personnel

**5.1 Definitions**

  5.1.1 *Work Location*
Work location is defined as the designated college of a unit member.

  5.1.2 *Assignment*
The place and hours per day and/or per week during which a faculty member is required to be at a specific work location.

  5.1.3 *Reassignment*
A change at the same college in the placement of a unit member within the minimum qualifications, which they hold, into different departments and/or divisions.

  5.1.4 *Transfer*
The change of a unit member from one college to another into a position for which he/she meets the minimum qualifications.

  5.1.5 *Reduction in Force*
The laying-off of employees with employment rights in the District as defined in law.

  5.1.6 *Seniority*
The employment rights of a faculty member based on the initial date of employment in the District.

  5.1.7 *Partial Assignments*
Less than a full faculty load assignment held by a faculty member with full- time employment rights in the District.

**5.2 Reassignment**

  5.2.1 *Voluntary Reassignment*
If a vacancy occurs in the same or other department or division outside the unit member's normal assignment, the unit member may submit a written request to the College President to be reassigned. Such requests, if received at least one (1) week prior to the closing date for application for an advertised position, shall be considered before those of other applicants.

  5.2.2 *Involuntary Reassignment*
In the absence of volunteers to fill a vacancy internally, the college may administratively reassign from any overstaffed area the qualified faculty member with the lowest seniority.

**5.3 Transfer**

  5.3.1 *Voluntary Transfer*
Voluntary transfer is a process by which an eligible faculty member of a District college may request a transfer to another college or site within the District. A voluntary transfer request does not guarantee being selected and can result either in acceptance or denial of the voluntary transfer request.

*Eligibility Criteria*
Eligibility for voluntary transfer is limited to full-time tenured faculty and full-time third and fourth year, tenure-track faculty who have received no "needs improvement" or "unsatisfactory" marks on their first and second year peer reviews.

*Process Stages*
The voluntary transfer process shall consist of four (4) stages: a preliminary stage; a screening stage consisting of two (2) steps; a first-level interview stage consisting of three (3) steps; and a second-level interview stage consisting of two (2) steps.

5.3.1.1    Preliminary Stage
There shall be three (3) preliminary steps in the voluntary transfer process.

*Step One*:  As part of the college process for filling new full-time faculty positions, full-time faculty within the department will reach consensus as to whether to review voluntary transfers.  The Department Chair and Area Dean shall define faculty consensus.  If a department does not have any full-time faculty or a new faculty position is without a designated department, the Area Dean, in consultation with the Academic Senate President (or designee), will determine whether to review voluntary transfers.  If there is no consensus, then Involuntary Transfer may occur.

*Step Two*:  If voluntary transfer applicants are to be considered, the District Human Resources Office shall inform full-time faculty members via email regarding the voluntary transfer deadline date.  The District voluntary transfer deadline date shall be no later than three (3) weeks earlier than the general application deadline date.

*Step Three*:  Voluntary transfer applicants must submit to the District Human Resources Office a Voluntary Transfer Request Form, an application used for general hiring, a resume and/or a letter of interest no later than the voluntary transfer deadline date.  The District Human Resources Office shall forward all voluntary transfer applications to the college requesting the position prior to the general application deadline date.

5.3.1.2    Screening Stage
There shall be two (2) screening steps in the voluntary transfer process.

*Step One*:  A transfer screening committee shall screen the voluntary transfer application(s) according to screening criteria established by the committee prior to reviewing the voluntary transfer applications.

*Step Two*:  The transfer screening committee may recommend by consensus moving forward with one (1) or more voluntary transfer interview(s) or recommend opening the process to all general applicants as described in the hiring manual.  If there is no recommendation, then Involuntary Transfer may occur.

5.3.1.3    First Level Interview Stage
There shall be three (3) first-level interview steps in the voluntary transfer process.

*Step One*:  The transfer interview committee develops interview questions that must be used for all voluntary transfer applicants being interviewed.

*Step Two*:  The transfer interview committee conducts [an] interview(s) of the voluntary transfer applicant(s).

*Step Three*:  The transfer interview committee may recommend by consensus [a] voluntary transfer applicant(s) for selection to the College President or choose not to recommend by consensus any voluntary transfer applicant(s).  If there is no recommendation, then Involuntary Transfer may occur.

5.3.1.4    Second Level Interview Stage
There shall be two (2) second-level interview steps in the voluntary transfer process.

*Step One*:  After receiving the recommendation(s) from the transfer interview committee, the College President (or designee) interviews the voluntary transfer applicant(s) and checks applicant references consistent with hiring manual procedures.

*Step Two*: The College President determines to either accept or deny the transfer of the voluntary transfer applicant(s) and then notifies the applicant(s). If the College President denies the voluntary transfer applicant(s), then Involuntary Transfer may occur.

5.3.2   *Committee Appointments*
Members of the transfer screening committee and transfer interview committee shall be taken from the general hiring committee.

The hiring committee will determine the appointments to the transfer screening and interview committees under conditions in Sections 5.3.2.1 and 5.3.2.2.

5.3.2.1   Transfer Screening Committee Membership
The transfer screening committee shall consist of one (1) administrative member, an equity representative who should be a faculty member if one is available, and at least one (1) tenured discipline faculty member and one (1) additional faculty member, excluding the voluntary transfer applicant's current institution of assignment.

5.3.2.2   Transfer Interview Committee Membership
The transfer interview committee shall consist of at least the transfer screening committee, with the option of adding any or all of the faculty members from the department assigned to the hiring committee.

5.3.2.3   The Rights of Unsuccessful Voluntary Transfer Applicants
If at the screening stage, the first-level interview stage, or the second-level interview stage, a voluntary transfer applicant's request for transfer is denied, the applicant reserves the right to be considered for the position through the general hiring process as described in the hiring manual.

5.3.3   *Involuntary Transfer*
If a vacancy in the District is to be filled internally and there are no qualified volunteer faculty members, the District may administratively transfer that qualified faculty member with the lowest seniority in that discipline area from a college which has staff overage.  General counseling, DSP&S, EOPS, and CalWORKS are considered as separate discipline areas.

5.4   **Rights of Return**
When there is a vacancy in the subject area at the work location from where the employee was originally transferred or reassigned, the employee who has been involuntarily transferred or involuntarily reassigned has the right to such an opening provided:

5.4.1   The employee accepts such first available assignment which is at least equal to the percent of assignment (tenure) as previously held in the original unit; otherwise the employee forfeits all rights to return automatically.

5.4.2   In the event there is an opening which is not at least equal to the percent of assignment (tenure) as previously held, the employee has the option to accept the lesser percent of assignment which has become available at the original unit.  However, should subsequent opening combinations develop at the original unit which would provide opportunity for the employee to have a reassignment which is at least equal to the percent of assignment originally held by the employee, then the employee must do one (1) of two (2) things, either:

5.4.2.1   Accept the developed opening combination which would at least equal the original percent of assignment held, or

5.4.2.2   Forfeit all rights to automatic reassignment and also forfeit all rights to the partial reassignment at the original unit. Further, in such case the employee

may be reassigned to the initial voluntary position as per the terms of the initial volunteering at the discretion of the District. This subsection applies to unit members who apply for an opening and are voluntarily transferred from one college to another college or are voluntarily reassigned from one division to another division within the same college in accordance with the provisions of this subsection.

5.5 **Seniority, Reduction in Force, and Recall Rights**

5.5.1 All faculty members with re-employment rights shall hold a seniority number corresponding to their relative date of employment in the District.

5.5.2 The District shall provide LRCFT with current seniority lists for all bargaining unit employees with re-employment rights no later than thirty (30) days after receipt of a written request. The District shall also notify LRCFT of proposed and determined reductions in force, which employees are affected, and the length of the lay-off, if determinable.

5.5.3 In the case of a reduction in force, those faculty members with the lowest seniority shall be laid off first in accordance with provisions of the Education Code. In the event that future legislation addresses reduction of force, this contract language will prevail if the legislative language is permissive.

5.5.4 Return to duty shall be accomplished in the order of the higher seniority first according to the following terms and conditions:

5.5.4.1 If a vacancy occurs, each employee who has been laid-off shall be notified by mail of any full- or part-time vacancies in the District. Such notification shall be circulated twenty (20) days before the vacancy shall be advertised for general applicants. The District shall notify LRCFT of the existence of such vacancies. No person without re-employment rights shall be hired as long as there are any qualified faculty members with re-employment rights available for any open position.

5.5.4.2 If a faculty member on lay-off exercises seniority rights for a position which is less of a load than his/her re-employment right, that employee shall retain his/her seniority position in regard to other employment in the District.

5.5.4.3 An employee on lay-off with re-employment rights shall have fifteen (15) days after the mailing of vacancy notices to apply to exercise his/her preferential recall rights.

5.6 **Partial Assignments, Academic Year**

5.6.1 For regular full-time faculty members, less than full-time assignments may be granted for the following reasons:

5.6.1.1 A reduction from full-time to partial retirement made voluntarily by the faculty member.

5.6.1.2 A reduction from full-time to partial assignment made at the request of a regular faculty member for reasons of health, personal problems, or professional development. Such partial assignments normally shall not exceed one (1) academic year but may be extended for good cause.

5.6.1.3 No partial assignments shall be given in a department discipline as long as a regular faculty member with full or part- time employment rights is kept involuntarily on a partial contract that is less than the employee's tenured employment rights.

5.7 **Assignment Schedule**

5.7.1 The development of a specific work location, assignment(s), and hours shall take into

consideration the requests of the faculty member in coordination with the Department Chair and Area Dean.  The employee's preferences (rooms, time-of-day, courses, etc.) in scheduling shall be given every consideration when consistent with sound educational practices.  This article applies to all faculty members, including classroom teachers, counselors, librarians, coordinators, and college nurses.  (See Article 20, Management Rights.)

5.8  **Resignations**

5.8.1  A unit member who submits a written resignation may, within ten (10) days following the date said resignation was submitted and prior to Board approval, withdraw the resignation without prejudice, except when the resignation is part of a negotiated resignation or given for participation in a special District program in which cases the resignation is effective immediately upon acceptance by the Chancellor.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                                    **DATE:** December 9, 2015

| SUBJECT: | Claim: Olivera Garasanin | ATTACHMENT: Yes | |
|---|---|---|---|
| | | ENCLOSURE: None | |
| AGENDA ITEM: | Consent Item E | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | JP Sherry | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King | ACTION | |
| | | INFORMATION | |

**STATUS:**

Claimant is seeking damages from Los Rios Community College District.

**RECOMMENDATION:**

It is recommended that the Board of Trustees reject the claim of Claimant and refer the matter to the District's insurance administrators.

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# LOS RIOS

## Claim for Damages Form
ONCE SUBMITTED, THIS IS A PUBLIC DOCUMENT

**Claimant Information**

| First Name | MI | Last Name |
|---|---|---|
| OLIVERA | | GARASANIN |

Date of Birth (MM/DD/YY)*

Social Security No.*

| Driver's License No. | License State CA. | Receives or is eligible for SSDI or Medicare? * (Yes/No) NO |
|---|---|---|

Home Address (Number/Street)
1601 ASTORIA STREET

Business Name (if including business address)

| City DAVIS | State CA. | Zip Code 95616 |
|---|---|---|

Business Address (Number/Street)

Mail Notices to which address?
☑ Home   ☐ Business   ☐ Attorney

| City | State | Zip Code |
|---|---|---|

**Injury/ Damage Information**

| Date injury/damage occurred (MM/DD/YY) 09/17/2015 | Time of day injury/damage occurred 11:00a.m–1:30p.m | Where did injury/damage occur? (College site, street address, intersection, other locations, etc.) ARC PARKING LOT X |
|---|---|---|

How did injury /damage occur? (Describe accident or occurrence in complete detail/attach additional pages if needed)

ALL 4 TIRES ON MY CAR WERE SLASHED. AT ARC PARKING LOT

| Name(s) of Los Rios employees involved PLEASE SEE ATTACHED | Police Report No. 15-0660 |
|---|---|

What action or inaction of Los Rios employee(s) causes your injury/damages?

PLEASE SEE ATTACHED

What injuries/damages did you suffer?

$589.51 – TIRE REPLACEMENT

State the amount of the claim, if less than $10,000

$589.51

Include the estimated amount of any prospective injury, damage or loss, insofar as it may be known at the time the claim is presented, and list the basis for the computation of the amount claimed

N/A

If the dollar amount of the claim is more than $10,000, no dollar amount will be stated, but please indicate whether the claim is a limited civil case claim (total dollar amount less than $25,000)

☑ Yes, it is a limited civil case claim   ☐ No, it is not a limited civil case claim

**Certification**

By signing below, I certify that all information furnished on this form is accurate, truthful, and complete, and that I understand that the presentation of a false claim is a felony (refer to CA Penal Code Sec 72).

Note: If the signer is not the Claimant, indicate the relationship of the signer to the Claimant (parent, attorney, etc.) and address.

| Signature | Date 11/23/2015 | Relationship and address (if not Claimant) |
|---|---|---|

**Directions for Submission**

Attach and include with this form any bills for medical/treatment or expenses/estimates for personal property damage.

Once submitted, this form becomes a public document. However, please note that Claimant's **Date of Birth**, **Social Security No.**, and **Driver's License No.** *WILL REMAIN CONFIDENTIAL*.

Return completed form to:
Los Rios Community College District
ATTN: General Counsel
1919 Spanos Court
Sacramento, CA 95825

*Responses REQUIRED for Federal Medicare Secondary Payer Reporting

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## Slashed tires incident/September 17, 29015, Case # 15-0660

On Thursday, September 17, 2015, sometime between 11:00a.m.and 1:20p.m., all 4 tires on my car were slashed.

The incident occurred in Parking Lot X, which is a staff parking lot at American River College. There is no security camera installed at this parking lot, and there was no police/parking attendant present.

The tires were most likely slashed by someone in a group of ARC students whom I had asked politely to free a parking space so that I could park my car and go to work. The students were taking up several parking spaces with their backpacks and other personal possessions while waiting for a bus to take them on a field trip. There were no other free parking spots in the parking lot.

These students were not the students in the classes that I teach at ARC, and I do not know any of them. As the police officers told me later (after I reported the incident), the students were from the class of Geography Professor Charles Thomsen who was conducting a field trip. The students were waiting for a bus, but Professor Thomsen was not with them.

The parking lot was full, and my office hour for History 300 which meets on Tuesdays and Thursdays from 12:00p.m. to 1:20p.m. in Davies Hall, Room D106 started at 11:00. I needed to get to work, and the students were occupying 4 or 5 parking spaces.

When I asked them politely to move and take away their belongings because I needed a parking spot, a woman intervened. **She said that she understood my situation because she was also an instructor.** She said that twice to me while she was at the same time talking to someone on her cell phone. The students appeared to know her, and she appeared to be the person in charge.

Since she said that she was an instructor, and she did not ask the students to move, I rolled up my window and drove off to try and find another parking spot. I did not want a conflict with her or the students. There was no conflict of any kind.

When I came back (after I "circled" the adjacent parking lot twice), the students had freed the parking spots, and I parked the car. **The woman was no longer there.** I thanked the students and left. When I came back a couple of hours later, I found the tires slashed.

I reported the incident to campus police who immediately inspected the car and offered to inflate the tires, but discovered that the tires were slashed and could not be inflated. They took a report from me and did everything in their power to assist me.

Officer Frank Smith called Professor Thomsen immediately, told him about the incident, and asked him who the woman who had spoken to me at the parking lot was. At that time, Professor Thomsen said that he did not know that there was a woman with the students. He also stated that it was impossible that one of his students would have or

could have done this. I do not know what he exactly said, but I know for certain that he denied the possibility that one of his students could have done this, and he also denied that there was a woman at the parking lot. I also know for a fact that Officer Smith wanted to find out who she was and that he told Professor Thomsen that he (Officer Smith) wanted to interview the students personally. Officer Smith also immediately called Dean Reyes, BSS Dean, and Dean Roy, Science Division Dean, and told them about the incident. At this point, there was no doubt that the tires were slashed.

Officer Smith gave me his business card with his telephone number and the case number (15-0660).

After I left the police station at ARC, I went to the office of Dean Reyes who expressed his concern for my safety and told me that I would be reimbursed for the tires.

I called AAA road service and had the car towed to the nearest Less Schwab Tire Center, where all 4 of my tires were replaced. I returned home at 6:00p.m. On Monday morning, when I returned to work, I gave Dean Reyes a copy of the bill; the replacement cost for the tires was $589.51.

Officer Frank Smith and another officer whose name, unfortunately, I do not know acted not only professionally, but also showed personal concern and did all they could to assist me and reassure me. They went beyond and above the call of duty to help me, and I think that they should be commended for the service they are providing to the ARC campus. I called Sergeant Olson to let him know about the excellent job that the police officers had done and also sent an email to President Green.

Since I heard nothing about the outcome of the investigation from the police or from Dean Reyes, **I sent an email to Dean Reyes on November 11** asking him about the investigation and the reimbursement, but I did not receive a response.

I also sent an email to Cheryl Sears, Los Rios Police Chief, asking her if she could help me find out the outcome of the investigation. **Ms. Sears responded immediately (on November 12)** and told me that that she would contact her staff and find out what was going on.

**On November 13, Captain McPeek sent me an email** in which he informed me that none of the students came forward with information and that the police could not identify the person(s) who slashed the tires. He said nothing about the identity of the woman who was there (did not even mention her), and, consequently, in my response to his email, I told him that I did not invent her: she was at the parking lot with the students, and she told me that she was an instructor. He did say, at the end of his email, that he spoke to Dean Reyes about the reimbursement for the tires.

**I also received a telephone call from Officer Smith on November 13.** In his voice mail message, he stated that Professor Thomsen talked to the students and to his

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wife, and that no one saw anything. Based on Officer Smith's voice message, it appears to me that the police did not have direct access to the students and that Professor Thomsen at some point told the police that the woman who spoke to me on the parking lot was his wife.

**On November 19, I received an email from Dean Reyes** who expressed his utmost concern for my safety and informed me that I would be contacted by someone from the Legal Office of the Los Rios Community College District.

What makes this unfortunate incident potentially very dangerous is that the tires were slashed in a way that the air was seeping out slowly, and the cuts were invisible to the naked eye. At first, police officers thought that someone had just loosened the valve stem to let the air out of the tires; however, when they tried to inflate the tires, they realized that the tires would not hold air. The cuts were close to the rim, and extremely small. Had I left the building earlier, I would not have noticed that the tires were slashed (and in the process of losing air), and would have gotten on I-80 with 4 slashed tires that could have exploded on my way home to Davis. I could have been killed.

Should you want to know more specific details regarding the incident, you can contact Officer Frank Smith at 484-8591. **The case number for the incident is 15-0660.**

At the present time, I have not been given a police report for this incident. I will contact the police and ask for it. When I receive it, I will forward it to your office. If you wish, you may contact the police and ask for the report.

Sincerely yours,

Olivera Garasanin, Associate Professor
History Department
Behavioral Social Sciences

**Tires LES SCHWAB**

4746 Madison Ave
Sacramento, CA 95841
916-349-2944

Store: 625
Invoice: 62500129793
Salesperson: Cody S

**Work Order**   62500129790

## Customer Information

| | |
|---|---|
| Customer ID: | A062512128 |
| Name: | OLIVERA GARASANIN |
| Address: | |
| City, State, | DAVIS, CA 95616 |
| Phone: | (530) 400-3294 |

## Vehicle Information

| | |
|---|---|
| Vehicle: | 2004 TOYOTA MATRIX |
| Color: | |
| Mileage: | 93,411 |
| License: | 5DVL993 |

## Les Schwab Invoice

| Qty | Product Code | Product Description | Price/ea | FET | Amount |
|---|---|---|---|---|---|
| 4 | 15709 | Pass - w/Rubber Stem | $0.00 | $0.00 | $0.00 |
| 4 | 287319 | 205/55R-16 91H MASTERCRAFT STRATEGY ALL SEASONS BW | $117.84 | $0.00 | $471.36 |
| 4 | 13718 | WHEEL SPIN BALANCE | $13.50 | $0.00 | $54.00 |
| 4 | 13713 | TUBELESS VALVE STEM | $4.50 | $0.00 | $18.00 |

| | |
|---|---|
| Parts Subtotal: | $489.36 |
| Labor Subtotal: | $54.00 |
| Sales Tax: | $39.15 |
| Tire Tax: | $7.00 |

| **Invoice** | **$589.51** |
|---|---|

| **Payment Method:** | VISA Approval# 017374 Card# XXXXXXXXXXXX7526 | **$589.51** |
|---|---|---|

| | | | |
|---|---|---|---|
| DOT: | CXSDHN2015 | Qty: | 4 |

**Wheel Position:**   LF, RF, LR, RR

**Notes To Review With Customer:**   AIR 35 TO 80

**Service Checklist:**

Visual Tire Inspection | All | Recommended Service | Comments: SIDEWALLS SLASHED

Remember to rotate your tires every 5,000 miles for maximum mileage - and it's free!

Les Schwab electronically registers your tire purchase with the tire manufacturer at no charge to you, in accordance with NHTSA's tire registration requirements.

Free air checks for the life of the tires.

Your car may have a tire pressure monitoring system that uses a warning light to alert the driver of low tire pressure or system failure. Pursuant to NHTSA, Les Schwab must install all tire and wheel combinations with functioning TPMS sensors; including tires and custom wheels or winter tires and wheels. The TPMS light may illuminate after routine service and require additional action. We offer and recommend monthly air checks.

Invoice Date/Time: 09-17-2015 04:40 PM                                    Page 1 of 2

**Tires LES SCHWAB**

4746 Madison Ave
Sacramento, CA 95841
916-349-2944

**Store:** 625
**Invoice:** 62500129793
**Salesperson:** Cody S

**Work Order**   62500129790

## Customer Information

| | |
|---|---|
| **Customer ID:** | A062512128 |
| **Name:** | OLIVERA GARASANIN |
| **Address:** | |
| **City, State,** | DAVIS, CA 95616 |
| **Phone:** | (530) 400-9294 |

## Vehicle Information

| | |
|---|---|
| **Vehicle:** | 2004 TOYOTA MATRIX |
| **Color:** | |
| **Mileage:** | 93,411 |
| **License:** | 5DVL993 |

## THANK YOU FOR YOUR BUSINESS

ASSIGNMENT OF WARRANTIES - LIMITATION OF REMEDIES. SELLER ASSIGNS TO PURCHASER ALL RIGHTS AND REMEDIES UNDER MANUFACTURER EXPRESS AND IMPLIED WARRANTIES BUT OTHERWISE EXCLUDES ALL LIABILITY FOR WARRANTY DAMAGES. INCIDENTAL AND CONSEQUENTIAL DAMAGES OF ANY TYPE WHATSOEVER EXCLUDED TO EXTENT LAW ALLOWS. ALL CLAIMS AND RETURNED GOODS MUST BE ACCOMPANIED BY THIS INVOICE.

Customer Signature X

* indicates promotional price
For more information on our products and services, visit www.LesSchwab.com.
All parts new unless specified.

Invoice Date/Time: 09-17-2015 04:40 PM
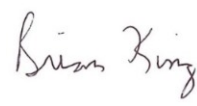
Page 2 of 2

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# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                          **DATE:** December 9, 2015

| SUBJECT: | Reciprocal Easement Agreement and Grant of Easements | ATTACHMENT: None | |
|---|---|---|---|
| | | ENCLOSURE: None | |
| AGENDA ITEM: | Consent Item F | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | JP Sherry | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King | ACTION | |
| | | INFORMATION | |

**BACKGROUND:**

Under Education Code, section 81301, the Board of Trustees is empowered to execute quitclaim deeds, either with or without consideration, to the owners of property adjacent to District property for the purpose of removing defects or otherwise clearing up the title to the adjacent property. In conjunction with the purchase of the real property that makes up the parking lot for the Folsom Lake College Rancho Cordova Center, the Board of Trustees approved, and the District executed, a quitclaim deed with Balbir Sing Ojla and Mohan Gil, the owners of Rosie's Country Kitchen, which is adjacent to the District property. This agreement extinguished claimed reciprocal access easements over the two properties and, in return, the District provided a permanent easement and a temporary license to Rosie's Country Kitchen and promised several improvements to the Rosie's Country Kitchen parking lot.

**STATUS:**

After the conclusion of the construction of the District's parking lot and further analysis, the improvements requested by Rosie's Country Kitchen are not feasible and could create more problems than they would solve. Staff renegotiated with the owners of Rosie's Country Kitchen and have reached a tentative agreement to quitclaim the existing easement, extinguish the existing agreement and return the parties to the status quo. The Agreement further documents that both parties retain permanent nonexclusive access easements over the neighboring 14 feet of the other's property for purposes of vehicular and pedestrian access. The District's property easily accommodates the easement in favor of Rosie's Country Kitchen and the easement across Rosie's Country Kitchen's land benefits the District's access to the existing parking. This deed acts to clear up the title to the adjacent properties.

**RECOMMENDATION:**

It is recommended that the Board of Trustees approve this Reciprocal Easement Agreement and Grant of Easements and authorize the Chancellor, or designee, to execute the appropriate documents.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**  **DATE:** December 9, 2015

| SUBJECT: | Disposition of Stale District Records | ATTACHMENT: Yes |  |
|---|---|---|---|
| | | ENCLOSURE:  None | |
| **AGENDA ITEM:** | Consent Item G | TYPE OF BOARD CONSIDERATION: | |
| **RECOMMENDED BY:** | Theresa Matista *Theresa Matista* | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| **APPROVED FOR CONSIDERATION:** | Brian King *Brian King* | ACTION | |
| | | INFORMATION | |

**BACKGROUND:**
Per Title 5, the Board of Trustees is required to approve the destruction of Class 3 (Disposable) records. Accordingly, the District presents to the Board a listing of items recommended for destruction.

**STATUS:**
In accordance with Title 5, Section 59027, documents listed on the attached have been classified as Class 3 records and are submitted to the Board for recommendation to be destroyed by the required manner of shredding, burning or pulping (Section 59029). It is hereby certified that all records included in the list are not in conflict with the record retention and destruction requirements of Title 5.

**RECOMMENDATION:**
It is recommended that the Board of Trustees approve the destruction of the documents referenced on the attached lists.

**Los Rios Community College District**
## AMERICAN RIVER COLLEGE

| Fiscal Year Documents Originated | Department | Box # | Documents | Fiscal Year Eligible for Destruction |
|---|---|---|---|---|
| 2011-2012 | Beaver Bookstore | | Bank Reconciliations | 2014-2015 |
| 2011-2012 | Beaver Bookstore | | AP Vouchers | 2014-2015 |
| 2011-2012 | Beaver Bookstore | | AR Invoices | 2014-2015 |
| 2011-2012 | Beaver Bookstore | | Sales Reports | 2014-2015 |
| 2011-2012 | Beaver Bookstore | | Buyback Reports | 2014-2015 |
| 2011-2012 | Beaver Bookstore | | Buyback & Refund Receipts | 2014-2015 |
| 2011-2012 | Beaver Bookstore | | Credit Card & Deposit Receipts | 2014-2015 |
| 2011-2012 | Beaver Bookstore | | CARE/EOPS Vouchers | 2014-2015 |

| Fiscal Year Documents Originated | Department | Box # | Documents | Fiscal Year Eligible for Destruction |
|---|---|---|---|---|
| 1978-1998 | Business Services | 2580 | LRCFT Stipends | 2014 - 2015 |
| 1982-1985 | Business Services | 2022 | Management Restructured Salary Schedule | 2006 - 2007 |
| 1983-1986 | Business Services | 1980 | Parking Fees - Workpapers | 2012 - 2013 |
| 1985 -1998 | Business Services | 1937 | Redevelopment Documents, County of Yolo, City of Sacramento, Galt, Davis | 2011 - 2012 |
| 1989/1990 | Business Services | 1980 | Change in Election Year of Board Members | 2012 - 2013 |
| 1989-1992 | Business Services | 1781 | Retiree Benefit Fund Workpapers | 2013 - 2014 |
| 1989-1998 | Business Services | 1781 | Investment Reports | 2013 - 2014 |
| 1989-1999 | Business Services | 1781 | College Investment Accounts | 2013 - 2014 |
| 1991-1995 | Business Services | 1781 | Self-Insurance Fund Workpapers | 2013 - 2014 |
| 1991-1999 | Business Services | 1782 | Capital Outlay Projects Fund Workpapers | 2014 - 2015 |
| 1992-1993 | Business Services | 2022 | Collective Bargaining 1% documents, LRCFT, Other Units, Other Detail | 2006 - 2007 |
| 1992-1993 | Business Services | 2580 | Nonresident Tuition - Installment Plans | 2014 - 2015 |
| 1992-1999 | Business Services | 1782 | Retiree Benefit Fund Workpapers | 2014 - 2015 |
| 1992-93 | Business Services | 1980 | Health Offices/Health Fees | 2012 - 2013 |
| 1993-1994 | Business Services | 2022 | Contract Managers Compensation | 2006 - 2007 |
| 1993-1997 | Business Services | 1779 | Parking Citation Records | 2013 - 2014 |
| 1993-1997 | Business Services | 2022 | Collective Bargaining Workpapers, LRSA, LRCFT | 2006 - 2007 |
| 1993-1998 | Business Services | 1937 | Chron Files, Louise Davatz & Rob Diamond | 2011 - 2012 |
| 1995-1996 | Business Services | 1980 | Parking Fees Study | 2012 - 2013 |
| 1995-1996 | Business Services | 2579 | IRS Audit of Trans | 2013 - 2014 |
| 1995-1998 | Business Services | 1781 | Capital Outlay Fund & Self-Insurance Fund Investment Accounts | 2013 - 2014 |
| 1995-2000 | Business Services | 2578 | FM Operations Budget | 2013 - 2014 |
| 1997-2002 | Business Services | 2578 | Self-Insurance Fund Workpapers | 2013 - 2014 |
| 1998-2004 | Business Services | 2580 | Vacation Accrual | 2014 - 2015 |
| 1999-2000 | Business Services | 2579 | IRS Audit of Trans | 2013 - 2014 |
| 1999-2001 | Business Services | 1980 | Parking Citation Reports & Workpapers | 2012 - 2013 |
| 1999-2003 | Business Services | 2578 | Cashflow | 2013 - 2014 |
| 1999-2003 | Business Services | 2579 | TRANS | 2013 - 2014 |
| 2000-2002 | Business Services | 2578 | AGE & LAIF: Capital Outlay Fund & Self Insurance Fund | 2013 - 2014 |
| 2000-2002 | Business Services | 2578 | AGE: College Accounts | 2013 - 2014 |
| 2000-2002 | Business Services | 2579 | Retro Calc Workpapers | 2013 - 2014 |
| 2000-2003 | Business Services | 2578 | Capital Outlay Fund Workpapers | 2013 - 2014 |
| 2000-2003 | Business Services | 2578 | Retiree Benefit Fund Workpapers | 2013 - 2014 |
| 2000-2003 | Business Services | 2579 | Program Development Funds | 2013 - 2014 |
| 2000-2003 | Business Services | 2579 | Audit File Workpapers | 2013 - 2014 |
| 2001-2003 | Business Services | 2488 | Year-end Financial Statement Workpapers | 2012 - 2013 |
| 2002-2003 | Business Services | 2580 | Retro Calc Workpapers | 2014 - 2015 |
| 2002-2004 | Business Services | 2580 | AGE & LAIF: Capital Outlay Fund & Self-Insurance Fund | 2014 - 2015 |
| 2002-2004 | Business Services | 2580 | AGE: College Accounts | 2014 - 2015 |
| 2003-2004 | Business Services | 2580 | Parking Citations | 2014 - 2015 |
| 2004 - 2006 | Business Services | | Audit Workpapers | 2010 - 2011 |
| Fall 1988-Fall 2000 | Business Services | 2576 | FT:PT Faculty | 2013 - 2014 |
| May 1995-May 1998 | Business Services | 2580 | FTES Growth in New Facilities | 2014 - 2015 |
| | Business Services | 3386 | Finance & Administration/Deputy Chancellor Workpapers | 2013 - 2014 |
| | Business Services | 3387 | Finance & Administration/Deputy Chancellor Workpapers | 2013 - 2014 |
| 1960-61 & 1974-75 | Employee Benefits | Microfilm | Absence Reports : Takanikos-Wyman | 1977 - 1978 |
| 1960-61 & 1974-75 | Employee Benefits | Microfilm | Vacation-Sick Leave Cards : A-Brooks | 1977 - 1978 |

| Fiscal Year Documents Originated | Department | Box # | Documents | Fiscal Year Eligible for Destruction |
|---|---|---|---|---|
| 1960-61 & 1974-75 | Employee Benefits | Microfilm | Vacation-Sick Leave Cards : Brosemer-Fox | 1977 - 1978 |
| 1960-61 & 1974-75 | Employee Benefits | Microfilm | Vacation-Sick Leave Cards : Foxworthy-Kan | 1977 - 1978 |
| 1960-61 & 1974-75 | Employee Benefits | Microfilm | Vacation-Sick Leave Cards : Kaneko-Murian | 1977 - 1978 |
| 1960-61 & 1974-75 | Employee Benefits | Microfilm | Vacation-Sick Leave Cards : Murphrey-Smernes | 1977 - 1978 |
| 1960-61 & 1974-75 | Employee Benefits | Microfilm | Vacation-Sick Leave Cards : Smith-Zuccaro | 1977 - 1978 |
| 1960-61 & 1974-75 | Employee Benefits | Microfilm | Absence Reports : Hutchinson-Swinehart | 1977 - 1978 |
| 1965 - 1969 | Employee Benefits | Microfilm | Absence Reports : Berkley-Meylor | 1972 - 1973 |
| 1965 - 1972 | Employee Benefits | Microfilm | Absence Reports : Bang-Eytel | 1975 - 1976 |
| 1965 - 1972 | Employee Benefits | Microfilm | Absence Reports : Faircio-Hairai | 1975 - 1976 |
| 1965 - 1972 | Employee Benefits | Microfilm | Absence Reports : Hodge-Lozier | 1975 - 1976 |
| 1965 - 1972 | Employee Benefits | Microfilm | Absence Reports : Lubbers-Phipps | 1975 - 1976 |
| 1965 - 1972 | Employee Benefits | Microfilm | Absence Reports : Pieri-Syers | 1975 - 1976 |
| 1965-1969 & 1975-1975 | Employee Benefits | Microfilm | Absence Reports : Milikien-Barnes | 1975 - 1976 |
| 1965-1972 & 1970-1973 | Employee Benefits | Microfilm | Absence Reports : Tate-Bates | 1977 - 1978 |
| 1965-1972 & 1976-1977 | Employee Benefits | Microfilm | Absence Reports : Uldall-Bang and Johnson | 1980 - 1981 |
| 1969 - 1974 | Employee Benefits | Microfilm | Absence Reports : Bates-Epperson | 1977 - 1978 |
| 1969 - 1974 | Employee Benefits | Microfilm | Absence Reports : Epperson-Holmes | 1977 - 1978 |
| 1969 - 1974 | Employee Benefits | Microfilm | Absence Reports : Holmes-Mayo | 1977 - 1978 |
| 1969 - 1974 | Employee Benefits | Microfilm | Absence Reports : McAndrew-Rivett | 1977 - 1978 |
| 1969 - 1974 | Employee Benefits | Microfilm | Absence Reports : Robbins-Triplett | 1977 - 1978 |
| 1969 - 1974 | Employee Benefits | Microfilm | Absence Reports : Bradshaw-Green | 1978 - 1979 |
| 1969 - 1975 | Employee Benefits | Microfilm | Absence Reports : Triplett-Boyden | 1979 - 1980 |
| 1973 - 1975 | Employee Benefits | Microfilm | Absence Reports : Greene-Marshall | 1978 - 1979 |
| 1973 - 1975 | Employee Benefits | Microfilm | Absence Reports : Martello-Schroeder | 1978 - 1979 |
| 1973 - 1975 | Employee Benefits | Microfilm | Absence Reports : Schrumpf-Berkely | 1979 - 1980 |
| 1974 - 1976 | Employee Benefits | Microfilm | Data type unspecified : Blanco-Cavener | 1978 - 1981 |
| 1974 - 1976 | Employee Benefits | Microfilm | Absence Reports : Barnes-Eytel | 1979 - 1980 |
| 1974 - 1976 | Employee Benefits | Microfilm | Absence Reports : Fairclo-Hyatt | 1979 - 1980 |
| 1974 - 1976 | Employee Benefits | Microfilm | Absence Reports : Jackson-Myers | 1979 - 1980 |
| 1974 - 1976 | Employee Benefits | Microfilm | Absence Reports : Naake-Sisto | 1979 - 1980 |
| 1974 - 1976 | Employee Benefits | Microfilm | Absence Reports : Stockdale-Wyman | 1979 - 1980 |
| 1974 - 1976 | Employee Benefits | Microfilm | Absence Reports : Yamamoto-Hutchinson | 1979 - 1980 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Allen-Baker | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Baker-Bell | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Bellamy-Bresnahan | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Bresnam-Cannon | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Cannon-Cole | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Cole-David | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : David-Dunbar | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Dunn-Ferris | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Fielder-Gentry | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : George-Haas | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Haas-Helsel | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Henderson-Huebner | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Hugget-Johnson | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Johnson-Knutson | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Kobayshi-Leventon | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Lew-Maschmeyer | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Masculino-Mitchell | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Mitchell-Nicoli | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Negotiation Session-Allen | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Nielsen-Passarell | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Patching-Raines | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Rainwater-Rye | 1985 - 1986 |

**Los Rios Community College District**
**District Office Business Services**

| Fiscal Year Documents Originated | Department | Box # | Documents | Fiscal Year Eligible for Destruction |
|---|---|---|---|---|
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Sabeh-Shumway | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Sibley-Sward | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Sweeny-Vasquez | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Vastola-Williams | 1985 - 1986 |
| 1974 - 1982 | Employee Benefits | Microfilm | Absence Reports : Williams-Zwiebel | 1985 - 1986 |
| 1974 - 1984 | Employee Benefits | Microfilm | Benefits : Yaffee-Zumalt | 1987 - 1988 |
| 1974 - 1984 | Employee Benefits | Microfilm | Deferred Compensation : none | 1987 - 1988 |
| 1974 - 1984 | Employee Benefits | Microfilm | Deferred Compensation : Yaffee-Zumalt | 1987 - 1988 |
| 1976 - 1977 | Employee Benefits | Microfilm | Absence Reports : Abeel-Blunk | 1980 - 1981 |
| 1976 - 1977 | Employee Benefits | Microfilm | Absence Reports : Bobiles-Dasch | 1980 - 1981 |
| 1976 - 1977 | Employee Benefits | Microfilm | Absence Reports : Dasch-Ghoston | 1980 - 1981 |
| 1976 - 1977 | Employee Benefits | Microfilm | Absence Reports : Gibson-Ivery | 1980 - 1981 |
| 1976 - 1977 | Employee Benefits | Microfilm | Absence Reports : Jacinto-Mansfield | 1980 - 1981 |
| 1976 - 1977 | Employee Benefits | Microfilm | Absence Reports : Mar-Outlaw | 1980 - 1981 |
| 1976 - 1977 | Employee Benefits | Microfilm | Absence Reports : Pace-Schmitt | 1980 - 1981 |
| 1976 - 1977 | Employee Benefits | Microfilm | Absence Reports : Schmitt-Tuo | 1980 - 1981 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : A-Barsant | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : A-Dil | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Bartell-Brannon | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Bray-Carothers | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Carp-Coppola | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Corelis-Dewoody | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Diamond-Ezzell | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Dim-Johnson | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Fabionar-Furtado | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Gaal-Gwynn | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Haas-Hewitt | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Hickey-Jayne | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Jeffers-King | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Johnson-N | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Kinghorn-Leever | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Lefever-Marz | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Mascaro-Minuth | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Misho-Nystrom | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Oakham-Pettit | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : O-Thompson | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Phaendler-Ritchie | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Ritner-Schwierzke | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Scott-Stansell | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Stapleton-Thweatt | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Thoren-Z | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Tibbits-Webster | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Wedding-Wynne | 1989 - 1990 |
| 1982 - 1986 | Employee Benefits | Microfilm | Absence Reports : Yaffee-Zumalt | 1989 - 1990 |
| 1986 - 1987 | Employee Benefits | Microfilm | Absence Reports : A-Dil | 1990 - 1991 |
| 1986 - 1987 | Employee Benefits | Microfilm | Absence Reports : Dim-Johnson | 1990 - 1991 |
| 1986 - 1987 | Employee Benefits | Microfilm | Absence Reports : Johnson-N | 1990 - 1991 |
| 1986 - 1987 | Employee Benefits | Microfilm | Absence Reports : O-Thompson | 1990 - 1991 |
| 1986 - 1987 | Employee Benefits | Microfilm | Absence Reports : Thoren-Z | 1990 - 1991 |
| 1987 - 1988 | Employee Benefits | Microfilm | Absence Reports : Abila-Doyon | 1991 - 1992 |
| 1987 - 1988 | Employee Benefits | Microfilm | Absence Reports : Drexel-Karns | 1991 - 1992 |
| 1987 - 1988 | Employee Benefits | Microfilm | Absence Reports : Karsten-Portillo | 1991 - 1992 |
| 1987 - 1988 | Employee Benefits | Microfilm | Absence Reports : Potorf-Whitaker | 1991 - 1992 |
| 1987 - 1988 | Employee Benefits | Microfilm | Absence Reports : White-Zobel | 1991 - 1992 |

| Fiscal Year Documents Originated | Department | Box # | Documents | Fiscal Year Eligible for Destruction |
|---|---|---|---|---|
| 1988 - 1989 | Employee Benefits | Microfilm | Absence Reports : Aagard-Dennett | 1992 - 1993 |
| 1988 - 1989 | Employee Benefits | Microfilm | Absence Reports : Dennis-Reona | 1992 - 1993 |
| 1988 - 1989 | Employee Benefits | Microfilm | Absence Reports : Jeffery-Paras | 1992 - 1993 |
| 1988 - 1989 | Employee Benefits | Microfilm | Absence Reports : Park-Vega | 1992 - 1993 |
| 1988 - 1989 | Employee Benefits | Microfilm | Absence Reports : Velasquez-Zucker | 1992 - 1993 |
| 1989 - 1990 | Employee Benefits | Microfilm | Absence Reports : Aagard-Dixon | 1993 - 1994 |
| 1989 - 1990 | Employee Benefits | Microfilm | Absence Reports : Do-Hwang | 1993 - 1994 |
| 1989 - 1990 | Employee Benefits | Microfilm | Absence Reports : Ickes-Noll | 1993 - 1994 |
| 1989 - 1990 | Employee Benefits | Microfilm | Absence Reports : Noonan-Stypes | 1993 - 1994 |
| 1989 - 1990 | Employee Benefits | Microfilm | Absence Reports : Sukkary-Zucker | 1993 - 1994 |
| 1990 - 1991 | Employee Benefits | Microfilm | Absence Reports : Aagard-Dixon | 1994 - 1995 |
| 1990 - 1991 | Employee Benefits | Microfilm | Absence Reports : Do-Hoyt | 1994 - 1995 |
| 1990 - 1991 | Employee Benefits | Microfilm | Absence Reports : Huang-Myers | 1994 - 1995 |
| 1990 - 1991 | Employee Benefits | Microfilm | Absence Reports : Naake-Spruce | 1994 - 1995 |
| 1990 - 1991 | Employee Benefits | Microfilm | Absence Reports : Stadden-Zuercher | 1994 - 1995 |
| 1991 - 1992 | Employee Benefits | Microfilm | Absence Reports : AA-AM & Ste-Z | 1995 - 1996 |
| 1991 - 1992 | Employee Benefits | Microfilm | Absence Reports : Aagaard-Cypret | 1995 - 1996 |
| 1991 - 1992 | Employee Benefits | Microfilm | Absence Reports : A-Di | 1995 - 1996 |
| 1991 - 1992 | Employee Benefits | Microfilm | Absence Reports : A-Di | 1995 - 1996 |
| 1991 - 1992 | Employee Benefits | Microfilm | Absence Reports : Dahl-Hix | 1995 - 1996 |
| 1991 - 1992 | Employee Benefits | Microfilm | Absence Reports : Do-I | 1995 - 1996 |
| 1991 - 1992 | Employee Benefits | Microfilm | Absence Reports : Do-I | 1995 - 1996 |
| 1991 - 1992 | Employee Benefits | Microfilm | Absence Reports : Hoag-Mizwinski | 1995 - 1996 |
| 1991 - 1992 | Employee Benefits | Microfilm | Absence Reports : J-N | 1995 - 1996 |
| 1991 - 1992 | Employee Benefits | Microfilm | Absence Reports : J-N | 1995 - 1996 |
| 1991 - 1992 | Employee Benefits | Microfilm | Absence Reports : Molina-Shumway | 1995 - 1996 |
| 1991 - 1992 | Employee Benefits | Microfilm | Absence Reports : O-Sta | 1995 - 1996 |
| 1991 - 1992 | Employee Benefits | Microfilm | Absence Reports : O-Sta | 1995 - 1996 |
| 1991 - 1992 | Employee Benefits | Microfilm | Absence Reports : Siegfried-Zuercher | 1995 - 1996 |
| 1991 - 1992 | Employee Benefits | Microfilm | Absence Reports : Ste-Z | 1995 - 1996 |
| 1992 - 1993 | Employee Benefits | Microfilm | Absence Reports : Aagaard-Crownover | 1996 - 1997 |
| 1992 - 1993 | Employee Benefits | Microfilm | Absence Reports : Cudzilo-Hesser | 1996 - 1997 |
| 1992 - 1993 | Employee Benefits | Microfilm | Absence Reports : Hidden-Meyer-Taylor | 1996 - 1997 |
| 1992 - 1993 | Employee Benefits | Microfilm | Absence Reports : Michael-Scott-Smith | 1996 - 1997 |
| 1992 - 1993 | Employee Benefits | Microfilm | Absence Reports : Searle-Spratt-Zuercher | 1996 - 1997 |
| 1993 - 1994 | Employee Benefits | Microfilm | Absence Reports : Aagaard-Dowdall | 1997 - 1998 |
| 1993 - 1994 | Employee Benefits | Microfilm | Absence Reports : Dowdall-Kleeman | 1997 - 1998 |
| 1993 - 1994 | Employee Benefits | Microfilm | Absence Reports : Kleeman-Reynolds | 1997 - 1998 |
| 1993 - 1994 | Employee Benefits | Microfilm | Absence Reports : Rhine-Vriend | 1997 - 1998 |
| 1993 - 1994 | Employee Benefits | Microfilm | Absence Reports : Waddell-Zuercher | 1997 - 1998 |
| 1994 - 1995 | Employee Benefits | Microfilm | Absence Reports : Aagaard-Downs | 1998 - 1999 |
| 1994 - 1995 | Employee Benefits | Microfilm | Absence Reports : Drake-Kwong | 1998 - 1999 |
| 1994 - 1995 | Employee Benefits | Microfilm | Absence Reports : Harris-Haynes | 1998 - 1999 |
| 1994 - 1995 | Employee Benefits | Microfilm | Absence Reports : Lachica-Rogers | 1998 - 1999 |
| 1994 - 1995 | Employee Benefits | Microfilm | Absence Reports : Rodriguez-Zweifel & Haas-Harris | 1998 - 1999 |
| 1995 - 1996 | Employee Benefits | Microfilm | Absence Reports : Aagaard-Eisenhower | 1999 - 2000 |
| 1995 - 1996 | Employee Benefits | Microfilm | Absence Reports : Eitel - Lee-Lensky | 1999 - 2000 |
| 1995 - 1996 | Employee Benefits | Microfilm | Absence Reports : Ellis-Lecount | 1999 - 2000 |
| 1995 - 1996 | Employee Benefits | Microfilm | Absence Reports : Lensky-Schmidt | 1999 - 2000 |
| 1995 - 1996 | Employee Benefits | Microfilm | Absence Reports : Schmidt-Zweifel | 1999 - 2000 |
| 1996 - 1997 | Employee Benefits | Microfilm | Absence Reports : A-Cook | 2000 - 2001 |
| 1996 - 1997 | Employee Benefits | Microfilm | Absence Reports : Cool-Hous | 2000 - 2001 |
| 1996 - 1997 | Employee Benefits | Microfilm | Absence Reports : Jam-O | 2000 - 2001 |
| 1996 - 1997 | Employee Benefits | Microfilm | Absence Reports : P-Tou | 2000 - 2001 |

## Los Rios Community College District
### District Office Business Services

| Fiscal Year Documents Originated | Department | Box # | Documents | Fiscal Year Eligible for Destruction |
|---|---|---|---|---|
| 1996 - 1997 | Employee Benefits | Microfilm | Absence Reports : Tow-Z | 2000 - 2001 |
| 1997 - 1998 | Employee Benefits | Microfilm | Absence Reports : Aagaard-Cyras | 2001 - 2002 |
| 1997 - 1998 | Employee Benefits | Microfilm | Absence Reports : Dahms-Hayward | 2001 - 2002 |
| 1997 - 1998 | Employee Benefits | Microfilm | Absence Reports : Headd-Lyons | 2001 - 2002 |
| 1997 - 1998 | Employee Benefits | Microfilm | Absence Reports : Macarthur-Rizzi | 2001 - 2002 |
| 1997 - 1998 | Employee Benefits | Microfilm | Absence Reports : Roach-Yee | 2001 - 2002 |
| 1997 - 1998 | Employee Benefits | Microfilm | Absence Reports : Yoder-Zurfluh | 2001 - 2002 |
| 1998 - 1999 | Employee Benefits | Microfilm | Absence Reports : Aagaard-Cook | 2002 - 2003 |
| 1998 - 1999 | Employee Benefits | Microfilm | Absence Reports : Cooke-Guyer | 2002 - 2003 |
| 1998 - 1999 | Employee Benefits | Microfilm | Absence Reports : Haap-Lowe | 2002 - 2003 |
| 1998 - 1999 | Employee Benefits | Microfilm | Absence Reports : Lower-Quigley | 2002 - 2003 |
| 1998 - 1999 | Employee Benefits | Microfilm | Absence Reports : Radclifa-Tewell | 2002 - 2003 |
| 1998 - 1999 | Employee Benefits | Microfilm | Absence Reports : Todd-Zuulah | 2002 - 2003 |
| No Date range specified | Employee Benefits | Microfilm | Benefits : Phaendler-Ritchie | 1998 - 1999 |
| No Date range specified | Employee Benefits | Microfilm | Benefits : Ritner-Schwierzke | 1998 - 1999 |
| No Date range specified | Employee Benefits | Microfilm | Benefits : Scott-Stansell | 1998 - 1999 |
| No Date range specified | Employee Benefits | Microfilm | Benefits : Stapleton-Thweah | 1998 - 1999 |
| No Date range specified | Employee Benefits | Microfilm | Benefits : Tibbets-Webster | 1998 - 1999 |
| No Date range specified | Employee Benefits | Microfilm | Benefits : Wedding-Wynne | 1998 - 1999 |
| 1998 - 2006 | General Accounting | 3166 | 311Q Reports | 2013 - 2014 |
| 1999 - 2005 | General Accounting | 3010 | Audit Documents and Trial Balances | 2013 - 2014 |
| 1999 - 2007 | General Accounting | 3015 | Journal Entries, Audit and Bank Documents | 2013 - 2014 |
| 2002-2003 & 2005-2006 | General Accounting | 3011 | Audit Documents and Trial Balances | 2013 - 2014 |
| 2003 - 2004 | General Accounting | 3040 | Journal Entries and Bank Documents | 2013 - 2014 |
| 2005 - 2006 | General Accounting | 3009 | Journal Entries and Bank Documents | 2013 - 2014 |

**Los Rios Community College District**
**District Office - General Counsel**

| Fiscal Year Documents Originated | Department | Box # | Documents | Fiscal Year Eligible for Destruction |
|---|---|---|---|---|
| 2006 - 2007 | General Counsel | | Conflict of Interest Forms | 2014-2015 |
| 1988-2006 | General Counsel | 3111 | Claims, Stop Notices, Grievances, Student Files, Complaints, Misc. | 1/1/2015 |
| 1999-2004 | General Counsel | 3108 | Claims, Stop Notices, Grievances, Complaints, Misc. | 1/1/2015 |

## Los Rios Community College District
## District Office - Human Resources

| Fiscal Year Documents Originated | Department | Box # | Documents | Fiscal Year Eligible for Destruction |
|---|---|---|---|---|
| 2005 - 2006 | Human Recources | 2702 | Recruitment Documents | 2009-2010 |
| 2004 - 2006 | Human Recources | 2935 | Recruitment Documents | 2009-2010 |
| 2010-2011 | Human Recources | 3112 | HR Training Documents | 2013-2014 |
| 2010-2011 | Human Recources | 3113 | HR Training Documents | 2013-2014 |
| 2008-2009 | Human Recources | 3186 | Personnel File Documents | 2014-2015 |
| 2008-2009 | Human Recources | 3187 | Personnel File Documents | 2014-2015 |
| 2008-2009 | Human Recources | 3188 | Personnel File Documents | 2014-2015 |
| 2008-2009 | Human Recources | 3189 | Personnel File Documents | 2014-2015 |
| 2008-2009 | Human Recources | 3191 | Personnel File Documents | 2014-2015 |
| 2008-2009 | Human Recources | 3192 | Personnel File Documents | 2014-2015 |
| 2008-2009 | Human Recources | 3254 | Personnel File Documents | 2014-2015 |
| 2008-2009 | Human Recources | 3255 | Personnel File Documents | 2014-2015 |
| 2008-2009 | Human Recources | 3256 | Personnel File Documents | 2014-2015 |
| 2008-2009 | Human Recources | 3257 | Personnel File Documents | 2014-2015 |
| 2008-2009 | Human Recources | 3258 | Personnel File Documents | 2014-2015 |
| 2008-2009 | Human Recources | 3259 | Personnel File Documents | 2014-2015 |
| 2008-2009 | Human Recources | 3260 | Personnel File Documents | 2014-2015 |
| 2008 - 2009 | Human Recources | 3275 | Recruitment Documents | 2012-2013 |
| 2008-2009 | Human Recources | 3279 | Recruitment Documents | 2012-2013 |
| 2010-2011 | Human Recources | 3316 | HR Training Documents | 2013-2014 |
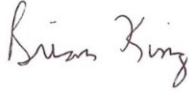
## Los Rios Community College District
## District Office - Human Resources

| Fiscal Year Documents Originated | Department | Box # | Documents | Fiscal Year Eligible for Destruction |
|---|---|---|---|---|
| 2010-2011 | Human Recources | 3317 | HR Training Documents | 2013-2014 |
| 2010-2011 | Human Recources | 3318 | HR Training Documents | 2013-2014 |
| 2010-2011 | Human Recources | 3319 | HR Training Documents | 2013-2014 |
| 2010-2011 | Human Recources | 3320 | HR Training Documents | 2013-2014 |
| 2010-2011 | Human Recources | 3321 | HR Training Documents | 2013-2014 |
| 2008-2009 | Human Recources | 3413 | Recruitment Documents | 2012-2013 |
| 2008-2009 | Human Recources | 3500 | Recruitment Documents | 2013-2014 |
| 2010-2011 | Human Recources | 3511 | Recruitment Documents | 2014-2015 |
| 2010-2011 | Human Recources | 3558 | Personnel File Documents | 2014-2015 |
| 2010-2011 | Human Recources | 3570 | Recruitment Documents | 2014-2015 |
| 2010-2011 | Human Recources | 3581 | Personnel File Documents | 2014-2015 |
| 2010-2011 | Human Recources | 3586 | Recruitment Documents | 2014-2015 |
| 2010-2011 | Human Recources | 3618 | Recruitment Documents | 2014-2015 |
| 2010-2011 | Human Recources | 3650 | Recruitment Documents | 2014-2015 |
| 2010-2011 | Human Recources | 3653 | Recruitment Documents | 2015-2016 |
| 2010-2011 | Human Recources | 3695 | Recruitment Documents | 2014-2015 |
| 2010-2011 | Human Recources | 3696 | Recruitment Documents | 2014-2015 |
| 2011-2012 | Human Recources | 3700 | Recruitment Documents | 2014-2015 |

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                              **DATE:** December 9, 2015

| SUBJECT: | Special Event Authorization | ATTACHMENT: None | |
|---|---|---|---|
| | | ENCLOSURE: None | |
| AGENDA ITEM: | Consent Item H | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | *JP Sherry* JP Sherry | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | *Brian King* Brian King | ACTION | |
| | | INFORMATION | |

**BACKGROUND:**
Pursuant to Board Policy P-1414, special events are shows, private parties, concerts, theatrical productions, and other events held on a District premises for which the principal attendees are members of the general public or invited guests and not students of the District.

**STATUS:**
At the below-listed special events, event sponsors have submitted applications for permission to serve alcohol.

**Community/External Events**

| Date of Event | College | Location | Name of Event | Alcohol |
|---|---|---|---|---|
| March 3, 2016 | Folsom Lake College | Harris Center | Harris Center 5th Anniversary Reception | Wine |

**RECOMMENDATION:**
It is recommended that the Board of Trustees approve the applications as listed.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                    **DATE:** December 9, 2015

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

**BACKGROUND:**

Pursuant to Board Policy 8315, executed agreements for the following grant and/or contract awards are hereby presented for approval and/or ratification.

| Title, Description, Term, Project Administrator | College/Unit | Amount | Source |
|---|---|---|---|
| American Apprenticeship Initiative<br>• Funds to train 1,000 workers in Advanced Manufacturing using an American Apprenticeship model.<br>• 10/1/2015 through 9/30/2020<br>• Administrator: Jerome Countee, Associate Vice President, Instruction | ARC, CRC | $5,000,000 ($1 million annually) | U.S. Dept. of Labor |
| CA Early Childhood Mentor Program<br>• Funds to support the Mentor Program.<br>• 9/14/2015 through 6/15/2016<br>• Administrator: Marjorie Duffy, Interim Dean, Business and Family Sciences | CRC | $1,000 | Chabot-Las Positas CCD |
| Child Development Training Consortium – Campus Coordinator and Instructional Agreement (renewal)<br>• Funds to support coordination of and instruction in the Child Development Training Program.<br>• 9/1/2015 through 6/30/2016<br>• Administrator: Victoria Maryatt, Interim Dean, Health and Education | ARC | $28,900 | Yosemite CCD |
| Child Development Training Consortium – Campus Coordinator and Instructional Agreement (renewal)<br>• Funds to support coordination of and instruction in the Child Development Training Program.<br>• 9/1/2015 through 6/30/2016<br>• Administrator: Marjorie Duffy, Interim Dean, Business and Family Sciences | CRC | $11,875 | Yosemite CCD |

| | | | |
|---|---|---|---|
| Child Development Training Consortium – Campus Coordinator and Instructional Agreement (renewal)<br>• Funds to support coordination of and instruction in the Child Development Training Program.<br>• 9/1/2015 through 6/30/2016<br>• Administrator: Frank Malaret, Dean, Behavioral and Social Sciences | SCC | $20,400 | Yosemite CCD |
| Cochran Fellowship Program<br>• Funds to train and introduce Thailand wholesalers to regional markets.<br>• 6/1/2015 through 6/20/2015<br>• Administrator: Jamey Nye, Associate Vice Chancellor, Instruction | WED | $15,660 | U.S. Dept. of Agriculture |
| MESA – Fund for Student Success<br>• Renewal to support the MESA program.<br>• 7/1/2015 through 6/30/2016<br>• Administrator: Brandon Muranaka, Dean, Science, Math, and Engineering | CRC | $50,500 | CCCCO |
| MESA – Fund for Student Success<br>• Renewal to support the MESA program.<br>• 7/1/2015 through 6/30/2016<br>• Administrator: Daniel Styer, Dean, Mathematics, Statistics, and Engineering | SCC | $50,500 | CCCCO |
| Prop 39 Program Improvement Fund – Round 2 Funds<br>• Funds to enhance green/clean technology programs.<br>• 11/1/2015 through 6/15/2016<br>• Administrator: Gabriel Meehan, Associate Vice President, Instruction | SCC | $70,962 | Mendocino-Lake CCD |
| Puente Project (renewal)<br>• Funds to provide academic and personal mentoring for Puente Program students.<br>• 7/1/2015 through 6/30/2016<br>• Administrator: Laduan Smedley, Vice President, Administrative Services | SCC | $4,500 | Regents of the University of CA |

**RECOMMENDATION:**

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

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                    **DATE:** December 9, 2015

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

**BACKGROUND:**
Pursuant to Board Policy 8315, the following executed agreements and/or extensions for the following contracts are hereby presented for approval and/or ratification:

| CONTRACTS | | | | | |
|---|---|---|---|---|---|
| Description | Agreement Amount | Initial (I) Renewal (R) | Valid Dates | Consultant/ Contractor | Department Sponsor |
| SCC Electrical Switch Gear | $93,850.00 | I | 11/04/15 – 11/2017 | Engineering Enterprise | Facilities Management |
| SCC Emergency Generator Design Services | $18,200.00 | I | 11/04/15 – 11/2017 | Engineering Enterprise | Facilities Management |
| ARC Campus-wide Wireless Access Points | $74,920.00 | I | 11/20/15 – 12/31/15 | K S Telecom, Inc. | Information Technology |
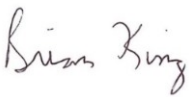
**RECOMMENDATION:**
It is recommended that the Board of Trustees ratify the contracts listed herein.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                                      **DATE:** December 9, 2015

| SUBJECT: | Ratify: Affiliation and Other Agreements | ATTACHMENT: Yes | |
|---|---|---|---|
| | | ENCLOSURE: None | |
| AGENDA ITEM: | Consent Item K | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | Susan L. Lorimer | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King | ACTION | |
| | | INFORMATION | |

**BACKGROUND:**
Pursuant to Education Code section 81655, and Board Policy 8315, all agreements to which the District is party must be approved by or ratified by the Board of Trustees. Where agreements are not authorized or ratified by other means, this Board item is used to ensure compliance with this obligation.

**STATUS:**
Pursuant to Board Policy 8315, the following agreements and/or extensions for the following contracts are hereby presented for approval/ratification:

1. The Automated Teller Machine Installation and Service Agreement with Schools Financial Credit Union effective November 5, 2015. Schools Financial Credit Union shall continue to be the exclusive Credit Union provider of ATM services at Los Rios colleges. The agreement shall continue in effect until terminated per the terms and conditions of the agreement.
2. Settlement Agreement with the University of Southern California over the use of logo that USC contends is confusingly similar to the USC logo (the SC logo). The Settlement Agreement provides that Sacramento City College will phase out the use of t-shirts, hats, coaching polos, shorts, jerseys, singlets, and warm-up jackets that utilize the SC logo, and halt the sale of any merchandise with that SC logo. Further, Sacramento City College will not publish or post images that include the identifiable SC logo. In exchange, USC and the District fully and finally release all claims against one another arising out of the use of the logo.
3. The attached list of Allied Health Agreements for clinical placements and internships for Los Rios students. While the District is obligated under these Agreements to cooperate and provide educational services pursuant to these Agreements, none of them require payment or receipt of funds.

**RECOMMENDATION:**
It is recommended that the Board of Trustees ratify and/or approve the agreements identified in this board agenda Item.

# ALLIED HEALTH AGREEMENTS FOR CLINICAL PLACEMENTS

| Agency | Clinical Program | Campus | Contract Date | Term |
|---|---|---|---|---|
| Senior Care Pharmacy of the West | Pharm Tech | CRC | 11/19/2015 | Evergreen |
| Tuolumne County Office of Education | SLPA | ARC | 11/23/2015 | Evergreen |
| Saint Agnes Medical Center | MLT | FLC | 1/17/2015 | EXP: 12/31/2018 |

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                     **DATE:** December 9, 2015

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

**BACKGROUND:**
Pursuant to Board Policy 8315, the bid transactions herein listed are presented for approval and/or ratification.

| CHANGE ORDERS | | | | | |
|---|---|---|---|---|---|
| Bid № | Description | Change Amount | Change Number | Vendor | New Contract Total |
| 14013 | FLC – Rancho Cordova Center | $129,589.00 | 6 | Roebbelen Contracting, Inc. | $11,945,203.00 |

| BID AWARDS | | | | | |
|---|---|---|---|---|---|
| Bid № | Description | № of Responses | Award Date | Successful Vendor | Contract Amount |
| 16006 | DW Lighting Controls Upgrade | 2 | 11/5/15 | Big Valley Electric | $319,500 |

**RECOMMENDATION:**
It is recommended that the Board of Trustees ratify and/or approve the bid transactions herein listed.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                    **DATE:** December 9, 2015

| SUBJECT: | Disposition of Surplus Equipment | ATTACHMENT: None | |
| | | ENCLOSURE:     None | |
| AGENDA ITEM: | Consent Item M | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | Theresa Matista *Theresa Matista* | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King *Brian King* | 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 Board of Trustees 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 held previous auctions but they 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 materials that need to be disposed, such as outdated desks and computers. The State of California has accepted some of the surplus items but will not take surplus items deemed unsaleable.  The District has located a scrap dealer who will take the remaining surplus items for recycling.

The surplus items to be disposed of are either irreparable, obsolete, in poor condition, or not needed for district/college operations and include the following:  4 cabinets; 22 computers; 1 copier; 3 desks,; 47 fire extinguishers;  29 laptops; 6 monitors; 1 printer; 1 projector; 2 scanners; 1 shredder; 1 switch; 2 tables.  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:** December 9, 2015

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

**BACKGROUND:**

A listing of purchase orders, warrants, checks and wires issued during the period of October 16, 2015 through November 15, 2015 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 | 0001083863-0001084354<br>B116668-B116696 | $ 2,599,082.91 |
| Capital Outlay Fund | 0003016478-0003016533<br>B3016482-B3016493 | |
| Child Development Fund | B616013-B616013 | |
| Self-Insurance Fund | 0009000348-0009000348 | |

| WARRANTS | | |
|---|---|---|
| General Fund | 722695-723904 | $ 9,256,809.92 |
| General Fund-ARC Instructional Related | 005650-005760 | |
| General Fund–CRC Instructional Related | 021992-022021 | |
| General Fund–FLC Instructional Related | 030762-030773 | |
| General Fund–SCC Instructional Related | 044656-044750 | |
| Capital Outlay Fund | 830299-830372 | |
| Child Development Fund | 954148-954155 | |
| Self-Insurance Fund | 976276-976278 | |
| Payroll Warrants | 286358-288233 | $ 20,621,979.51 |
| Payroll-Direct Deposit | 757241-761804 | |
| October Leave Process | 288234-289884 | |
| Payroll Vendor Warrants | 59332-59484 | |

| CHECKS | | |
|---|---|---|
| Financial Aid Disbursements | 2181227-2203479 | $ 20,257,292.40 |
| Clearing Checks | 2598-2598 | $ 1,020.00 |
| Parking Checks | - | $ - |
| Bookstore Fund – ARC | 29920-30008 | $ 876,480.74 |
| Bookstore Fund – CRC | 026398-026438 | |
| Bookstore Fund – FLC | 9146-9191 | |
| Bookstore Fund – SCC | 047839-047937 | |
| Student Clubs Agency Fund – ARC | 4798-4809 | $ 63,949.49 |
| Student Clubs Agency Fund – CRC | 3799-3832 | |
| Student Clubs Agency Fund – FLC | 2014-2027 | |
| Student Clubs Agency Fund – SCC | 3235-3255 | |
| Foundation – ARC | 4622-4631 | $ 69,397.34 |
| Foundation – CRC | 1995-2012 | |
| Foundation – FLC | 1025-1041 | |
| Foundation – SCC | 3526-3543 | |
| Foundation – DO | 0701-0717 | |
| Associated Students Trust Fund – ARC | 0756-0759 | $ 12,217.13 |
| Associated Students Trust Fund – CRC | 0635-0640 | |
| Associated Students Trust Fund – FLC | 0550-0554 | |
| Associated Students Trust Fund – SCC | - | |
| Regional Performing Arts Center Fund | USI Check System 3507-3559<br>Manual checks 9123-9123 | $ 247,528.11 |

| WIRES | | |
|---|---|---|
| Board of Equalization | - | $ - |
| PARS | - | $ - |
| Vendors | - | $ - |
| Backup Withholding | - | $ 180.00 |
| Retiree Health Trust | | $ - |

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                    **DATE:** December 9, 2015

| SUBJECT: | Short-Term Temporary Employees | ATTACHMENT: Yes | |
|---|---|---|---|
| | | ENCLOSURE: None | |
| AGENDA ITEM: | Consent Item O | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | *Brian King*  Brian King | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | *Brian King*  Brian King | ACTION | |
| | | INFORMATION | |

**BACKGROUND:**
Pursuant to Education Code 88003, Governing Boards are to specify the service required to be performed by short-term temporary employees within specified classifications, indicating the duration of employment.

**STATUS:**
The District continues to have a need for short-term temporary employees. The attached document estimates the District's need for temporary employees from January 1, 2016 to June 30, 2016, based on the highest number of temporary employees utilized in any of the preceding three years.

**RECOMMENDATION:**
It is recommended that the Board of Trustees approve the attached list of district-wide anticipated short-term temporary employee classifications, authorizing employment of short-term employees for the period January 1, 2016 to June 30, 2016. The Human Resources Department will place the names of the short-term temporary employee hires on the subsequent board agendas.

# Los Rios Community College District
## Temporary Classified Staff Anticipated Districtwide Need
### January 1, 2016 Through June 30, 2016

| Temporar Classified Position: | Anticipated Number of Temporary Classified Staff: | Temporar Classified Position: | Anticipated Number of Temporary Classified Staff: |
|---|---|---|---|
| A/V Prod & Maint Tech II | 1 | Counseling Clerk II | 3 |
| Account Clerk I | 2 | Custodian | 23 |
| Account Clerk II | 3 | DSP&S Clerk | 4 |
| Administrative Asst. I | 6 | Educational Media Design Spec | 1 |
| Admissions/Records Clerk I | 2 | Educational Services Aide | 2 |
| Admissions/Records Clerk II | 4 | Financial Aid Clerk I | 16 |
| Admissions/Records Clerk III | 4 | Financial Aid Clerk II | 4 |
| Admissions/Records Evaluator I | 2 | Financial Aid Officer | 1 |
| Advanced Interpreter | 10 | Game Timer | 2 |
| Art Model | 5 | Grant Coordination Clerk | 1 |
| Asst Sports Program Director | 3 | Graphic Designer | 3 |
| Asst. Coach - Track&Field (M) | 3 | Groundskeeper | 5 |
| Asst. Coach-Baseball | 5 | Health Services Assistant | 1 |
| Asst. Coach-Basketball (M) | 1 | Instructional Assistant | 73 |
| Asst. Coach-Soccer (W) | 1 | Instructional Svcs Assist. II | 1 |
| Asst. Coach-Softball | 6 | Intermediate Interpreter | 3 |
| Asst. Coach-Swimming (M&W) | 2 | IT Technician I | 2 |
| Asst. Coach-Swimming (M) | 1 | Laboratory Technician | 6 |
| Asst. Coach-Swimming (W) | 1 | Library/Media Tech Assistant | 2 |
| Asst. Coach-Tennis (M&W) | 1 | Lifeguard I | 3 |
| Asst. Coach-Track&Field (M&W) | 1 | Maintenance Technician I | 1 |
| Asst. Coach-Track&Field (W) | 1 | Outreach Specialist | 4 |
| Asst. Financial Aid Officer | 5 | PE/Athletic Attendant | 2 |
| Athletic Trainer | 16 | Police Comm Dispatcher | 10 |
| Beginning Interpreter | 8 | Printing Services Operator II | 1 |
| Bookstore Aide | 5 | Recruit Training Officer | 1 |
| Bookstore Clerk I | 3 | Research Analyst | 3 |
| Bookstore Clerk II | 4 | Senior IT Technician | 1 |
| Bookstore Stock Clerk | 1 | Special Projects | 121 |
| Buyer III | 1 | Specialty Coach | 9 |
| Campus Patrol | 42 | Sports Athletic Trainer | 4 |
| Child Dev Ctr Assoc. Teacher | 1 | Sports Program Director | 4 |
| Clerk I | 52 | Student Personnel Assistant | 38 |
| Clerk II | 12 | Swimming Instructor II | 8 |
| Clerk III | 10 | Swimming Pool Cashier | 2 |
| College Recv Clerk/Storekeeper | 1 | TANF/CalWORKs Specialist | 1 |
| College Reserve Police Officer | 1 | Toolroom Equip Attendant | 2 |
| Counseling Clerk I | 4 | Tutorial Services Assistant | 2 |

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                    **DATE:** December 9, 2015

| SUBJECT: | Regular Human Resources Transactions | ATTACHMENT: Yes | |
|---|---|---|---|
| | | ENCLOSURE:  None | |
| AGENDA ITEM: | Consent Item P | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | Brian King | CONSENT/ROUTINE | X |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King | 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

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### APPOINTMENT(S)

| Name | Subject/Position | Effective Date(s) |
|------|------------------|-------------------|

#### Folsom Lake College

| Name | Subject/Position | Effective Date(s) |
|------|------------------|-------------------|
| Robinson, Brian C. | Dean, Rancho Cordova Center | 01/04/16 |
| (M.A., California State University, Sacramento) | | |

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### APPOINTMENT(S) TO CATEGORICALLY FUNDED POSITION(S)

| Name | Subject/Position | Effective Date(s) |
|------|------------------|-------------------|
| Dunn, John G. | Interim American Apprenticeship Initiative Grant Project Director | 12/02/15 – 02/29/16 |
| (M.A., California State University, Sacramento) | | |

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### APPOINTMENT TO TEMPORARY POSITION(S)

| Name | Subject/Position | Effective Date(s) |
|------|------------------|-------------------|

#### Sacramento City College

| Name | Subject/Position | Effective Date(s) |
|------|------------------|-------------------|
| Yang, Richard L. | Interim Dean of Counseling and Student Services | 07/22/15 – 02/19/16 *(Revised)* |
| (M.S., California State University, Sacramento) | | |

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### INTERJURISDICTIONAL EXCHANGE (per Government Code Section 19050.8)

| Name | Position | Effective Dates(s) |
|------|----------|--------------------|
| Bedford, Brian A. | Interjurisdictional Exchange To Sacramento Metro Chamber of Commerce, NextEd From Dean of Business and Family Science | 08/03/15 – 05/31/16 *(Revised)* |

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### RESIGNATION(S)

| Name | Subject/Position | Effective Date(s) |
|------|------------------|-------------------|

#### District Office

| Name | Subject/Position | Effective Date(s) |
|------|------------------|-------------------|
| Sandeen, Beverly A. | Vice Chancellor, Resource and Economic Development | 01/09/16 |

F A C U L T Y

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## APPOINTMENT(S)

| Name | Subject/Position | Effective Date(s) |
|------|------------------|-------------------|

### Sacramento City College

Jones, Christine M.    Dental Hygiene Assistant Professor                                     01/14/16
  (A.S., Sacramento City College)

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## APPOINTMENT TO TEMPORARY POSITION(S)

| Name | Subject/Position | Effective Date(s) |
|------|------------------|-------------------|

### American River College

Butler, Trisha R.         Mathematics Assistant Professor, L.T.T.                    01/14/16 – 05/18/16
  (M.S., University of Pittsburgh)

Overgard, Jayne         Mathematics Assistant Professor, L.T.T.                    01/14/16 – 05/18/16
  (M.S., Texas A & M. University)

Supin, Vitaliy          Mathematics Assistant Professor, 74.8%, L.T.T.             11/16/15 – 12/17/15
  (M.A., California State University, Sacramento)

### Sacramento City College

Dodson, Teresa L.      Nursing (LVN-3$^{rd}$ semester) Assistant Professor, L.T.T.   01/14/16 – 05/18/16
  (M.S.N., Indiana State University)

Krumm, Helen T.        English (Reading) Assistant Professor, 72.7%, L.T.T.       11/02/15 – 12/17/15
  (M.A., California State University, Sacramento)

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## LEAVE(S) OF ABSENCE

| Name | Subject/Position | Type | Effective Date(s) |
|------|------------------|------|-------------------|

### American River College

Hong, Tamilyn W. J.    Chemistry Professor                        Personal (50%)    01/14/16 – 05/18/16

Baker, Gregory S.      Real Estate/Business Professor             Administrative    11/06/15 – 12/17/15

### Folsom Lake College

Cooper, David          Computer Information Science Professor   Type C            01/14/16 – 05/18/16

### Sacramento City College

Castaneda, Denise S.   English (Reading) Professor                 Medical           10/01/15 – 12/17/15

F A C U L T Y

## LEAVE(S) OF ABSENCE continued

| Name | Subject/Position | Type | Effective Date(s) |
|------|------------------|------|-------------------|
| | Sacramento City College | | |
| Lambert, Angelena G. | Mathematics Professor | Medical (40%) | 11/09/15 – 12/17/15 |
| Nuss, Linda | Chemistry Professor | Medical | 11/23/15 – 12/17/15 |

## RESIGNATION(S)

| Name | Subject/Position | Effective Date(s) |
|------|------------------|-------------------|
| | American River College | |
| Baker, Gregory S. | Real Estate/Business Professor | 12/18/15 |
| | Sacramento City College | |
| Romani, Annette L. | Mathematics Assistant Professor | 12/18/15 |

## RETIREMENT(S)

| Name | Subject/Position | Effective Date(s) |
|------|------------------|-------------------|
| | American River College | |
| McKaig, Sandra L. | Mathematics Professor (After 34 years of service) | 05/19/16 |
| Peterson, Patricia A. | Mathematics Professor (After 41 years of service) | 05/19/16 |

**TEMPORARY, PART-TIME EMPLOYEES   Summer 2015**
**Cosumnes River College**

| Name | Subject | FTE |
| --- | --- | --- |
| Hoskins,Ninfa E. | Counselor | 2 % |

**TEMPORARY, PART-TIME EMPLOYEES   Summer 2015**
**Sacramento City College**

| Name | Subject | FTE |
| --- | --- | --- |
| Marchi,Annemarie A. | Health Occupations, General | 10 % |

**TEMPORARY, PART-TIME EMPLOYEES   Fall 2015**
**American River College**

| Name | Subject | FTE |
| --- | --- | --- |
| Anaya,Dan A. | Computer Programming | 37 % |
| Arcure,Amber I. | Registered Nursing | 16 % |
| Briscoe-Smith,Allen G. | Computer Programming | 16 % |
| Butler,Patrick A. | Business and Commerce, General | 12 % |
| Chisholm,Matthew M. | Administration of Justice | 2 % |
| Crossley,Ramona L. | Sign Language Interpreting | 3 % |
| Currea,Ana Maria S. | Reading | 33 % |
| Fong,Angela J. | Counselor | 18 % |
| Harvey,Floyd A. | Police Academy | 1 % |
| Hawley,M. Douglas | Business Management | 46 % |
| Hill,Michael S. | Business Management | 32 % |
| Hoban-Higgins,Tana M. | Physiology (Includes Anatomy) | 56 % |
| Hughes,Tori | Administration of Justice | 2 % |
| Hunt,Charles H. | Astronomy | 6 % |
| Jones,Jenny L. | Counselor | 32 % |
| Kalman,Mikalai | Diesel Technology | 44 % |
| Kovar,Timothy J. | Business and Commerce, General | 6 % |
| Kovar,Timothy J. | Small Business and Entrepreneurship | 26 % |
| Leard,Michelle Elizabeth | Registered Nursing | 38 % |
| Longhitano,Amber L. | Counselor | 36 % |
| Marmer,Richard | Gerontology | 7 % |
| Nichelson,David L. | Reading | 43 % |
| Ponce,Carlos F | Administration of Justice | 2 % |
| **(B4) Rose,David A. | Administration of Justice | 1 % |
| Supin,Vitaliy | Mathematics, General | 45 % |
| Wise,Kristine M. | Nutrition, Foods, and Culinary Arts | 20 % |
| Young,Kelly | Reading | 27 % |
| Yuen,Tiffany W. | Counselor | 20 % |

**TEMPORARY, PART-TIME EMPLOYEES   Fall 2015**
**Cosumnes River College**

| Name | Subject | FTE |
| --- | --- | --- |
| Wunibald,Denise M. | English | 8 % |

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 2015**
**Folsom Lake College**

| | | | |
|---|---|---|---|
| Davis,Danielle R. | History | 5 | % |
| Jones,Amy Rebecca | Counselor | 9 | % |
| Lorenzo,Gina M. | Counselor | 39 | % |
| Manfredi,Joel A. | English | 6 | % |
| McGhee,Kelly F. | Counselor | 58 | % |
| Palomares,Carmelita | Counselor | 31 | % |
| Schmit,Blanca A. | Spanish | 8 | % |
| Stark,James C. | Chemistry, General | 27 | % |
| Walker,Malina L. | History | 6 | % |
| Yang,Kou | Counselor | 20 | % |

**TEMPORARY, PART-TIME EMPLOYEES   Fall 2015**
**Sacramento City College**

| Name | Subject | FTE | |
|---|---|---|---|
| Brabander,Phuong Thao | Counselor | 2 | % |
| Hernandez-Chaidez,Adan | General Work Experience | 7 | % |
| Imagine,Eve M. | Reading | 31 | % |
| **(A5) Krumm,Helen T. | English | 12 | % |
| **(A5) Krumm,Helen T. | Reading | 24 | % |
| Suy,Shaun | Counselor | 1 | % |
| Tuifua,Amelia S. | Counselor | 7 | % |

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS   Fall 2015**
**American River College**

| Name | Subject | FTE | |
|---|---|---|---|
| **(B5) Baker,Gregory S. | Business and Commerce, General | 20 | % |
| **(B5) Baker,Gregory S. | Business Management | 20 | % |
| Eiteneer-Harmon,Daria N. | Physics, General | 5 | % |
| Engler,Denise M. | Reading | 23 | % |
| Fuller,Heidi J. | Business and Commerce, General | 20 | % |
| Fuller,Heidi J. | Office Technology/Office Computer Applicati | 15 | % |
| Kiefer,Christian J. | English | 40 | % |
| Nazareno,Randy P. | Counselor | 12 | % |
| Silva,Nancy E. | Dramatic Arts | 40 | % |

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS   Fall 2015**
**Cosumnes River College**

| Name | Subject | FTE | |
|---|---|---|---|
| Huang,Chao-Jen | Computer Programming | 20 | % |
| Kagan,Alexander | Counselor | 2 | % |
| Mathis,Jaqueline S. | Counselor | 3 | % |

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS   Fall 2015**
**Folsom Lake College**

| Name | Subject | FTE | |
|---|---|---|---|
| Morrison,Jill | Counselor | 3 | % |
| Osman,Mohammed | Database Design and Administration | 20 | % |

| REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS    Fall 2015 Sacramento City College | | |
|---|---|---|

| Name | Subject | FTE |
|---|---|---|
| **(A5) Castaneda,Denise S. | Reading | 15 % |
| Hodge,Tracey L. | General Work Experience | 7 % |
| Krofchok,Bryan | Coordinator-Instruct LAB | 3 % |
| Villanueva,Maria C. | Counselor | 1 % |
| Villanueva,Maria C. | Counselor | 1 % |

| TEMPORARY, PART-TIME EMPLOYEES    Spring 2016 Cosumnes River College | | |
|---|---|---|

| Name | Subject | FTE |
|---|---|---|
| Abeid,Trang G. | Reading | 20 % |
| Abeid,Trang G. | ESL Reading | 27 % |
| **(A5) Adams,Jon | Health Education | 40 % |
| **(A5) Adams,Jon | Coordinator | 20 % |
| Ahearn,Thomas T. | English | 53 % |
| Ahmadi,Abbas | Computer Programming | 35 % |
| Ahmadi,Abbas | Computer Networking | 7 % |
| Allen,Cheryl A. | Child Development/Early Care and Educatio | 20 % |
| Allen,Cheryl A. | Family Studies | 20 % |
| Amer,M. Rosalie C. | Religious Studies | 20 % |
| Amini,Behrooz | Accounting | 27 % |
| Anzini-Varesio,Rosemary | Sociology | 20 % |
| Apple,George W. | Fire Technology | 40 % |
| Aptekar,Rachel M. | Botany, General | 50 % |
| Aye,Devin B. | Health Education | 20 % |
| Babka,Cary M. | Television (including combined TV/film/v | 28 % |
| Bahneman,Donna A. | Human Services | 60 % |
| Ballard,Sheryl L. | The School Age Child | 20 % |
| Balsamo,Andrea | Small Business and Entrepreneurship | 20 % |
| Baxter,Cassandra L. | Physical Education | 35 % |
| Benskin,Karena T. | Business and Commerce, General | 20 % |
| Benskin,Karena T. | Office Technology/Office Computer Applicati | 13 % |
| Biesiadecki,Mary R. | Veterinary Technician (Licensed) | 53 % |
| Blank,Patricia D. | Business Management | 20 % |
| BoarerPitchford,Julie K. | Nutrition, Foods, and Culinary Arts | 20 % |
| Borges,Christopher J. | Spanish | 15 % |
| Brooks,James K. | Mathematics, General | 33 % |
| Browne,Rachael E. | Sociology | 60 % |
| Cann,John Allen | English | 60 % |
| Carinci,Sherrie T | Business and Commerce, General | 40 % |
| Carinci,Sherrie T | Academic Guidance | 20 % |
| Carr,Harriette A. | Health Occupations, General | 40 % |
| Castorena,Sohnya S. | Anthropology | 20 % |
| Chase,Lawrence J | Speech Communication | 40 % |
| Cherry,Julius J. | Business Administration | 20 % |
| Cinelli,Albert E | Philosophy | 60 % |
| Cleverdon,Barry R. | Real Estate | 20 % |
| Colagross-Schouten,Angela M. | Veterinary Technician (Licensed) | 43 % |
| Conway,Sandra L. | Accounting | 27 % |
| Coronado Barraza,Victor A. | Spanish | 35 % |
| Cruz,Adriel B. | Physiology (Includes Anatomy) | 40 % |
| Curtis,Sarah | English | 60 % |

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

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**TEMPORARY, PART-TIME EMPLOYEES    Spring 2016**
**Cosumnes River College**

| Name | Subject | FTE |
|------|---------|-----|
| Dartez,Gail A | Dramatic Arts | 20 % |
| Davenport,Carly S. | Mass Communications | 20 % |
| Davenport,Lon | Business Administration | 20 % |
| Davenport,Lon | Law, General | 20 % |
| Dimond,Alison G. | Nutrition, Foods, and Culinary Arts | 60 % |
| **(A2) Dimond,Iris J. | Child Development/Early Care and Educatio | 40 % |
| **(A2) Dimond,Iris J. | Children with Special Needs | 20 % |
| Dobson,Veronica E. | Psychology, General | 40 % |
| Donovan,Geri M. | Fine Arts, General | 60 % |
| Doyle,Laurel C. | Child Development/Early Care and Educatio | 23 % |
| Doyle,Laurel C. | Infants and Toddlers | 20 % |
| Dunn,Robert J | History | 20 % |
| Dunne,Vanessa P. | Microbiology | 60 % |
| Elston,Tyler M. | Sociology | 50 % |
| Evans,Debra L. | Computer Support | 20 % |
| Fagiolo,Catherine E. | Music | 18 % |
| Falloon,Matthew T. | English | 20 % |
| Farnam,Farhad | Economics | 60 % |
| Faucett,Jillian E. | Psychology, General | 30 % |
| Favorite,Robert W. | Veterinary Technician (Licensed) | 14 % |
| Finnegan,Terrence E. | Radio and Television | 20 % |
| Finnegan,Terrence E. | Broadcast Journalism | 28 % |
| Fitz Gibbon,Linda S. | Ceramics | 28 % |
| Flynn,Katherine A. | Veterinary Technician (Licensed) | 20 % |
| Foin,Jeremy C. | Anthropology | 20 % |
| Fong,Michael G. | Biology, General | 20 % |
| Ford,Kelsey P. | English | 67 % |
| Fowler,Elmira F. | Mathematics, General | 53 % |
| Gilbert,Scott W. | Dramatic Arts | 20 % |
| Gilgun,John | Speech Communication | 60 % |
| Godinho,Marianina S. | Accounting | 53 % |
| Goshorn,Patricia J. | Health Occupations, General | 40 % |
| **(A5) Green-Clark,Michelle R. | Dance | 52 % |
| Greer,Albert A. | Physics, General | 35 % |
| Griffith,Edward B. | Television (including combined TV/film/v | 28 % |
| **(B5) Haas,Richard A. | Fire Technology | 20 % |
| Halligan,Rebecca M. | Academic Guidance | 20 % |
| Hansen,Caroline V. | Reading | 40 % |
| Harding,Matthew James | English | 27 % |
| Harrington,Beverly J. | English | 47 % |
| Hebert,Rodney Stafford | Music | 22 % |
| Homan,Steve P. | Music | 58 % |
| Horrell,Eldean J. | Business and Commerce, General | 20 % |
| Horrell,Eldean J. | Office Technology/Office Computer Applicati | 27 % |
| Hull,John R. | Radio and Television | 28 % |
| Humphrey,Lindsey B. | Business and Commerce, General | 20 % |
| Johnson,Robert K. | Business and Commerce, General | 20 % |
| Joseph,Erica H. | Human Services | 20 % |
| Karsiere,Sarma | Art | 28 % |
| Karsiere,Sarma | Painting & Drawing | 28 % |
| Kaufmann,Amy E. | Physiology (Includes Anatomy) | 35 % |
| Keightley,Keir E | Geography | 35 % |
| Komarova,Irina N. | Mathematics, General | 33 % |
| Korn,Charles | Automotive Technology | 28 % |

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A1;A3;A4;B1;B2;B3;B4=Experience / Education | A2 = Education | A5;B5 = Experience

**TEMPORARY, PART-TIME EMPLOYEES   Spring 2016**
**Cosumnes River College**

| Name | Subject | FTE | |
|------|---------|-----|---|
| Kyubwa,Delphin B. | Information Technology, General | 30 | % |
| Larsen,Lawrence C. | Mathematics, General | 27 | % |
| Ledbetter,Starla C. | Health Information Coding | 53 | % |
| Lee-Keller,Derek L. | Music | 56 | % |
| Lemoine,Florence A. | History | 20 | % |
| Limon,Kimberly T. | English | 53 | % |
| List,Mark R. | Earth Science | 35 | % |
| Loforte,Priscilla M. | Anthropology | 50 | % |
| Logan,Jason K. | Sociology | 40 | % |
| **(A1) Long,James | Physiology (Includes Anatomy) | 50 | % |
| Lopez,Veronica | Nutrition, Foods, and Culinary Arts | 20 | % |
| Luu,Sang Q. | Mathematics, General | 27 | % |
| Lyons,Kristine L. | Ceramics | 28 | % |
| Maduchukwu,Ifeanyi E | Accounting | 20 | % |
| Mahoney,Gregory C. | | 20 | % |
| Mahoney,Gregory C. | Construction Inspection | 13 | % |
| Marchak,Taras R. | English | 67 | % |
| Marslek,Michael R. | Accounting | 27 | % |
| Mazzaferro,James J. | Music | 22 | % |
| McCarthy,Patti J. | Film Studies | 20 | % |
| McCollum,John M. | Automotive Technology | 39 | % |
| McCoy,Kelly I. | Culinary Arts | 27 | % |
| Meyers,Dennis | Economics | 40 | % |
| Mico,Don N | Physical Education | 30 | % |
| Mico,Don N | Health Education | 20 | % |
| Miller,Casey R. | English | 60 | % |
| Mizerski,Rosa M. | English | 40 | % |
| Mnichowicz,Bernard J. | Real Estate | 40 | % |
| Moore,Heather Lynn | Anthropology | 15 | % |
| Mrizek,Jeffrey A. | Business and Commerce, General | 20 | % |
| Nelsenador,Matt B. | Mathematics, General | 33 | % |
| Ngo,Tran N. | Mathematics, General | 33 | % |
| **(A5) Nguyen,Dameon Van | Sociology | 60 | % |
| **(A5) Nguyen,Hoang D. | Economics | 40 | % |
| Nielson,Jonathan M. | History | 40 | % |
| Ogilvie,Sheila M. | Academic Guidance | 20 | % |
| Okemiri,Chukwuemeka | Accounting | 20 | % |
| Oliver Graybill,Ann E. | Biology, General | 50 | % |
| Otiono,Erica N. | Child Development/Early Care and Educatio | 40 | % |
| **(B5) Palmer,Lynn E. | Civil & Construction Mgmt Technology | 40 | % |
| Pansius,Deborah H. | English | 60 | % |
| Perales,Chantel R. | English | 40 | % |
| Perkins-Moore,Deirdre | Information Technology, General | 7 | % |
| Perkins-Moore,Deirdre | Software Applications | 7 | % |
| Piner,Matthew H. | Architecture and Architectural Technology | 20 | % |
| Reams,Rebecca E. | Speech Communication | 20 | % |
| Redmond,Rebecca J. | Dramatic Arts | 20 | % |
| Reed,Arthur L. | Geology | 15 | % |
| Reed,Kathaleen E. | English | 20 | % |
| Riddle,Lisa K. | ESL Reading | 35 | % |
| Riese,Kelly L. | Speech Communication | 40 | % |
| Rizam,Dilshod D. | Art | 28 | % |
| Rizam,Dilshod D. | Painting & Drawing | 28 | % |
| Roberge,Andrea M. | Learning Skills, Learning Disabled | 15 | % |

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**TEMPORARY, PART-TIME EMPLOYEES   Spring 2016**
**Cosumnes River College**

| Name | Subject | FTE |
|------|---------|-----|
| **(A3) Robinett,Henry R. | Music | 18 % |
| Rodrigues,Matthew J. | Mathematics, General | 60 % |
| Rusmore,John | Geography | 15 % |
| Saake,Miranda S. | English | 60 % |
| Saibeni,August A. | Accounting | 27 % |
| Sands-Pertel,Judith A. | Music | 57 % |
| Saur,Theodore J. | ESL Writing | 35 % |
| Schreiner,John M. | Software Applications | 13 % |
| Schulte,Wilfred H. | Mathematics, General | 67 % |
| Shaver,Shelley L | English | 53 % |
| Sheldon,David G. | Learning Skills, Learning Disabled | 15 % |
| Sherrell-Davis,Elizabeth A. | Business and Commerce, General | 20 % |
| **(A5) Shih,Ernest | Computer Programming | 20 % |
| Short,Christina B. | Child Development Administration and Mana | 20 % |
| Silva,Evelyn D. | Family Studies | 20 % |
| Smith,Jeffrey D. | Automotive Technology | 48 % |
| Sneed,Linda C. | English | 60 % |
| Somadhi,Kakwasi | English | 20 % |
| Soria Martin,Domingo DG | Mathematics, General | 60 % |
| Spano,Jim L. | Accounting | 27 % |
| Speckman,Christian J. | Anthropology | 55 % |
| Stafford-Banks,Candice A. | Biology, General | 20 % |
| Stafford-Banks,Candice A. | Microbiology | 40 % |
| Stanio,Trinity M. | Fine Arts, General | 20 % |
| Stassi,Trinidad | Information Technology, General | 20 % |
| Stassi,Trinidad | Software Applications | 13 % |
| Steensland,Mark H. | Film Studies | 40 % |
| Stern,Bradley A. | Psychology, General | 50 % |
| Strode,James E. | ESL Writing | 27 % |
| Strode,James E. | ESL Speaking/Listening | 35 % |
| Strong,Michael W. | Physics, General | 20 % |
| Strong,Michael W. | Astronomy | 20 % |
| Sultanova,Narmina | Music | 57 % |
| Tang,Max C. | Mathematics, General | 53 % |
| Taylor,Unity L. | Fine Arts, General | 20 % |
| Terry,John D. | Architecture and Architectural Technology | 33 % |
| Thunes,Clair | Animal Science | 28 % |
| **(A5) Tierney,Joan W. | Dance | 30 % |
| Treiber,Jeanette | English | 20 % |
| Truong,Thanh V. | Mathematics, General | 60 % |
| Veras,Clarisa | Spanish | 35 % |
| Vest,Jefferson D. | Business Management | 20 % |
| Washington,Christina A. | English | 20 % |
| Watters,Stephen W | Anthropology | 20 % |
| Welkley,Debra L. | Sociology | 20 % |
| Wen,Michael X | Mathematics, General | 60 % |
| Whalen,Jessica L. | Anthropology | 20 % |
| Wheelock,Janelle D. | Computer Graphics and Digital Imagery | 28 % |
| Wheelock,Janelle D. | Art | 28 % |
| Whelan,Carly S. | Anthropology | 30 % |
| Whited,Gloria | English | 20 % |
| Wiggins,Marcelle F. | Art | 28 % |
| Wiggins,Marcelle F. | Painting & Drawing | 28 % |
| Wildie,Kevin J. | History | 40 % |

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| TEMPORARY, PART-TIME EMPLOYEES     Spring 2016 |
| Cosumnes River College |

| Name | Subject | FTE |
| --- | --- | --- |
| Willett Jr.,Robert S. | Real Estate | 20 % |
| Zbierski,Meganne Elaine | Health Occupations, General | 40 % |

| TEMPORARY, PART-TIME EMPLOYEES     Spring 2016 |
| Folsom Lake College |

| Name | Subject | FTE |
| --- | --- | --- |
| Abeyta,Steve V. | English | 20 % |
| Abney,Cort D. | Water and Wastewater Technology | 35 % |
| Aghabeigi,Farah | Accounting | 47 % |
| Alkhayyat,Hanadi | Physical Education | 30 % |
| Allen,Stephanie Dawn | Computer Software Development | 20 % |
| Allen,Stephanie Dawn | World Wide Web Administration | 27 % |
| Avila,Adrianne M. | Mathematics, General | 33 % |
| Barbee,Donald W. | Physical Education | 15 % |
| Barrish,Matthew B. | English | 40 % |
| Barthel,Daniel O. | Economics | 20 % |
| Bates,Andrew G. | Police Academy | 20 % |
| Bauer,Christian A. | Philosophy | 20 % |
| Beda,Brandy L. | English | 27 % |
| Bettencourt,Laurie | Police Academy | 20 % |
| BoarerPitchford,Julie K. | Nutrition, Foods, and Culinary Arts | 20 % |
| Boeh,Hali M. | Speech Communication | 20 % |
| Bolton,S. Michele | Spanish | 35 % |
| Brandson,Margaret N. | Mass Communications | 20 % |
| Brandson,Margaret N. | Speech Communication | 20 % |
| Brinkley,Amy E | Library Science, General | 7 % |
| Brinkmeyer,Megan K. | Chemistry, General | 30 % |
| Buch,Dipali D | Business and Commerce, General | 20 % |
| Buch,Dipali D | Business Management | 20 % |
| Bulaong,Jesse Paul C. | Mathematics, General | 33 % |
| Burke,Paul W. | Sociology | 20 % |
| Byrd,Tanika L. | Speech Communication | 40 % |
| Cai,Yueqiang | Mathematics, General | 33 % |
| Chambers,Tara L. | English | 60 % |
| **(A2) Chesbro,Cindy L. | Family Studies | 20 % |
| **(A5) Ciampa,Catherine S. | Human Services | 20 % |
| **(A1) Clarke,Alan L. | Political Science | 20 % |
| **(A5) Coco-Russell,Diana E. | Fine Arts, General | 20 % |
| Cruz,Ronald J. | English | 47 % |
| Dale,Michael J. | Music | 42 % |
| Dale,Michael J. | | 10 % |
| Daniels,Joyce Anne | Child Development/Early Care and Educatio | 20 % |
| Davis,Michael R. | Database Design and Administration | 23 % |
| Divittorio,Amy M. | Spanish | 35 % |
| Domek,Anna L. | General Work Experience | 20 % |
| Donovan,Heather C. | English | 47 % |
| Downey,Robert J. | Geography | 20 % |
| Droege,Brooke J. | Speech Communication | 20 % |
| Dyer,Thomas L. | Mathematics, General | 33 % |
| Eitel,Juliet D. | Mathematics, General | 33 % |
| Emad,Navid | French | 35 % |
| Faulkner,Leisa A. | Sociology | 20 % |
| Ferry-Perata,Elizabeth A. | Child Development/Early Care and Educatio | 20 % |

| TEMPORARY, PART-TIME EMPLOYEES    Spring 2016 | | |
| --- | --- | --- |
| **Folsom Lake College** | | |
| Name | Subject | FTE |
| Fisher,Kent B | Software Applications | 20 % |
| Fitch,Susan M. | Economics | 60 % |
| Funderburg,Kelly L. | General Work Experience | 40 % |
| Gaffaney,Timothy J. | Political Science | 20 % |
| Garbett,Rick T. | Business Management | 20 % |
| **(A5) Gaviola,Frank E. | Physical Education | 30 % |
| **(A4) Germany,Talver J. | Fine Arts, General | 20 % |
| **(A4) Germany,Talver J. | Painting & Drawing | 28 % |
| Glenn,Phillip D. | Accounting | 20 % |
| Graham,Reginald A. | Music | 22 % |
| Gross,Bryan E. | Psychology, General | 20 % |
| Johnson,Glenn Allen | Computer Software Development | 35 % |
| Johnson,Lewis E. | Music | 18 % |
| Kaufman,Cheryl A. | Business and Commerce, General | 20 % |
| Kientz,Michelle L. | General Work Experience | 20 % |
| **(A2) Knudson,Anita L. | History | 40 % |
| Krabacher,Thomas S. | Geography | 35 % |
| Krieg,Paul | Physiology (Includes Anatomy) | 50 % |
| Krohn,Ben G. | Administration of Justice | 21 % |
| Krohn,Ben G. | Police Academy | 40 % |
| Latter,Rachel | Psychology, General | 20 % |
| Laurent,Robert H. | Astronomy | 50 % |
| LeFebvre,Edith E. | Speech Communication | 20 % |
| Lorenzo,Gina M. | Counselor | 23 % |
| Mabry,Morice L. | Business Management | 20 % |
| Machado,Geraldine M. | Psychology, General | 20 % |
| Maddock,Robert A. | History | 40 % |
| Maffei,William A. | History | 40 % |
| Magneson,Moira K. | English | 53 % |
| Mahdavi Aghabeigi,Maryam S. | Physics, General | 35 % |
| Mahdavi Aghabeigi,Maryam S. | Astronomy | 20 % |
| Manfredi,Joel A. | English | 27 % |
| Mason,Shawn S. | Spanish | 35 % |
| McClatchy,Jedd J. | Business and Commerce, General | 20 % |
| McConnell,Joel E. | Counselor | 13 % |
| McDonald,Zhrinna D. | Counselor | 32 % |
| McGhee,Kelly F. | Counselor | 44 % |
| Meyer,Kristin M. | English | 20 % |
| Mijic,Milan B. | Astronomy | 55 % |
| Millington,James E. | Information Technology, General | 12 % |
| Millington,James E. | Software Applications | 12 % |
| Mirmobiny,Shadieh | Fine Arts, General | 40 % |
| Mirmobiny,Shadieh | Humanities | 20 % |
| Osorio,Cecilia G. | Biology, General | 55 % |
| Palomares,Carmelita | Counselor | 39 % |
| Patterson,Jason A. | Physiology (Includes Anatomy) | 50 % |
| **(A2) Perez,Craig S. | Physical Education | 64 % |

| TEMPORARY, PART-TIME EMPLOYEES    Spring 2016 | | |
| --- | --- | --- |
| **Sacramento City College** | | |
| Name | Subject | FTE |
| Abbott,Kate E. | English | 20 % |
| Abrams,Ellen A. | English | 20 % |

**TEMPORARY, PART-TIME EMPLOYEES   Spring 2016**
**Sacramento City College**

| Name | Subject | FTE | |
|---|---|---|---|
| Acosta,Ruben | Job Seeking/Changing Skills | 7 | % |
| Adams,Stephen | History | 20 | % |
| Agee,Janice L. | English | 20 | % |
| Aldabe,Bertrand C. | Environmental Control Technology (HVAC) | 20 | % |
| Aldrich,Cathleen | Reading | 50 | % |
| Alfaro,Ricardo | Mathematics, General | 58 | % |
| Amir,Yael | Coordinator-Instruct LAB | 10 | % |
| Anapolsky,Carol S. | Digital Media | 21 | % |
| Anapolsky,Carol S. | Computer Graphics and Digital Imagery | 21 | % |
| Anderson,Jared A. | Speech Communication | 40 | % |
| Anzini-Varesio,Rosemary | Parenting and Family Child Care | 40 | % |
| Apostol,Consorcia | Filipino (Tagalog) | 27 | % |
| Appel,Rolfe P | Administration of Justice | 40 | % |
| Arack,James N. | Psychology, General | 28 | % |
| Aranda,Amanda | Counselor | 27 | % |
| **(A1) Areson,Mark H. | Physical Fitness and Body Movement | 40 | % |
| Armstrong,Charles H. | Physics, General | 35 | % |
| Armstrong,Dana | English | 53 | % |
| **(A1) Asuncion,Robert J. | Physical Therapy Assistant | 15 | % |
| **(A2) Austin,April J. | English | 60 | % |
| Averbeck,Robin M. | History | 20 | % |
| Avramenko,Liliana P. | Russian | 53 | % |
| Awni,Kahtan A. | Engineering, General | 48 | % |
| Bailey,Amelita H. | Mathematics, General | 53 | % |
| **(A5) Bair,Lewis E | Information Technology, General | 50 | % |
| Bardin,Oliver Charles | Mathematics, General | 40 | % |
| Bastian,Gregory A. | Business Administration | 20 | % |
| Batarseh,Samer M. | Business and Commerce, General | 10 | % |
| Batarseh,Yousef M. | Arabic | 33 | % |
| Beatrice,Gabrielle | Music | 20 | % |
| Bechtold,Mary K. | Physical Therapy Assistant | 32 | % |
| Beck,Christina E. | Chemistry, General | 50 | % |
| Belous,Anna | Mathematics, General | 25 | % |
| Bender,Daniel M | Chemistry, General | 55 | % |
| Beuttel,Michelle | English | 53 | % |
| **(A5) Bican,William L. | Information Technology, General | 35 | % |
| **(A1) Bimbi,Pamela J. | Librarian | 40 | % |
| Blackburn,Lori G. | Academic Guidance | 20 | % |
| Blomberg,Patty S. | Psychology, General | 40 | % |
| Borders,Angela M. | English | 27 | % |
| Boyd,Halsey | Mathematics, General | 53 | % |
| Boyd,Rebecca M. | Library Science, General | 7 | % |
| Boyd,Rebecca M. | Librarian | 34 | % |
| Bratton,Clayton G. | Physics, General | 40 | % |
| Bratton,Clayton G. | Astronomy | 20 | % |
| Brough,Michelle I. | English | 40 | % |
| Buchanan-Cello,Shelly A. | Library Science, General | 20 | % |
| Calkins,Robert A. | Applied Photography | 48 | % |
| Cannon,Christina M. | Sociology | 40 | % |
| Cantrell,Kimberly N. | Speech Communication | 20 | % |
| Carboni,Joshua P. | Philosophy | 20 | % |
| Carmichael,David | Adapted Physical Education | 30 | % |
| Carney,Diane | Environmental Science | 20 | % |
| Carson,Connie S. | Physical Education | 45 | % |

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| TEMPORARY, PART-TIME EMPLOYEES   Spring 2016 |
| Sacramento City College |

| Name | Subject | FTE | |
|------|---------|-----|---|
| **(A1) Carter,Kathy A. | Child Development/Early Care and Educatio | 20 | % |
| Caselli,Nancy A. | Speech Communication | 40 | % |
| Caviness,Richard L. | Mathematics, General | 40 | % |
| Cervantes,Lily M. | Business and Commerce, General | 20 | % |
| Chainey,Susan L. | Reading | 40 | % |
| Challender,Michael | Mathematics, General | 27 | % |
| Chape,Elizabeth A. | Physical Therapy Assistant | 10 | % |
| Cheshire,Tamara C. | Social Sciences, General | 20 | % |
| Cheshire,Tamara C. | Anthropology | 20 | % |
| Cheung,Joseph L. | Information Technology, General | 12 | % |
| Cheung,Joseph L. | Computer Networking | 51 | % |
| Cheung,Lawrence | Sign Language | 53 | % |
| Cho,Eun L. | Painting & Drawing | 28 | % |
| Cho,Eun L. | Ceramics | 28 | % |
| Christenson,Sandra L. | English | 27 | % |
| Clark,Terri A. | Librarian | 40 | % |
| Cochran,Miles | Speech Communication | 20 | % |
| Colombo,Julie A. | English | 20 | % |
| Conant,Jessica L. | General Work Experience | 20 | % |
| Constantine,John H | Economics | 40 | % |
| **(A5) Cook,Danita G. | Applied Photography | 57 | % |
| Cook,Stephen P. | English | 20 | % |
| Cortes,Angelica | Mathematics, General | 58 | % |
| Cox,Chad L. | Nutrition, Foods, and Culinary Arts | 20 | % |
| Crail,Charr P. | Applied Photography | 50 | % |
| Crain,Michael R. | Music | 20 | % |
| Crawford,Robert L. | Mathematics, General | 58 | % |
| Cruz,Adriel B. | Physiology (Includes Anatomy) | 20 | % |
| Cuckovich,Jessica L. | English | 53 | % |
| Daunt,Jonathan G. | English | 20 | % |
| Davatz,Holly C. | English | 53 | % |
| Day,Jacie L. | Business and Commerce, General | 20 | % |
| Day,Jacie L. | Office Technology/Office Computer Applicati | 20 | % |
| **(A5) Dayton,David E. | ESL Speaking/Listening | 27 | % |
| Decker,Noah P. | Nutrition, Foods, and Culinary Arts | 20 | % |
| **(A2) DeLappe,Lori A. | Dramatic Arts | 50 | % |
| Delgadillo,Marisol | Anthropology | 20 | % |
| Denman,Tiffany N. | English | 60 | % |
| Diaz-Gastelum,Gloria | Spanish | 53 | % |
| Dibble,Cindy C. | Mathematics, General | 65 | % |
| Diehl,Nicholas J. | Philosophy | 60 | % |
| Dilley,Paul J | History | 40 | % |
| Dong,Jimmy A | Accounting | 47 | % |
| Dowdall,Richard J | Psychology, General | 40 | % |
| Eakins,Robert G. | English | 27 | % |
| Earle,Robert E | Geography | 15 | % |
| Earle,Robert E | Geographic Information Systems | 24 | % |
| Eberhardt,Claire E. | Classics-Humanities | 20 | % |
| Eigenheer,Richard A. | Geography | 35 | % |
| English,Thomas A. | Philosophy | 20 | % |
| Eskandari,Vahid | Chemistry, General | 57 | % |
| Evans,Debra L. | General Work Experience | 20 | % |
| Fairchild,Sheryl D. | Women's Studies | 60 | % |
| Farias,Imelda | Counselor | 7 | % |

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**TEMPORARY, PART-TIME EMPLOYEES    Spring 2016**
**Sacramento City College**

| Name | Subject | FTE |
|------|---------|-----|
| Farias,Imelda | Counselor | 2 % |
| Fayko,Robyn E. | Anthropology | 55 % |
| **(A5) Ferrara-Jones,Julie D. | Physical Fitness and Body Movement | 60 % |
| Fore,Dana Y. | English | 60 % |
| Fraser,Linda | English | 40 % |
| French,Catherine A. | English | 60 % |
| Frisby,Ianna N. | Art | 28 % |
| Funderburg,Kelly L. | General Work Experience | 20 % |
| Gaffaney,Timothy J. | Political Science | 40 % |
| Gander,Therese A. | Mathematics, General | 53 % |
| Garcia,Maria | Spanish | 53 % |
| Gee,Jenny A. | Mathematics, General | 33 % |
| Geffrey,William E | Philosophy | 20 % |
| **(B5) Gentry,Richard P. | Environmental Control Technology (HVAC) | 57 % |
| Gifford,Christina M. | English | 20 % |
| Gilbert,David J. | Philosophy | 20 % |
| Gmelin,Robert P. | English | 40 % |
| Goldsmith,Maryll R | Music | 43 % |
| Gordon,Henry P. | Library Technician (Aide) | 7 % |
| Grady,Kevin R. | Learning Skills, Learning Disabled | 43 % |
| Graham,Reginald A. | Music | 36 % |
| **(A5) Grasso,Matthew A. | Music | 18 % |
| Graves,Sherri D | Physiology (Includes Anatomy) | 40 % |
| Green,Dominik J. | Chemistry, General | 57 % |
| Gregory MacMillan,Marcella | Japanese | 53 % |
| Gregory,M. Anne | Painting & Drawing | 57 % |
| Gross,Diane R. | Reading | 20 % |
| Handy,Kimberly A. | Business and Commerce, General | 60 % |
| Harada,Syreeta J. | Political Science | 40 % |
| Harding,Matthew James | English | 27 % |
| Harker,Caroline J. | Librarian | 60 % |
| **(A1) Haroyan,Satenik | Mathematics, General | 60 % |
| Harris,Richard A | Administration of Justice | 20 % |
| Harroun,Richard J. | ESL Writing | 27 % |
| Harroun,Richard J. | ESL Reading | 27 % |
| Hawes,Victoria A. | ESL Writing | 27 % |
| Hawes,Victoria A. | ESL Speaking/Listening | 27 % |
| **(A2) Hayashi,David I. | Adapted Physical Education | 30 % |
| Herlihy,John E. | Physical Fitness and Body Movement | 63 % |
| Hernandez-Chaidez,Adan | General Work Experience | 20 % |
| Hinshaw,Benjamin John | English | 40 % |
| Hoskins,David L. | Physical Fitness and Body Movement | 8 % |
| Howe,Judith D. | Library Science, General | 3 % |
| Howe,Judith D. | Librarian | 40 % |
| Johnson,Samuel D. | Speech Communication | 40 % |
| Jones,Yuriko | Physics, General | 60 % |
| Joy,Anna L. | English | 53 % |
| Kahl,Timothy | English | 40 % |
| Kalar,Barry D. | Administration of Justice | 60 % |
| Kang,Rachel E. | Music | 47 % |
| Karver,John C. | Administration of Justice | 20 % |
| Karver,John C. | Probation & Parole | 20 % |
| Kaufman,Cheryl A. | Business and Commerce, General | 40 % |
| Keene,Hortencia | Office Technology/Office Computer Applicati | 23 % |

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**TEMPORARY, PART-TIME EMPLOYEES   Spring 2016**
**Sacramento City College**

| Name | Subject | FTE | |
|---|---|---|---|
| Kehew,Julia K. | History | 40 | % |
| Kehl,Anthony J. | Physical Education | 15 | % |
| Kehl,Anthony J. | Physical Fitness and Body Movement | 33 | % |
| Kehl,Anthony J. | Study Skills | 10 | % |
| Keller,Mary F. | Physiology (Includes Anatomy) | 20 | % |
| Kellogg,Cynthia | English | 40 | % |
| **(A5) Kiehn,Kenneth | English | 47 | % |
| Kini,Maya A. | Art | 28 | % |
| Kiser,Sally J. | Economics | 20 | % |
| Kjos,Troy A. | Physiology (Includes Anatomy) | 20 | % |
| Knettle,John R. | Geography | 20 | % |
| Knudson,Kandace M. | English | 40 | % |
| Koch,Kristen V. | Fine Arts, General | 60 | % |
| **(A5) Krumm,Helen T. | English | 40 | % |
| Kumagai,Mizue | Japanese | 27 | % |
| Lam,Ben K. | Mathematics, General | 58 | % |
| Lazo,Carol M. | Business and Commerce, General | 20 | % |
| Lazo,Carol M. | Office Technology/Office Computer Applicati | 20 | % |
| Lazzarone,Gordon C. | Photography | 15 | % |
| Lazzarone,Gordon C. | Applied Photography | 28 | % |
| Lecompte,Michaele E. | Art | 57 | % |
| Leek,Laura C. | ESL Writing | 27 | % |
| Leek,Laura C. | ESL Speaking/Listening | 27 | % |
| Leibrock,Rachel M. | Journalism | 20 | % |
| Lemoine,Florence A. | History | 40 | % |
| Lesage,Yves | Mathematics, General | 53 | % |
| Leyva,John James | English | 40 | % |
| Li,Xiaoli | Library Technician (Aide) | 20 | % |
| Limon Guzman,Jesus A. | English | 20 | % |
| Liu,Steve S. | Chinese | 27 | % |
| Lobenberg,David K. | Art | 28 | % |
| Lobenberg,David K. | Painting & Drawing | 28 | % |
| Logan,Jason K. | Sociology | 20 | % |
| Lower,Nancy S. | Music | 32 | % |
| Madden,Daniel Fitzgerald | Aviation and Airport Management and Servic | 33 | % |
| Maffly,Nancy E. | ESL Writing | 27 | % |
| Maffly,Nancy E. | ESL Reading | 27 | % |
| Mahmood,Iqbal | English | 47 | % |
| Maningo,Rita A. | Counselor | 20 | % |
| Mannon,Susan E. | Sociology | 20 | % |
| Mansourirad,Ehsanollah | Mathematics, General | 60 | % |
| Mao,Alvin W. | Chemistry, General | 20 | % |
| Margolies,Jason S. | Mathematics, General | 27 | % |
| **(A1) Marquez,Lorena V. | Social Sciences, General | 20 | % |
| Marshall,Jacquelline A. | English | 20 | % |
| Martinez,Jesus R. | History | 40 | % |
| McCarty,William Daniel | Business and Commerce, General | 40 | % |
| McClain,Jerry | Accounting | 47 | % |
| McDaniel,Arrickia R. | Counselor | 44 | % |
| Milton,Piper Isabeau | Fine Arts, General | 20 | % |
| Mo,Melody H. | Chinese | 27 | % |
| Mobery,Jerry C. | History | 40 | % |
| Moftakhar,Hossein | Psychology, General | 40 | % |
| Mohrmann,Peter R. | Film History and Criticism | 20 | % |

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| TEMPORARY, PART-TIME EMPLOYEES    Spring 2016 |
| --- |
| Sacramento City College |

| Name | Subject | FTE | |
| --- | --- | --- | --- |
| Mohrmann,Peter R. | Dramatic Arts | 30 | % |
| Monahan,Marguerite E. | Railroad and Light Rail Operations | 20 | % |
| Moore,Thomas G. | Information Technology, General | 43 | % |
| Moore,Thomas G. | Computer Information Systems | 18 | % |
| Mortimer,Tristin Becca | Dental Assistant | 64 | % |
| Moylan-Aube,Joanne | Psychology, General | 53 | % |
| Moylan-Aube,Joanne | Counselor | 7 | % |
| Mukherjee,Sharmila | Chemistry, General | 50 | % |
| **(A2) Myers,Linda B. | English | 27 | % |
| **(A2) Myers,Linda B. | Reading | 40 | % |
| Nacey,Donna J. | Accounting | 27 | % |
| Naify,James F. | Philosophy | 40 | % |
| Nasiri,Melekeh | Chemistry, General | 57 | % |
| Neil,Richard R. | Geography | 35 | % |
| Neilson,Wendy N. | Occupational Therapy Technology | 24 | % |
| Newman Ritchards,Toni J. | Academic Guidance | 10 | % |
| Ngassam,Valery N. | Astronomy | 40 | % |
| Nguyen,Alfonso K. | Counselor | 27 | % |
| Nguyen,Alfonso K. | Counselor | 9 | % |
| **(A5) Nguyen,Thanh V. | Vietnamese | 27 | % |
| Nicholson,J. Christine | Dramatic Arts | 60 | % |
| Noonan,Kathleen K. | Painting & Drawing | 28 | % |
| Noonan,Kathleen K. | Sculpture | 13 | % |
| Norman,Ben Eric | Mathematics, General | 33 | % |
| O'Brien,Sandra C. | English | 40 | % |
| O'Neill,Zachary M. | English | 47 | % |
| Opiela,Cassandra | English | 60 | % |
| Orr,Timothy A. | History | 20 | % |
| Passal,Steven R. | English | 40 | % |
| **(B5) Perez,Pedro R. | Photography | 28 | % |
| **(B5) Perez,Pedro R. | Applied Photography | 28 | % |
| Perkins,Brett T. | English | 40 | % |
| Perreault,Diane M. | Information Technology, General | 18 | % |
| Pierini,Bruce D. | Anthropology | 55 | % |
| Plotner,Robert | Environmental Control Technology (HVAC) | 28 | % |
| Ponce,Carlos F | Administration of Justice | 20 | % |
| Ponce,Carlos F | Police Academy | 40 | % |
| Port,Andrew A. | Mathematics, General | 67 | % |
| **(A5) Pryor,Peter L. | Physical Education | 30 | % |
| **(A5) Pryor,Peter L. | Physical Fitness and Body Movement | 23 | % |
| Reach,Lorna | Job Seeking/Changing Skills | 7 | % |
| Reed,Linda M. | Occupational Therapy Technology | 34 | % |
| **(A2) Reed,Matthew C. | Mathematics, General | 53 | % |
| Richmond,Pamela R. | English | 47 | % |
| Roberts-Eccles,Debora C. | ESL Writing | 27 | % |
| Roberts-Eccles,Debora C. | ESL Reading | 27 | % |
| Robinson,Curtis J. | Geography | 35 | % |
| Rodriguez,Andres B. | Social Sciences, General | 20 | % |
| Rodriguez,Hector | Mathematics, General | 53 | % |
| Rosen-Aydlett,Lisa | Family Studies | 40 | % |
| Ross,Andrea M. | English | 47 | % |
| Rowell,Lindsey M. | Environmental Control Technology (HVAC) | 10 | % |
| Rowland,Martha E. | Library Technician (Aide) | 13 | % |
| Rozek,Paul A | History | 40 | % |

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**TEMPORARY, PART-TIME EMPLOYEES   Spring 2016**
**Sacramento City College**

| Name | Subject | FTE |
|------|---------|-----|
| Sachdev,Poonam | English | 60 % |
| **(A2) Salazar,Rosalinda R. | English | 47 % |
| **(A2) Samarron,Sandra L. | Nutrition, Foods, and Culinary Arts | 40 % |
| Sanchez,Rafael | English | 53 % |
| **(B5) Schnell,Steven M. | Environmental Control Technology (HVAC) | 50 % |
| Screechfield,Rosalie M. | Mathematics, General | 25 % |
| Screechfield,Rosalie M. | Learning Skills, Learning Disabled | 22 % |
| Secker,Martin D. | History | 20 % |
| Sellers,Gene R. | Mathematics, General | 53 % |
| Shima,Todd M. | Social Sciences, General | 20 % |
| **(A1) Smith,Jennifer L. | Mathematics, General | 50 % |
| Smith,Wade R. | Business Management | 20 % |
| Spencer,Sylvia | Psychology, General | 40 % |
| **(A5) Spruce-Veatch,L Renee | English | 40 % |
| Sreerangarajan,Swathi | English | 27 % |
| Stanley,Marilyn V. | Fashion | 28 % |
| Stanley,Marilyn V. | Fashion Production | 28 % |
| Stassi,Trinidad | Physical Education | 30 % |
| **(B3) Steele,Marlene M. | Health Occupations, General | 13 % |
| **(B3) Steele,Marlene M. | Occupational Therapy Technology | 34 % |
| Stefani,Nancy | ESL Writing | 53 % |
| **(B5) Stevenson,Elizabeth | Coordinator-Instruct LAB | 53 % |
| Steward,Mary M. | Reading | 20 % |
| Storms,Natascha | Anthropology | 15 % |
| Storms,Natascha | Archaeology | 20 % |
| **(B5) Talle,Tricia | Coordinator-Instruct LAB | 37 % |
| Teerlink,Jennifer | Geology | 15 % |
| Tener,Sean G. | Aviation and Airport Management and Servic | 20 % |
| Thorpe,Wade S. | Administration of Justice | 60 % |
| Tittle,Matt G | English | 47 % |
| Torres,Laura | English | 40 % |
| Traud,Michael B. | Aviation and Airport Management and Servic | 40 % |
| Treon,Caron L. | English | 40 % |
| Truax,Casey M. | Occupational Therapy Technology | 12 % |
| **(A5) Ulrich,Walter D. | Physical Education | 30 % |
| **(A5) Ulrich,Walter D. | Physical Fitness and Body Movement | 10 % |
| Uram,Peter | Mathematics, General | 60 % |
| Uram,Tatyana A. | Mathematics, General | 53 % |
| Van Warmerdam,Wim L. G. | Mathematics, General | 53 % |
| Vea,James M. | Health Occupations, General | 40 % |
| Vea,James M. | Occupational Therapy Technology | 19 % |
| Waggoner,Carolyn A | English | 60 % |
| Wagner,Erica L. | Biology, General | 20 % |
| Wallace,Jason | English | 20 % |
| Waltonen,Karma | English | 40 % |
| Waltz,Thomas W. | Administration of Justice | 20 % |
| Ward-Richardson,Joycelyn M. | Child Development/Early Care and Educatio | 20 % |
| Waters,Michelle D. | Coordinator-Instruct LAB | 9 % |
| Watson-Perez,Heather L. | English | 53 % |
| Wheeldon,Sandra M. | Dental Assistant | 30 % |
| Whetstone,Sandy F. | ESL Reading | 10 % |
| Whetstone,Sandy F. | ESL Integrated | 27 % |
| White,Daniel E. | Business and Commerce, General | 40 % |
| Williams,Angelo A | Sociology | 40 % |

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**TEMPORARY, PART-TIME EMPLOYEES   Spring 2016**
**Sacramento City College**

| Name | Subject | FTE | |
|---|---|---|---|
| **(A5) Wilusz,John P. | Engineering, General | 35 | % |
| Winters,Aaron C. | Website Design and Development | 21 | % |
| Wong,Cissy | ESL Writing | 13 | % |
| Wong,Cissy | ESL Speaking/Listening | 40 | % |
| Wright,Stanley A. | Microbiology | 20 | % |
| Wright,Stanley A. | Zoology, General | 37 | % |
| Wright,Terrence M. | Physiology (Includes Anatomy) | 60 | % |
| Wynn,Brita J. | Anthropology | 55 | % |
| Zanartu,Luis A | Sociology | 40 | % |
| Zimlich,Susan A. | Fashion | 48 | % |
| Zimmerman,Lance C. | Physiology (Includes Anatomy) | 50 | % |

**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS   Spring 2016**
**Folsom Lake College**

| Name | Subject | FTE | |
|---|---|---|---|
| Abraham,Linda D. | Biology, General | 8 | % |
| Anayah,Bernadette M. | ESL Writing | 27 | % |
| Anayah,Bernadette M. | ESL Integrated | 15 | % |
| Bjerke,Ann Lynn | ESL Writing | 27 | % |
| Bjerke,Ann Lynn | ESL Integrated | 8 | % |
| Boylan,Catherine A. | Speech Communication | 40 | % |
| Clark,Christopher S. | Guidance | 13 | % |
| Curran,Timothy M. | Mathematics, General | 47 | % |
| Danner,Lisa A. | English | 27 | % |
| DeVille,Rebecca A. | Classics-Humanities | 20 | % |
| Eitel,Joseph E. | Mathematics, General | 27 | % |
| **(B2) Ellerman,Curtis H. | Real Estate | 20 | % |
| Flores,Juan J. | Study Skills | 20 | % |
| Foster,Ted F | Chemistry, General | 15 | % |
| Fowler,Caleb L. | Computer Software Development | 20 | % |
| Fuson,Joy A. | Mathematics Skills | 7 | % |
| Greene,Calvin D. | Mathematics, General | 33 | % |
| Kraemer,Jennifer L. | Child Development/Early Care and Educatio | 20 | % |
| Lagala,David L. | Physiology (Includes Anatomy) | 40 | % |
| Larry-Kearney,Debora Ann | Reading | 20 | % |
| Leland,Kathryn A. | English | 8 | % |
| Leland,Kathryn A. | Reading | 7 | % |
| Lopez,Carlos J. | Spanish | 30 | % |
| Mahoney,Maximillian E. | Chemistry, General | 27 | % |
| Moreno,Deborah D. | History | 10 | % |
| Morrison,Jill | Counselor | 10 | % |
| Mowrer,Richard P. | History | 20 | % |
| Nguyen,Bi V. | Mathematics, General | 27 | % |
| Oberth,Christine H. | Chemistry, General | 47 | % |
| Olsen,Marc C. | Mathematics, General | 33 | % |
| **(A1) Rauschkolb,Teresa N. | English | 27 | % |

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**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS    Spring 2016**
**Sacramento City College**

| Name | Subject | FTE | |
|---|---|---|---|
| Allen,Randy K. | Journalism | 20 | % |
| Allen,Randy K. | Applied Photography | 13 | % |
| Allender,Julia | Physical Education | 15 | % |
| Anderson,Kevin M. | Computer Networking | 54 | % |
| Barfield,Annette C. | Academic Guidance | 20 | % |
| **(A5) Bauduin,Lisa A. | Physical Education | 15 | % |
| **(A5) Bauduin,Lisa A. | Intercollegiate Athletics | 8 | % |
| **(A5) Bauduin,Lisa A. | Coaching | 13 | % |
| Belair,Diane M. | Job Seeking/Changing Skills | 7 | % |
| Blair,Deborah J. | Study Skills | 37 | % |
| Block,Angela M. | Sociology | 40 | % |
| Bomberry,Deskaheh D. | Study Skills | 15 | % |
| **(A5) Bui,Dinh N. | Academic Guidance | 40 | % |
| Carmazzi,Paul L. | Management Development & Supervision | 20 | % |
| Carmazzi,Paul L. | Physical Education | 15 | % |
| Carmazzi,Paul L. | Health Education | 20 | % |
| **(A5) Castaneda,Denise S. | Reading | 30 | % |
| **(A2) Coppola,Jessica D. | Nutrition, Foods, and Culinary Arts | 20 | % |
| Crumpton,Debra J. | Business and Commerce, General | 20 | % |
| Crumpton,Debra J. | Management Development & Supervision | 20 | % |
| Crumpton,Debra J. | Office Technology/Office Computer Applicati | 7 | % |
| Davis,Craig | Geographic Information Systems | 3 | % |
| Davis,Tony P. | Academic Guidance | 60 | % |
| DeMey,Suzanne L. | Accounting | 18 | % |
| Dennis,Mark Anthony | Psychology, General | 15 | % |
| Dixon,Michael A. | Computer Software Development | 20 | % |
| Dixon,Michael A. | Computer Programming | 15 | % |
| Doonan,William F. | Anthropology | 40 | % |
| Douglass,Bruce M. | Computer Information Systems | 15 | % |
| Foley,Jo-Ann C. | Child Development/Early Care and Educatio | 27 | % |
| Frank,Paul E. | Political Science | 40 | % |
| Freas,Adam C. | Academic Guidance | 20 | % |
| Gambrell,Deborah M. | Academic Guidance | 20 | % |
| Gomez,Tracey L. | Reading | 30 | % |
| Gonzales,Stephen T. | Mathematics, General | 27 | % |
| Gould,Kelly L. | Administration of Justice | 40 | % |
| **(A5) Griffin,David A. | Physical Education | 30 | % |
| Guzman,Sandra G. | Guidance | 7 | % |
| Guzman,Sandra G. | Job Seeking/Changing Skills | 7 | % |
| **(A2) Hanson,Jon | Reading | 20 | % |
| Harbison,Mark | Mathematics, General | 27 | % |
| Heningburg,Keith R. | History | 20 | % |
| Hogarty,Patrick | Real Estate | 27 | % |
| Hogarty,Patrick | Computer Networking | 23 | % |
| Hunter,Mark A. | Mathematics, General | 42 | % |
| Hunter,Michael J. | Geography | 20 | % |
| Johnson,Ilana | Anthropology | 20 | % |
| Johnson,Mai-Gemu D. | Mathematics, General | 33 | % |
| Kagan,Alexander | Counselor | 6 | % |
| Kagan,Alexander | Counselor | 3 | % |
| Keys,Alan S. | Psychology, General | 15 | % |
| Kiernan,Tim C. | Physical Education | 15 | % |
| Lachica,Juan L. | Academic Guidance | 33 | % |
| Lambert,Angelena | Mathematics, General | 33 | % |

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**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS   Spring 2016**
**Sacramento City College**

| Name | Subject | FTE | |
|---|---|---|---|
| Larson,Carillon J. | Mathematics, General | 33 | % |
| Lepe,Leonela G. | Academic Guidance | 20 | % |
| Lepe,Leonela G. | Counselor | 2 | % |
| Little,Myra M. | Information Technology, General | 40 | % |
| Loomis,Debora A. | ESL Reading | 37 | % |
| Lorenz,Norman H. | Family Studies | 40 | % |
| Malik,Jamil I. | Academic Guidance | 20 | % |
| Maloney,Lori Ann | Mathematics, General | 33 | % |
| Manriquez,Paul M. | Mathematics, General | 47 | % |
| Martinez,Jesus E. | Mathematics, General | 47 | % |
| May,Alexander Ross | Mathematics, General | 20 | % |
| McKee,Georgeann M. | Administration of Justice | 40 | % |
| Miller,Nicholas B. | Sociology | 42 | % |
| Mom,Brian W. | Office Technology/Office Computer Applicati | 20 | % |
| Muraki,Keith T. | Academic Guidance | 20 | % |
| Nash,Laurie J. | Physical Education | 30 | % |
| Newman,Forrest L. | Physics, General | 37 | % |
| **(A5) Ng,Wang C. | Computer Electronics | 20 | % |
| **(A1) Oh,Jang-Ha | Physical Education | 15 | % |
| **(A1) Oh,Jang-Ha | Physical Fitness and Body Movement | 10 | % |
| **(A1) Olsen,Nancy S. | Reading | 20 | % |
| Pacheco,David B. | Physical Education | 15 | % |
| Parker,Leslie A. | Counselor | 24 | % |
| Parks,Karen D. | Information Technology, General | 12 | % |
| Parks,Karen D. | Computer Information Systems | 18 | % |
| Perry,Laurie M. | Child Development/Early Care and Educatio | 27 | % |
| Phillips,Joseph H. | Mathematics, General | 47 | % |
| Prado,JoAnna R. | ESL Writing | 27 | % |
| Rangel,Makeba L. | Reading | 15 | % |
| Regalado,Maria Carmen | Psychology, General | 40 | % |
| Reynolds,Linda K. | Business and Commerce, General | 20 | % |
| Reynolds,Linda K. | E-Commerce (business emphasis) | 20 | % |
| Rishard,Truman A. | Accounting | 20 | % |
| Rosenberger,Randy | Mathematics, General | 47 | % |
| **(A2) Schutte,Matthew L. | Mathematics, General | 27 | % |
| Scott,Geraldine | Job Seeking/Changing Skills | 7 | % |
| Serafini,Lisa L. | Botany, General | 15 | % |
| Sjovold,Carl-Petter | History | 20 | % |
| Smedley,Lauri J. | Software Applications | 35 | % |
| Spangler,Rachel I. | Reading | 40 | % |
| Steever,Joseph M. | Mathematics, General | 20 | % |
| **(A5) Taheri,Mansour | Engineering, General | 20 | % |
| Taylor,Timothy K. | Computer Networking | 51 | % |
| Tedla,Dagne | Political Science | 40 | % |
| Times,Kenneth J. | Academic Guidance | 20 | % |
| Tromborg,Chris T. | Psychology, General | 20 | % |
| Trujillo,David C. | Administration of Justice | 20 | % |
| Valcu,Sanda I. | Job Seeking/Changing Skills | 13 | % |
| VanSickle,Debra L. | Mathematics, General | 27 | % |
| Villanueva,Maria C. | Academic Guidance | 20 | % |
| Wagner,Glennda G. | Nursing | 44 | % |
| **(A5) Walker,Dannie E. | Fitness Trainer | 10 | % |
| **(A5) Walker,Dannie E. | Study Skills | 15 | % |
| Wang,Hsiao J. | Mathematics, General | 33 | % |

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**REGULAR EMPLOYEES - OVERLOAD ASSIGNMENTS    Spring 2016**
**Sacramento City College**

| Name | Subject | FTE |
|------|---------|-----|
| Waxman,Robyn M. | Digital Media | 8 % |
| Woodmansee,Rick D. | Mathematics, General | 45 % |
| **(A1) Woolley,Nicole B. | Film Studies | 20 % |
| **(A1) Woolley,Nicole B. | Study Skills | 13 % |
| Zaragoza,Diana A. | Education, General | 15 % |
| Zuercher,Connie A. | Health Education | 40 % |

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C L A S S I F I E D

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### APPOINTMENT(S)

| Name | Position | Assigned to | Effective Date(s) |
|------|----------|-------------|-------------------|
| Burns, Sandra A. | Police Communication Dispatcher | DO | 11/25/15 |
| Heryford, Robert D. | Student Personnel Assistant-Educational Center | SCC | 11/23/15 |
| Hofmeister, Stephanie D. | Police Communication Dispatcher | DO | 11/25/15 |
| Ivaska, Kyle R. | Police Communication Dispatcher | DO | 11/25/15 |
| Nelson, Steffanie D. | Police Communication Dispatcher | DO | 11/25/15 |
| Riordan, Michael C. | Library/Media Technical Assistant, 80% | ARC | 12/02/15 |
| Rodriguez, Devin M. | Outreach Specialist | SCC | 11/16/15 |
| Romani, Annette L. | Instructional Assistant-Learning Resources, 9 months, 10%, Step 5 | SCC | 01/04/16 |
| Tuzza, Pamela J. | Financial Aid Officer | SCC | 11/16/15 |
| Young-Davidson, Kyreona D. | Police Communication Dispatcher | DO | 11/25/15 |

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### LEAVE(S) OF ABSENCE

| Name | Position | Type of Leave | Assigned to | Effective Date(s) |
|------|----------|---------------|-------------|-------------------|
| Bachtold-Silva, Ann M. | Administrative Assistant I | Health, 100% | ARC | 03/25/16-07/01/16 |
| Madsen, Julie A. | Athletic Trainer, 10 month | Child Care, 100% | CRC | 12/04/15 – 01/14/16 Revised |

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### PROMOTION(S)

| Name | New Position (Current Position) | Assigned to | Effective Date(s) |
|------|-------------------------------|-------------|-------------------|
| Carrillo, Kimberley A. | Senior Buyer/Contract Specialist (Administrative Assistant II | DO FLC) | 12/01/15 |
| Johnson, Ben R. | Grounds Irrigation Specialist/Groundskeeper (Groundskeeper | FM FM) | 11/12/15 |

C L A S S I F I E D

### PROMOTION(S), CONTINUED

| Name | New Position (Current Position) | Assigned to | Effective Date(s) |
|------|----------------------------------|-------------|-------------------|
| Lopez, Amber D. | Student Personnel Assistant-Student Services, 12 months, 100% (Admissions/Records Clerk III, 10 months 60% | CRC CRC) | 11/09/15 |
| Voda, Valeriy A. | Accounting Specialist (Accountant | DO DO) | 11/30/15 |

### REASSIGNMENT(S)/ TRANSFER(S)

| Name | New Position (Current Position) | Assigned to | Effective Date(s) |
|------|----------------------------------|-------------|-------------------|
| Rain, Luka | Clerk II, 12 months, 100% (Instructional Assistant – Writing/English/Reading, 9 months, 75% | ARC SCC) | 12/01/15 |

### RELEASED FROM EMPLOYMENT (PROBATIONARY)

| Employee ID# | Assigned to | Effective Dates(s) |
|--------------|-------------|--------------------|
| 0685657 | District Office | 12/01/15 |

### RESIGNATION(S)

| Name | Position | Assigned to | Effective Date(s) |
|------|----------|-------------|-------------------|
| O'Ray, Myaisha C. | Account Clerk II | CRC | 11/13/15 |

### RETIREMENT(S)

| Name | Position | Assigned to | Effective Date(s) |
|------|----------|-------------|-------------------|
| Hodgkins, Paul A. | Instructional Assistant-Campus Computer Laboratory (After 16+ years of service) | ARC | 12/31/15 |
| Lee, Dennis B. | Custodian (After 5+ years of service) | FLC | 01/30/16 |

C L A S S I F I E D

## SEPARATION(S) OF SERVICE

| Name | Subject/Position | Date |
|------|------------------|------|
| Epling, David A. (Deceased) | Cook/Baker, 9 months, 87.5% (25+ years of service) | 11/27/15 |

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,*

| Name | Title | Effective Date | End Date |
|------|-------|----------------|----------|

### American River College

| Name | Title | Effective Date | End Date |
|------|-------|----------------|----------|
| Bisharat, Adrienne M. | Specialty Coach | 10/30/2015 | 06/30/2016 |
| Mendenhall, JoAnn | Special Projects | 11/09/2015 | 06/30/2016 |
| Ngov, Leang H. | Special Projects | 10/29/2015 | 06/30/2016 |
| Rocha, Eduardo I. | Instructional Assistant | 10/12/2015 | 06/30/2016 |
| Rojas, Monica A. | Clerk I | 10/25/2015 | 06/30/2016 |
| Stevens, Christina E. | Advanced Interpreter | 11/02/2015 | 06/30/2016 |
| Tran, Hien | Clerk III | 11/30/2015 | 06/30/2016 |
| Waldthaler, Kenny W. | Specialty Coach | 10/30/2015 | 06/30/2016 |

### Cosumnes River College

| Name | Title | Effective Date | End Date |
|------|-------|----------------|----------|
| Baxter, Deborah | Clerk III | 11/02/2015 | 06/30/2016 |
| Burgos, Jasmine E. | Financial Aid Clerk II | 09/25/2015 | 06/30/2016 |
| Cha, Sandra | Clerk I | 10/25/2015 | 06/30/2016 |
| Clark, Deedria L | Game Timer | 08/25/2015 | 06/30/2016 |
| Gelotte, Danielle | Student Personnel Assistant | 11/01/2015 | 06/30/2016 |
| Harris, Brajona L. | Student Personnel Assistant | 11/01/2015 | 06/30/2016 |
| Murphy, Lekeshia M. | Clerk II | 10/25/2015 | 06/30/2016 |
| Redman, David M. | Athletic Trainer | 10/08/2015 | 06/30/2016 |
| Salomon, Paul Lorenz T | Art Model | 10/13/2015 | 06/30/2016 |
| Schimandle, Jamie M | Student Personnel Assistant | 11/01/2015 | 06/30/2016 |
| Thomas, Shantel N | Student Personnel Assistant | 11/01/2015 | 06/30/2016 |

### District Office / Business and Economic Development Center / Facilities Management

| Name | Title | Effective Date | End Date |
|------|-------|----------------|----------|
| Tran, Hong T | Special Projects | 11/23/2015 | 06/30/2016 |
| Marmolejo, Arlene L | Special Projects | 11/09/2015 | 06/30/2016 |

### Folsom Lake College

| Name | Title | Effective Date | End Date |
|------|-------|----------------|----------|
| Abzalov, Davron | Clerk I | 11/03/2015 | 06/30/2016 |
| Abzalov, Davron | Campus Patrol | 11/03/2015 | 06/30/2016 |
| Bogar, Riley W. | Special Projects | 10/25/2015 | 06/30/2016 |
| Dalupan, Lauren S. L. | Clerk III | 11/05/2015 | 06/30/2016 |
| De Vera, Shawn C. | Special Projects | 11/13/2015 | 06/30/2016 |
| Grassinger, Sheri D. | Clerk II | 10/25/2015 | 06/30/2016 |
| Hadden-McGuire, Elizabeth C. | Special Projects | 11/13/2015 | 06/30/2016 |
| Hassanabadi, Kourosh N. | Custodian | 11/09/2015 | 06/30/2016 |

| Name | Title | Effective Date | End Date |
|------|-------|----------------|----------|
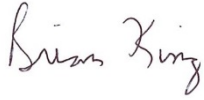
### Folsom Lake College (Continued)

| Name | Title | Effective Date | End Date |
|------|-------|----------------|----------|
| Ingram, Sheri N. | Special Projects | 11/06/2015 | 06/30/2016 |
| Johnson, Ian M. | Special Projects | 11/25/2015 | 06/30/2016 |
| Meier, David B. | Campus Patrol | 11/14/2015 | 06/30/2016 |
| Mota, Felix A. | Special Projects | 12/01/2015 | 06/30/2016 |
| Powers, Patrick W. | Special Projects | 10/25/2015 | 06/30/2016 |
| Renteria, Roberto E | Special Projects | 10/26/2015 | 06/30/2016 |
| Ross, Carrie D | Clerk II | 10/25/2015 | 06/30/2016 |
| Shahmirzadi, Aria R. | Special Projects | 12/01/2015 | 06/30/2016 |
| Southern, Jane E | Special Projects | 10/26/2015 | 06/30/2016 |
| Yemane, Absalom T. | Special Projects | 11/06/2015 | 06/30/2016 |

### Sacramento City College

| Name | Title | Effective Date | End Date |
|------|-------|----------------|----------|
| Dodgin, Kyle J. | Special Projects | 10/15/2015 | 06/30/2016 |
| Harris, Sherri Lynne | Student Personnel Assistant | 10/01/2015 | 06/30/2016 |
| Hogan, Jeffrey B. | Athletic Trainer | 11/03/2015 | 06/30/2016 |
| Lee, Matthew G. | Student Personnel Assistant | 11/09/2015 | 06/30/2016 |
| Matulich, Richard J. | Clerk II | 01/04/2016 | 06/30/2016 |
| Moore, Richard | Assistant Coach | 01/01/2016 | 06/30/2016 |

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**
 **DATE:** December 9, 2015

| SUBJECT: | Temporary Classified and Student Help Salary Schedules, Coaching Stipends | ATTACHMENT: Yes | |
|---|---|---|---|
| | | ENCLOSURE:  None | |
| AGENDA ITEM: | Action Item A | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | *Theresa Matista*  Theresa Matista | CONSENT/ROUTINE | |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | *Brian King*  Brian King | ACTION | X |
| | | INFORMATION | |

**BACKGROUND:**

The District salary schedules for temporary classified and student help employees need to be improved to reflect the increase in the minimum wage to $10 per hour, which takes effect on January 1, 2016. In addition, the District has periodically improved the schedules, especially when our regular schedules have improved as occurred at the beginning of this fiscal year. The last time the temporary classified schedules received an overall improvement was in 2006-07.

For a number of years, the student help schedule has been tied to the minimum wage. For temporary classified employees, the District has schedules that mirror the job classifications of our LRCEA and SEIU units. For those schedules, the rate has typically been tied to the step one rate of the classification from the regular schedules for those units. The District also has the Interpreters and the special rate temporary classified schedules. Special rate is mostly for assignments that do not have an existing job classification, such as art model, or may be an existing classification that is on special rate because the rate to attract and retain temporary employees needed to be set higher than the temporary schedule. This is done for positions where the District must be able to provide the services, such as police dispatch. The special rate schedules are typically set in consultation with the colleges regarding the going rate for such services and that schedule has had certain improvements since 2006-07. The costs for many of those positions are funded by community services or through gate receipts.

Lastly, the athletic/coaching stipend schedule for faculty that was approved in August 2015 contained a small error in the step 3 rate.

**STATUS:**

Improving the schedules is necessary and important to the District in terms of reasonable compensation for the valued services provided by our temporary classified and student help employees. However, it is noted that even though funding has been restored in many areas of the budget, discretionary funds, the primary source for paying temporary salaries, are still below their pre-recession levels, which makes any cost increase difficult to absorb. The student help schedule will be increased to the minimum wage of $10.00, effective January 1, 2016. student help employees are not subject to OASDI and therefore the net wage for student employees is slightly higher than employment in the private sector. The salary schedules for

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temporary classified employees, maintenance/service and clerical/secretarial/paraprofessional are improved to 75% of the step one rate from the regular salary schedules and the special rate schedules are improved where necessary to the lowest rate on the temporary classified schedules of $10.50. For the coaching stipend schedule, the change is to increase by $31 the step 3 rate for certain positions to $4,549.

**RECOMMENDATION:**
It is recommended that the Board of Trustees approve the salary schedules for student help/college work study employees, temporary classified employees maintenance services, temporary classified employees clerical/secretarial/paraprofessional, special rate temporary classified employees, temporary interpreter salary schedule effective January 1, 2016, and athletic/coaching stipend schedule for faculty retroactive to July 1, 2015.

# Los Rios Community College District

## Student Help/College Work Study Employees

## Salary Schedule

**Effective January 1, 2016**

| Classification # | Title | Part Time Hourly Rate |
|---|---|---|
| 001 | Student Help | $10.00 |
| 002 | College Work Study | $10.00 |

Board Approved:

# Los Rios Community College District
## Salary Schedule for Special Rate - Temporary Classified Employees
**Effective: January 1, 2016**

| Job Code Number | Miscellaneous Services | Part Time Hourly Rate | |
|---|---|---|---|
| 0068 | Bookstore Aide | $10.50 | |
| 0070 | Education Services Aide | $10.50 | |
| 0078 | Facilities Aide | $10.50 | |
| 0085 | Game Timer | $21.00 | *per game* |
| 0071 | Office Aide | $10.50 | |
| 0066 | Photographer | $10.50 | |
| 0042 | Police Communication Dispatcher* | $16.84 | |
| 0045 | Reader/Tutor | $10.50 | |
| 0073 | Registration Aide | $10.50 | |

### Community Swimming/Sports Programs

| Job Code | | | |
|---|---|---|---|
| 0043 | Assistant Coach | $14.93 | |
| 0025 | Asst. Sports Program Director | $15.25 | |
| 0041 | Athletic Trainer* | $21.00 | |
| 0030 | Lifeguard I (Lifeguard Training) | $10.50 | |
| 0035 | Lifeguard II (Community Water Safety) | $11.50 | |
| 0048 | Official I | $12.00 | *per event* |
| 0049 | Official II (Certified or licensed) | $14.00 | *per event* |
| 0050 | Specialty Coach | $21.00 | |
| 0046 | Sports Instructor I | $10.50 | |
| 0047 | Sports Instructor II (Sport certified or licensed) | $13.25 | |
| 0020 | Sports Program Director | $26.25 | |
| 0005 | Swimming Instructor I (CPR, First Aid, Community Water Safety) | $10.50 | |
| 0010 | Swimming Instructor II (Lifeguard Training) | $13.25 | |
| 0040 | Swimming Pool Cashier | $10.50 | |

### Art Model/Special Projects

| Job Code | | | |
|---|---|---|---|
| 0080 | Art Model | $15.00 | |
| 0077 | Special Projects** | $10.50 to $28.00 | |

*\* Position is subject to the minimum qualifications as noted on the job description.*

*\*\* Must be approved by the Vice President of Administration.*

Board Approved:

# Los Rios Community College District

## Temporary Interpreter Salary Schedule

**Effective January 1, 2016**

| Number | Title | Part Time Hourly Rate: | Level I | Level II | Level III | Level IV |
|--------|-------|------------------------|---------|----------|-----------|----------|
| 081 | Student Intern | | $10.50 | $11.50 | ------ | ------ |
| 082 | Beginning Interpreter | | $13.00 | $15.00 | $16.00 | $17.00 |
| 083 | Intermediate Interpreter | | $19.00 | $21.00 | $23.00 | $25.00 |
| 084 | Advanced Interpreter | | $32.00 | $35.00 | ------ | ------ |

Board Approved:

# Los Rios Community College District
## Salary Schedule for Temporary Classified Employees
## Clerical/Secretarial/Paraprofessional
### Effective January 1, 2016

| Job Code | Title | Range | Part Time Hourly Rate |
|---|---|---|---|
| T141 | Account Clerk I | 17 | 11.63 |
| T142 | Account Clerk II | 21 | 12.74 |
| T143 | Account Clerk III | 25 | 13.94 |
| T649 | Accountant | 35 | 17.51 |
| T198 | Accounting Specialist | 40 | 19.61 |
| T131 | Administrative Assistant I | 26 | 14.27 |
| T133 | Administrative Assistant II | 28 | 14.93 |
| T654 | Administrative Services Analyst | 44 | 21.48 |
| T171 | Admissions/Records Clerk I | 17 | 11.63 |
| T172 | Admissions/Records Clerk II | 20 | 12.44 |
| T173 | Admissions/Records Clerk III | 23 | 13.33 |
| T145 | Admissions/Records Evaluator I | 24 | 13.63 |
| T151 | Admissions/Records Evaluator II | 28 | 14.93 |
| T163 | Admissions/Records Evaluator/Degree Auditor | 29 | 15.27 |
| T634 | Animal Health Instructional Technician | 30 | 15.62 |
| T798 | Assessment Center Testing Coordinator | 38 | 18.74 |
| T602 | Assistant Financial Aid Officer | 35 | 17.51 |
| T313 | Assistant Technical Director - Visual & Performing Arts Center (VAPAC) | 37 | 18.32 |
| T742 | Attendance Services Assistant | 27 | 14.60 |
| T200 | Audiovisual Production & Maintenance Technician I | 32 | 16.35 |
| T223 | Audiovisual Production & Maintenance Technician II | 38 | 18.74 |
| T185 | Bookstore Assistant Manager | 37 | 18.32 |
| T182 | Bookstore Clerk I | 16 | 11.36 |
| T186 | Bookstore Clerk II | 18 | 11.90 |
| T184 | Bookstore Stock Clerk | 21 | 12.74 |
| T869 | Building Automation and Systems Integration Analyst | 57 | 28.87 |
| T804 | Business Services Assistant | 35 | 17.51 |
| T183 | Buyer - Bookstore I | 21 | 12.74 |
| T195 | Buyer - Bookstore II | 25 | 13.94 |
| T126 | Buyer I | 21 | 12.74 |
| T127 | Buyer II | 25 | 13.94 |
| T128 | Buyer III | 29 | 15.27 |
| T231 | Chief Broadcast Engineer | 50 | 24.62 |
| T116 | Child Development Center Associate Teacher | 12 | 10.50 |
| T199 | Child Development Center Lead Teacher | 35 | 17.51 |
| T194 | Child Development Center Teacher | 26 | 14.27 |
| T192 | Child Development Services Analyst | 38 | 18.74 |
| T810 | Children's Center Clerk | 20 | 12.44 |
| T101 | Clerk I (Temporary only) | 12 | 10.50 |
| T102 | Clerk II | 16 | 11.36 |
| T103 | Clerk III | 20 | 12.44 |
| T191 | College Development Officer | 35 | 17.51 |

| T650 | College Relations Specialist | 38 | 18.74 |
|---|---|---|---|
| T104 | Community Services Clerk | 22 | 13.03 |
| T739 | Computer Aided Drafting and Design Assistant | 42 | 20.53 |
| T803 | Contract Education Program Developer | 56 | 28.22 |
| T123 | Control Center Technician | 22 | 13.03 |
| T169 | Cosmetology Service Assistant | 30 | 15.62 |
| T109 | Counseling Clerk I | 17 | 11.63 |
| T110 | Counseling Clerk II | 21 | 12.74 |
| T744 | Data Communications Security Specialist | 61 | 31.62 |
| T129 | Disabled Student Programs & Services (DSP&S) Clerk | 17 | 11.63 |
| T167 | Educational Center Assistant | 25 | 13.94 |
| T130 | Educational Media and Web Design Specialist | 44 | 21.48 |
| T806 | Educational Media Design Specialist | 37 | 18.32 |
| T813 | Educational Services Technician | 24 | 13.63 |
| T646 | Electronics Calibration and Repair Technician | 38 | 18.74 |
| T175 | Employee Benefits Technician | 29 | 15.27 |
| T180 | Employee Benefits Specialist | 40 | 19.61 |
| T312 | Event Services Specialist - Visual & Performing Arts Center (VAPAC) | 34 | 17.12 |
| T705 | Facilities Planning and Engineering Specialist | 56 | 28.22 |
| T700 | Facilities Planning Specialist | 49 | 24.07 |
| T138 | Financial Aid Clerk I | 17 | 11.63 |
| T140 | Financial Aid Clerk II | 21 | 12.74 |
| T604 | Financial Aid Officer | 38 | 18.74 |
| T743 | Fiscal Services Accounting Specialist | 40 | 19.61 |
| T149 | Grant Coordination Clerk | 20 | 12.44 |
| T236 | Graphic Artist | 28 | 14.93 |
| T801 | Graphic Designer | 29 | 15.27 |
| T168 | Health Services Assistant | 21 | 12.74 |
| T718 | Information Technology Business/Technical Analyst I | 57 | 28.87 |
| T723 | Information Technology Business/Technical Analyst II | 61 | 31.62 |
| T748 | Information Technology Network Administrator Analyst I | 57 | 28.87 |
| T749 | Information Technology Network Administrator Analyst II | 61 | 31.62 |
| T726 | Information Technology Specialist I | 44 | 21.48 |
| T729 | Information Technology Specialist II | 50 | 24.62 |
| T745 | Information Technology Systems/Database Administrator Analyst I | 57 | 28.87 |
| T746 | Information Technology Systems/Database Administrator Analyst II | 61 | 31.62 |
| T242 | Information Technology Cable Plant Assistant | 50 | 24.62 |
| T809 | Information Technology Technician I | 25 | 13.94 |
| T152 | Information Technology Technician II | 31 | 15.98 |
| T208 | Instructional Assistant | 28 | 14.93 |
| T166 | Instructional Services Assistant I | 24 | 13.63 |
| T808 | Instructional Services Assistant II | 27 | 14.60 |
| T207 | Laboratory Technician | 28 | 14.93 |
| T741 | Lead Instructional Assistant | 30 | 15.62 |
| T866 | Lead Instructional Services Assistant | 29 | 15.27 |
| T600 | Lead Laboratory Technician | 30 | 15.62 |
| T241 | Lead Library/Media Technical Assistant | 28 | 14.93 |
| T114 | Library/Media Technical Assistant | 26 | 14.27 |
| T105 | Maintenance/Operations Clerk | 22 | 13.03 |

| T740 | Marketing Specialist - Economic Development Center | 50 | 24.62 |
|---|---|---|---|
| T115 | Operations Technician | 24 | 13.63 |
| T108 | Outreach Clerk | 22 | 13.03 |
| T618 | Outreach Specialist | 38 | 18.74 |
| T660 | Payroll Accountant | 36 | 17.91 |
| T146 | Payroll Clerk I | 23 | 13.33 |
| T147 | Payroll Clerk II | 25 | 13.94 |
| T652 | Payroll Specialist | 40 | 19.61 |
| T179 | Payroll Technician | 29 | 15.27 |
| T702 | Printing Assistant | 35 | 17.51 |
| T106 | Printing Services Operator I | 17 | 11.63 |
| T107 | Printing Services Operator II | 20 | 12.44 |
| T178 | Printing Services Operator III | 23 | 13.33 |
| T802 | Printing Technician | 33 | 16.73 |
| T812 | Program Assistant - REBRAC | 23 | 13.33 |
| T197 | Program Assistant - Tech Prep | 23 | 13.33 |
| T268 | Programmer I | 44 | 21.48 |
| T269 | Programmer II | 50 | 24.62 |
| T174 | Public Relations Specialist | 38 | 18.74 |
| T640 | Public Relations Technician | 30 | 15.62 |
| T633 | Public Services Assistant | 35 | 17.51 |
| T219 | Reception/Telephone Console Attendant | 17 | 11.63 |
| T890 | Recruit Training Officer (Temporary only) | 64 | 33.85 |
| T807 | Research Analyst | 50 | 24.62 |
| T639 | Risk Management Specialist | 40 | 19.61 |
| T417 | Sacramento Regional Public Safety Training Center (SRPSTC) Developer | 56 | 28.22 |
| T125 | Senior Buyer/Contract Specialist | 40 | 19.61 |
| T735 | Senior Information Technology Business/Technical Analyst | 64 | 33.85 |
| T750 | Senior Information Technology Network Administrator Analyst | 64 | 33.85 |
| T196 | Senior Information Technology Specialist | 57 | 28.87 |
| T747 | Senior Information Technology Systems/Database Administrator Analyst | 64 | 33.85 |
| T731 | Senior Information Technology Technician | 38 | 18.74 |
| T276 | Senior Programmer | 57 | 28.87 |
| T158 | Staff Resources Center Assistant | 28 | 14.93 |
| T641 | Student Affairs Specialist | 44 | 21.48 |
| T124 | Student Personnel Assistant | 28 | 14.93 |
| T683 | Student Success and Support Program (SSSP) Specialist | 38 | 18.74 |
| T707 | TANF/CalWORKs Specialist | 38 | 18.74 |
| T271 | Telecommunications System Coordinator | 57 | 28.87 |
| T272 | Telecommunications System Designer | 57 | 28.87 |
| T234 | Theatre Technician | 28 | 14.93 |
| T281 | Ticket Office/Customer Relations Assistant - Visual & Performing Arts Center | 28 | 14.93 |
| T630 | Tutorial Services Assistant | 35 | 17.51 |

Board Approved:

# Los Rios Community College District
## Salary Schedule for Temporary Classified Employees
## Maintenance/Service
### Effective January 1, 2016

| Job Code | Title | Range | Part Time Hourly Rate |
|---|---|---|---|
| T205 | Bus Driver/Maintenance Helper | 21 | 13.66 |
| T202 | Campus Patrol (Temporary only) | 19 | 13.10 |
| T259 | College Police Detective | 35 | 18.40 |
| T850 | College Receiving Clerk/Storekeeper | 24 | 14.54 |
| T224 | College Reserve Police Officer (Temporary only) | 30 | 20.26 |
| T210 | College Safety Officer | 27 | 15.50 |
| T206 | Custodian | 21 | 13.66 |
| T230 | Environmental Systems Technician | 37 | 19.22 |
| T256 | Equipment Mechanic I | 35 | 18.40 |
| T253 | Equipment Mechanic II | 39 | 20.07 |
| T221 | Grounds Irrigation Specialist/Groundskeeper | 31 | 16.88 |
| T220 | Grounds Maintenance Technician | 31 | 16.88 |
| T211 | Groundskeeper | 23 | 14.24 |
| T209 | Head Custodian | 25 | 14.85 |
| T258 | Head Grounds Maintenance Technician | 35 | 18.40 |
| T213 | Head Groundskeeper | 27 | 15.50 |
| T243 | HVAC Mechanic | 39 | 20.07 |
| T239 | Lead Custodian | 23 | 14.24 |
| T251 | Lead Equipment Mechanic | 41 | 20.98 |
| T235 | Lead HVAC Mechanic | 41 | 20.98 |
| T263 | Lead Maintenance Cabinetmaker | 41 | 20.98 |
| T250 | Lead Maintenance Electrician | 41 | 20.98 |
| T218 | Lead Maintenance Electronic/Alarm Technician | 41 | 20.98 |
| T252 | Lead Maintenance Painter | 41 | 20.98 |
| T227 | Lead Maintenance Plumber | 41 | 20.98 |
| T278 | Lead Maintenance Technician | 33 | 17.62 |
| T229 | Lead Skilled Maintenance Specialist | 37 | 19.22 |
| T244 | Locksmith/Glazier | 39 | 20.07 |
| T245 | Maintenance Cabinetmaker | 39 | 20.07 |
| T262 | Maintenance Carpenter | 39 | 20.07 |
| T246 | Maintenance Electrician | 39 | 20.07 |
| T261 | Maintenance Electronic/Alarm Technician | 39 | 20.07 |
| T247 | Maintenance Painter | 39 | 20.07 |
| T248 | Maintenance Plumber | 39 | 20.07 |
| T255 | Maintenance Roofer/Carpenter | 39 | 20.07 |
| T215 | Maintenance Technician I | 29 | 16.16 |
| T222 | Maintenance Technician II | 31 | 16.88 |
| T201 | Mechanical/Electrical Systems Mechanic | 37 | 19.22 |
| T260 | Mechanical/Electrical Systems Technician | 37 | 19.22 |
| T212 | Police Officer | 34 | 18.01 |
| T240 | Police Sergeant | 36 | 18.80 |
| T233 | Physical Education/Athletic Attendant | 22 | 13.95 |
| T228 | Skilled Maintenance Specialist | 35 | 18.40 |
| T203 | Stock Clerk | 21 | 13.66 |
| T226 | Toolroom Equipment Attendant | 23 | 14.24 |
| T204 | Utility Worker | 21 | 13.66 |
| T249 | Welder/Sheetmetal Worker | 39 | 20.07 |

Board Approved:

# Los Rios Community College District

**2015-16 Athletic/Coaching Stipend Schedule for Faculty**
**Coaching Formula hour assignments and stipend compensation shall be as follows:**

| Head Coaching Stipend Schedule for Faculty | | | | | | |
|---|---|---|---|---|---|---|
| Assignment | Formula Hours | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 |
| Baseball | 7 | 5,368 | 5,582 | 5,806 | 6,038 | 6,279 |
| Basketball | 7 | 5,368 | 5,582 | 5,806 | 6,038 | 6,279 |
| Cross Country | 7 | 4,206 | 4,374 | 4,549 | 4,731 | 4,920 |
| Football | 7 | 5,368 | 5,582 | 5,806 | 6,038 | 6,279 |
| Golf | 7 | 4,206 | 4,374 | 4,549 | 4,731 | 4,920 |
| Hockey | 7 | 5,368 | 5,582 | 5,806 | 6,038 | 6,279 |
| Soccer | 7 | 5,368 | 5,582 | 5,806 | 6,038 | 6,279 |
| Softball | 7 | 5,368 | 5,582 | 5,806 | 6,038 | 6,279 |
| Swimming | 7 | 4,206 | 4,374 | 4,549 | 4,731 | 4,920 |
| Tennis | 7 | 4,206 | 4,374 | 4,549 | 4,731 | 4,920 |
| Track & Field | 7 | 5,368 | 5,582 | 5,806 | 6,038 | 6,279 |
| Volleyball | 7 | 5,368 | 5,582 | 5,806 | 6,038 | 6,279 |
| Water Polo | 7 | 4,206 | 4,374 | 4,549 | 4,731 | 4,920 |
| Wrestling | 7 | 5,368 | 5,582 | 5,806 | 6,038 | 6,279 |
| **Steps are awarded for every five years of serving as a head Coach** | | | | | | |

| Assistant Coaching Stipend Schedule for Faculty* | | |
|---|---|---|
| Assignment | Formula Hours | Stipend |
| Baseball, Assistant | 5 | 2,323 |
| Basketball, Assistant | 5 | 2,323 |
| Football, Assistant | 5 | 2,323 |
| Soccer, Assistant | 5 | 2,323 |
| Softball, Assistant | 5 | 2,323 |
| Track & Field, Assistant | 5 | 2,323 |
| ***Assistant coaching stipend is only available to a regular faculty member** | | |

Effective - July 1, 2015
Board Approved - August 12, 2015
Board Revised -

# LOS RIOS COMMUNITY COLLEGE DISTRICT

PRESENTED TO BOARD OF TRUSTEES                                DATE: December 9, 2015

| SUBJECT: | 2014-15 Annual Audit Report | ATTACHMENT: None | |
|---|---|---|---|
| | | ENCLOSURE:    Yes | |
| AGENDA ITEM: | Action Item B | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | Theresa Matista *Theresa Matista* | CONSENT/ROUTINE | |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King *Brian King* | ACTION | X |
| | | INFORMATION | |

**BACKGROUND:**
Per Education Code section 84040, the governing board of each community college district shall provide for an annual audit of all funds, books, and accounts of the district in accordance with regulations of the Board of Governors. The audit shall be made by certified public accountants licensed by the California Board of Accountancy. Pursuant to Title 5 CCR sections 59104 and 59106, each district governing board shall review the annual audit at a public meeting and the audit report filed with the California Community College Chancellor's Office no later than December 31st. The audit consists of the examination of the District's financial statements, a review of the systems of internal accounting controls, and a review of federal and state compliance areas mandated by the Single Audit Act and the State of California Community Colleges Chancellor's Office, *Contracted District Audit Manual.*

**STATUS:**
Gilbert Associates, Inc. has completed their annual audit of District funds, including a performance audit of Measure 'A' and Measure 'M' bond funds as required by Proposition 39, and the audit of the Foundation for the year ended June 30, 2015. Staff is pleased to report there were no significant deficiencies or material weaknesses identified, and there were no findings. The District's report for 2014-15 reflects the implementation of Governmental Accounting Standards Board (GASB) Statement 68, *Accounting and Financial Reporting for Pensions*. The Statement requires public agencies to include in their financial statements the agencies share of any unfunded liability for pensions.

A representative from Gilbert Associates, Inc. will be present to comment and respond to questions concerning the annual audit.

**RECOMMENDATION:**
It is recommended that the Board of Trustees receive the audited financial statements for the 2014-15 fiscal year.

# LOS RIOS COMMUNITY COLLEGE DISTRICT

**PRESENTED TO BOARD OF TRUSTEES**                              **DATE:** December 9, 2015

| SUBJECT: | College Student Equity Plans | ATTACHMENT: Yes | |
|---|---|---|---|
| | | ENCLOSURE: None | |
| AGENDA ITEM: | Action Item C | TYPE OF BOARD CONSIDERATION: | |
| RECOMMENDED BY: | Susan L. Lorimer | CONSENT/ROUTINE | |
| | | FIRST READING | |
| APPROVED FOR CONSIDERATION: | Brian King | 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 which resulted in the Chancellor's Office convening a Student Equity Workgroup made up of community college stakeholder representatives to update the equity planning process. The planning requirements were released to the colleges in March 2014. Then in June 2014, AB 860 passed requiring former foster youth, low-income student and veteran populations to be added. 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 was the first time state resources were allocated to colleges to implement their equity plans and the Los Rios colleges received $3,249,977 for 2014-2015 plan implementation.

**STATUS:**

In 2015-16, all colleges are required to submit new plans in order to receive funding for this academic year. The amount of statewide equity funds doubled from $70 million to $140 million. The new plans must follow the Chancellor's Office prescribed guidelines, which include

description of the planning process and collaboration; research designed to identify disproportionate impact for access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer followed by planned activities to address each of those success indicators; a budget; plan evaluation; and schedule. The District received a total allocation of $6,358,031 for 2015-2016 plan implementation, which will be distributed to the colleges as follows:

- ARC: $ 2,525,502
- CRC: $ 1,212,208
- FLC: $ 639,718
- SCC: $ 1,979,603

The 2015-16 plans are due to the Chancellor's Office on December 18, 2015 and require Board of Trustees approval.

**RECOMMENDATION:**

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

# AMERICAN RIVER COLLEGE

# Student Equity Plan

**December 19, 2015**

# AMERICAN RIVER COLLEGE STUDENT EQUITY PLAN

**Table of Contents**

Conclusions: Disproportionately Impacted Student Groups

*Goals, Activities, Funding and Evaluation*

ESL and Basic Skills Completion Baseline Data and Goals
Activities to Improve ESL and Basic Skills Completion for Target Student Groups
Expected Outcomes for Target Student Groups


**Degree and Certificate Completion**

*Campus-Based Research*

Overview
Indicator Definitions and Data
Conclusions: Disproportionately Impacted Student Groups

*Goals, Activities, Funding and Evaluation*

Degree and Certificate Completion Baseline Data and Goals
Activities to Improve Degree and Certificate Completion for Target Student Groups
Expected Outcomes for Target Student Groups

**Transfer**

*Campus-Based Research*

Overview
Indicator Definitions and Data
Conclusions: Disproportionately Impacted Student Groups

*Goals, Activities, Funding and Evaluation*

Transfer Baseline Data and Goals
Activities to Improve Transfer for Target Student Groups
Expected Outcomes for Target Student Groups

**Other College- or District-wide Initiatives Affecting Several Indicators**

*Goals, Activities, Funding and Evaluation*

**Summary Budget**

*Summary Budget spreadsheet*

**Summary Evaluation Plan**

**Attachments**

# Signature Page

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

**District**: _____    **Board of Trustees Approval Date**: _____

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

| | |
|---|---|
| Thomas Greene-College President | Email |

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

| | |
|---|---|
| Ray DiGuilio-College Chief Business Officer | Email |

| | |
|---|---|
| [District Chief Business Officer[1]] | Email |

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

| | |
|---|---|
| Lisa Aguilera Lawrenson-Chief Student Services Officer | Email |

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

| | |
|---|---|
| Colleen Owings-Chief Instructional Officer | Email |

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

---

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

Anthony Giusti-Academic Senate President        Email

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

Mary Goodall-Classified Senate President        Email

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

David Hylton II-Associated Student Body        Email
President

Robin Neal-Student Equity                Email                        Phone
Coordinator/Contact

# 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 data reported here sourced from the California Community College Chancellor's Office Scorecard, Data-on-Demand system, and Datamart tools, in addition to the CalPASS Plus Foster Youth Dashboard. When not available from these sources, in selected instances data were sourced locally (Peoplesoft). This year's set of reports provides a longitudinal perspective on disproportionate impact, 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 and Action
- •Strengthening Institutional Capacity to Focus, Align and Scale Interventions.

These themes provided context for the plan's initiatives as well as direction as to how the College approaches 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 provided 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 and 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 emphasized capacity-building activities, from expanding research and collaborative inquiry capabilities to investigating best practices in specific initiative areas as part of initial design work.   Those initial efforts resulted in focused, targeted goals and activities which has become the basis for ongoing resource allocation.  The building of a comprehensive outreach and professional development plan is now 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:
The greatest disproportionate impact is seen with Hispanic/Latinos and the female student population per the data indicators.

Course Completion:
Among all students who successfully completed credit courses, the analysis identifies African American, Native Hawaiian/Pacific Islander and foster youth groups as the most disproportionally 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, male and African American 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/Alaska Native, and students with disabilities.

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/Alaska Native, and Hispanic/Latino students.

Degree and Certificate Completion:
Degrees and Certificates: Among all students earning degrees and certificates, the analysis identified the African American, American Indian/Alaska Native and Native Hawaiian/Pacific Islander students as being most impacted.

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

**Goals**
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
   b. 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 and Scale Interventions

Activities
The college plans to:

a. 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.
b. Utilize research to implement effective practices which result in student success for HUR and other disproportionately impacted students.
c. Evaluate strategies and interventions developed for improving success rates for HUR and other disproportionately impacted students identify effective practices.
d. Expand effective strategies and interventions on a larger scale that improve success rates for HUR and other disproportionately impacted students.
e. 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.
f. Develop first-year faculty professional development programs and incorporate cultural literacy components.

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) Outreach; 2) Student Services and Categoricals; 3) Research and Evaluation; 4) Student Equity Coordination and Planning; 5) Curriculum/Course Development and Adaptation; 6) Professional Development; 7) Instructional Support; 8) Direct Student Support.  The 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

# Planning Committee and Collaboration

The Student Equity Workgroup was comprised of Academic, Classified Senate representatives as well as administration representation.  The workgroup engaged in conversation with campus colleagues in preparation of the college student equity plan.  A number of activities have been funded which support the goals and activities of the plan. (See Attachment-2015-16 ARC Student Equity Plan-Activities By Indicator)

Additionally, over the past year, a number of task forces were convened to address the four themes identified in the ARC Student Equity Plan.  Participation in these workgroups was in collaboration with the Academic, Classified and Student senates, and the administration at the college.

- Creating Seamless Educational Pathways- the Pathways workgroup has been meeting to address the pathways in and through the college.  These plans are addressing outreach, K-12-college collaboration, creating community partnerships and other initiatives that support targeted students.
- Improving the Conditions for Learning-Professional Development Work group was convened to re-create a college-wide professional development model that will address the needs of faculty, classified staff and managers in assisting disproportionately impacted students.
- Building a Culture of Data-Informed Inquiry & Action –The Data Inquiry Group (DIG) was created to: connect research and data with college initiatives for improving student outcomes; create avenues to directly involve the college in dialogue about the meaning and implications of data; develop approaches for coordinating data collection with information sharing across the college, and  document the planning, implementation, and evaluation of efforts to create a community that uses data to inform decision-making.
- Strengthening Institutional Capacity to Focus, Align & Scale Interventions –The workgroups mentioned above are building a culture of data-informed inquiry and are 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 work from these collective groups is shared widely through the college governance structure. The plan was shared on the college website and feedback was solicited from the college community.

**Student Equity Plan Committee Membership List**

| Member Name | Title | Organization(s), Program(s) or Role(s) Represented |
|---|---|---|
| Connie Ayala | LRC Coordinator | Faculty |
| Diane Delgado | EOPS Coordinator | Faculty |
| Tera Diggs-Reynolds | SSSP Coordinator | Faculty |
| Lynn Fowler | Articulation Officer | Faculty |
| Yuj Shimizu | Researcher | Faculty |
| Tressa Tabares | Political Science Professor | Faculty |
| Lakia DeCosta | Administrative Assistant | Classified Staff |
| Tamara Floyd | Instructional Assistant | Classified Staff |
| Joslyn Gaines | Outreach Specialist | Classified Staff |
| Jeri Marshall | Outreach Specialist | Classified Staff |
| Diana Montijo | Student Personnel Assistant | Classified Staff |
| Megan Neves | SSSP Specialist | Classified Staff |
| Chris Olson | Research Analyst | Classified Staff |
| Adam Karp | Dean of Planning and Research | Administrator |
| Lisa Lawrenson | Interim VPSS | Administrator |
| Judy Mays | Interim Dean of Counseling | Administrator |
| Robin Neal | Dean of Enrollment Services | Administrator |
| Manuel Perez | Dean of Student Development | Administrator |
| Carlos Reyes | Dean of Behavioral/Social Science | Administrator |
| Jeff Stephenson | Interim Dean of Student Equity | Administrator |

# Access

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

The College plans to continue 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, NCORE, and other national models to assist with aligning programs and services to meet the needs of all students and eliminate the achievement gap.

Another effort to align programs and services was the creation of the pathways task force (comprised of senate-appointed faculty, staff, and administrators from the college). The pathways task force was charged with creating a plan for future direction to address ways in which the college serves the community in its service area. The task force identified six key themes that need to be addressed for the Pathways In model: 1) Pre-High School/High School; 2) Transition and Gateway to Campus; 3) Community Outreach; 4) Student Support; 5) Communication, and 6) Technology. These six areas were then incorporated into five goals for the Pathways In model: 1) Secondary School Outreach/Inreach; 2) Recruitment; 3) Relationships; 4) Curriculum and Program Collaboration/Innovation; 5) HS to College Bridge.  The Pathways In model focuses on grade 6-12 students as well as those members of the community who are eligible to attend ARC but are not currently students at ARC.

The activities identified by the task force work to create stronger ongoing communication between the College and the High Schools. As a general theme, this work targets our feeder population and creates an opportunity to specifically target disproportionally impacted populations through translated media, specially trained counselors and outreach personnel, and by reaching out the families of disproportionately impacted students. More detailed information about the specific activities identified by the Task Force is as follows:

| "PATHWAYS IN" ORGANIZING FRAMEWORK |
|---|
| |
| GOAL #1: Secondary School Inreach/Outreach |
| INREACH |
| • ART/Tech Day |
| • Expand high school counselor conferences to include secondary school counselors. Expand breadth and frequency. |
| • Student summit for men of color |
| • Mass mailing for big events such as Student Success Saturday |
| • Expand outreach programs and college orientation for secondary school students and families from a family model of outreach. (Spanish, Vietnamese, Hmong, ASL, etc.) FTE faculty, staff, admin who speak different languages. Revamp hiring. Multilingual outreach materials. |
| OUTREACH |

| |
|---|
| • **Revisit high schools to share successes.** |
| • **Expand the High School Ambassador program to encompass all of the feeder high schools for ARC.** |
| • **Hire and train HS counselors (as counselors for those who meet minimum qualifications or possibly as consultants) to conduct on their HS campuses ARC information sessions, and selective enrollment services for the college. Create a "hot line" for said subcontractors to address questions instantly.** |

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**GOAL #2: Recruitment**

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| |
|---|
| • **Recruit Veteran students for public safety careers.** |
| • **Offer Umoja/African American Leadership Academy** |
| • **Provide overview of ARC certificated and degree programs at community centers, non-profit agencies, education and employment centers, and government/public agencies where clients and staff are potential community college students. Veterans, historically under represented (HUR) students, California Service Corps, international students.** |
| • **Create a student engagement center. Develop messages for target audiences based on enrollment steps completed; begin sending messages.** |
| • **Gather contact info from prospective students (on opt-in basis) and then follow-up with direct communications as appropriate** |
| • **Mail CTE brochures to geographic territory for ARC (community)** |
| • **Develop pre-assessment guidance and assistance, i.e. online sample test modules.** |
| • **Create a YouTube video to show students how to register at ARC** |
| • **Develop marketing strategic plan. How are historically underrepresented communities responding to trends in PR and advertising efforts? Boost advertising efforts at local CSUs and UCs of summer offerings. Sub-segmental marketing to groups of specific end users of selective courses. (Example for ECE --Transitional Kindergarten teachers complete their CEU needs at ARC)** |
| • **Student Orientation Summit for disproportionately impacted students (Latino, African American, Vets, etc.)** |

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**GOAL #3: Relationships**

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| |
|---|
| **HIGH SCHOOLS** |
| • **Invitational breakfasts and semi-annual meetings with high school principals** |
| • **Formalize/systemize ARC counselor liaison relationship with HS partners** |
| • **Enhance student ambassador program to include developing relationships with high schools** |
| • **Sponsor conferences on campus affiliate, stakeholders and other community partners that we work closely with.** |
| • **High school academies are being run (like ROTC) for a variety of disciplines** |
| • **Develop a tech/Web component to address needs and habits of high schools students** |
| • **Principal for a day.** |
| • **Redesign and rewrite Web presence on both sides to reflect interests and language of the audience** |
| • **Host student focus groups to inform these relationship efforts. Focus on disproportionately impacted.** |
| • **Conduct equity audit—is our campus welcoming to disproportionately impacted students?** |
| **COMMUNITY** |
| • **Community partnership with local hospitality industry.** |
| • **Breakfast for community members (diversity center) to strengthen connections with local communities not yet represented in our student population. Disproportionate impacted populations.** |

| GOAL #4: Curriculum and Program Collaboration/Innovation |
|---|
| **HIGH SCHOOLS** |
| • **Pilot Expository Reading and Writing Composition with at least 3 high schools and expand to 15 high schools. Expand the use of ERWC model for Mathematics to at least 3 High Schools (year one) and 3 more (year two).** |
| • **Pilot "Get focused stay focused" with at least 3 High Schools. Expand "Get focused stay focused" with at least 15 High Schools.** |
| • **Pilot Dual enrollment at three High Schools. Expand Dual enrollment to at least 15 High Schools.** |
| • **K-12 training workshops for teachers/faculty with focus on dual enrollment** |
| • **Program and high school specific course articulation (current). Improvement: formalize articulation agreements more broadly and make process more efficient.** |
| • **Comprehensive link between ARC programs and HS feeder programs and disciplines. Alignment.** |
| **CTE/Other** |
| • **Identify 3 or 4 CTE programs and begin to develop pathways form HS into these careers (ex: clean diesel, automotive, criminal justice)** |
| • **Discipline specific career fairs (anchoring to instruction with a connection to student services). SLOs, curriculum aligned w/career and service goals.** |
| • **Develop ARC strategic plan for adult education, leveraging Sacramento regional adult education outcomes plan.** |
| • **There was a discussion about the need for curriculum to be culturally relevant and sensitive to the needs, applications and background of our students. Understanding that curriculum is largely with in the domain of the professoriate, we thought it would be beneficial to have a standing committee within the curriculum review process evaluate and make recommendations for how reviewed courses could infuse culturally reflective andragogy, content and evaluation systems.** |
| GOAL #5: High School to College Bridge |
| • **Review District Regulations and Policies, clarify requirements, and develop a strategic communication plan about the Advanced Education process to the campus and community at large.** |
| • **Organize current college practices for pre-assessment workshops and presentations available to students; Review College's assessment process and make recommendations for improvement.** |
| • **Review District's Policies and Regulations related to High School to College Pathways and make recommendations for improvement.** |
| • **Create a pre-college ARC program event that showcases all the programs, departments, activities, and student life at ARC for prospective students (similar to a Welcome Day or Club Day that is geared to the community at large) Program specific information sessions. High school outreach w/focus on specific pathways and objectives/outcomes.** |
| • **Create ARC Mentor Program (Advising, Transfer, and Career) and Portal** |
| • **Early Preparation/Alternative Steps to Success Offerings** |
| • **TRIO (SSS, VETS, STEM). Goal is retention and transfer. (Summer Bridge, programming and curriculum, transfer services)** |
| • **Funding bookstore programs for disproportionately impacted student groups at ARC.** |
| • **Advantage program each semester. EOPS summer bridge program. Summer Transition Program for veterans, DSPS, foster youth, and other special populations** |
| • **Peer to peer support program** |

ARC is implementing the pathways in task force recommendations. The initial projects being implemented include the Student Success Voucher Program, Translation of College Materials into Spanish, and the Student Engagement Center. Additionally, ARC is exploring a partnership with Achieving the Dream in order to help implement the Student Equity Plan, including the Pathways In Project. We are also participating in NCORE for Professional Development focused on disproportionately impacted populations.

**Research Methodology Used in the Report**

This year, the recommended guidelines provided by the State suggested a new methodology to calculate the Access data. As a result, the current data (included below) is not easily comparable to last year's findings; however, these data do not invalidate last year's results, and the college is choosing to respond to both last year's identified need as well as this year's. Last year, Access was defined as "the percentage of each population group that is enrolled to the percentage of each group in the adult population *within the community served*" (emphasis added). As per the suggestion, this year we have compared the demographics of new, first-time students to the demographics of the 20 top feeder high schools for the college.

Whereas this year's (Aug 2015) 2015 Student Equity Guidelines and Template document continues to cite the 80% Index and Proportionality Index as acceptable methods for identifying disproportionate impact, additionally, it includes a new method which is referred to as the "Percentage Point Gap" methodology. In the following set of reports, this new methodology has been added alongside the 80% Index methodology for Access, Course Completion, Degrees and Certificates, and Transfer Success Indicators. The following set of reports provides disproportionate impact analyses for each of the five Success Indicators identified in the S.E. Guidelines and Template, in most cases employing multiple performance metrics. The tables shown in the appendix detail the Success Indicator, performance metric, analysis methodology, and the data source(s) for each of these reports.

**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.

| Target Population(s) | # of New, 1st time students during 2014-15 academic year | % of Group Total | % of top 20 feeder HS enrollments, grades 9-12 (source: CA DOE) | Gain or loss (Percentage point difference with +/- added)* |
|---|---|---|---|---|
| *Example Group* | | 59% | 64% | -6** |
| American Indian / Alaska Native | 35 | 1% | 1% | 0% |
| Asian | 527 | 9% | 10% | -1% |
| Black or African American | 651 | 11% | 10% | 1% |
| Hispanic or Latino | 820 | 14% | 26% | -11% |
| Native Hawaiian or other Pacific Islander | 56 | 1% | 1% | 0% |
| White | 2466 | 43% | 47% | -4% |
| Some other race | 166 | 3% | 1% | 2% |
| More than one race | 1008 | 18% | 4% | 14% |
| **All Students** | **5729** | **100%** | **100%** | |
| Males | 3008 | 53% | | 1% |
| Females | 2598 | 45% | | -4% |
| Unknown | 123 | 2% | | 2% |
| **All Students** | **5729** | **100%** | **100%** | |
| Current or former foster youth | n/a | n/a | n/a | |
| Individuals with disabilities | 332 | 6% | n/a | |
| Low-income students | 3569 | 73% | | |
| Veterans | 156 | 3% | n/a | |

*Calculated by subtracting the % of the adult population within the community served from the % of your college's total enrollment – paying close attention to the +/- designation. *Note: Because it would be confusing for positive values to represent a loss of proportion and negative values to represent a gain in proportion, the worksheet switches the order of the operation. Where the college's population is lower than the adult population, a negative value will result.*

**'-6' is calculated by subtracting 64 (% of your college's total enrollment) from 59 (% of the adult population within the community served). The '-' is added to signify that the example group has lower representation at the college vs. the community served. A '+' would indicate that a given group has greater representation at the college vs. the community served.

*Hispanic/Latino:* The most obvious finding in this report concerns the dramatic, and inverse, disparity between the proportions of Hispanic/Latino and Multi-Race students in ARC's new, 1st time student population versus their proportions in ARC's 20 largest feeder high schools (grades 9-12). That the ARC versus High School percentage difference is **-11** percentage points for Hispanic/Latino students and is +14 percentage points for Multi-race students suggests that there may be a correlation, perhaps due to how student ethnicities are coded in the two different systems.

*Female:* Female students comprise four percentage points less of ARC's new, first time students than they do of the enrollments at ARC's top 20 feeder high schools.

**GOAL A.**

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

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| *Example Group* | *-6, 2014* | *No gap* | *2020* |
| Asian (2014 data) | 2.75, 2014 | 9% | 2019 |
| Hispanic or Latino | -11, 2015 | No gap | 2020 |
| Female | -4%, 2015 | No gap | 2020 |

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

**ACTIVITIES: A. ACCESS**

**A.1**
- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| A.1 | Asian | 527 |
| | Hispanic or Latino | 820 |
| | Female | 2598 |

- *Activity Implementation Plan*

ARC instituted the Student Success Voucher Program. A $250 student success voucher will be provided for students for two semesters who meet the following criteria:  new to ARC, have an informed education goal of certificate, degree, or transfer, a full-time student (12 or more units), and have received the Board of Governors Waiver. The voucher can only be used at the ARC College Store and can be used to purchase classroom materials, required uniforms, and supplies. The program is aimed at disproportionately impacted students.

This program is consistent with the research of Curtis Linton, *Equity 101: The Equity Framework Book One*. "Institutional equity explores how a school and school system can overcome institutionalized barriers that limit student achievement, especially for students of color and those from diverse backgrounds (Linton, 2011)." Lack of access to textbooks and required supplies is a barrier for students, and the student success voucher program aims to remove that barrier.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| A.1 | December 2015-December 2016 | $166,667 | N/A |

- *Link to Goal*

The formation of the student success voucher program will reduce barriers to disproportionately impacted students and provide an incentive for them to attend college.

- *Evaluation*
  1. Data will be collected on the effectiveness of the student success voucher program in spring 2016 and fall 2016.

**A.2**
- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|----|--------------|------------------------|
| A.2 | Hispanic or Latino | 820 |

- *Activity Implementation Plan*

Create a formal process for translation of marketing materials into Spanish-language (included print and web materials) to introduce ARC and it's available services to Hispanic students and their families (Inclusive: book voucher program, Financial Aid process and contact information, Beacon tutoring, PUENTE, and associated student support programs). Once a process is created to facilitate the translation of documents and web content into Spanish, future expansions can build on that process and add languages to communicate more directly with other potential student populations and their families. Additionally, we will have a CUE equity audit conducted to determine how we can make the environment more engaging for disproportionately impacted students.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|----|-------------|----------------------|---------------|
| A.2 | Begin Fall 2016, ongoing expansion to include other language families | $50,000 | Gen Fund |

- *Link to Goal*

The formation of a formal process to translate college documents into Spanish will help to reach our immediate access goals by connecting potential students with information needed to matriculate and better understand how to navigate the college and its associated student services. As the process for creating translations is formalized and becomes a more regular part of our college culture, new language families can be added, which will facilitate the college reaching out into more diverse communities. Also, we will use the equity audit to determine how we can create a more inviting environment for disproportionately impacted students.

- *Evaluation*

    Data will be collected on specific activities created by, or sponsored by the task force.

    - Data will be gathered on an ongoing basis, as projects come to fruition, and will be reviewed annually.

## A.3

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
|   | Hispanic or Latino | 820 |
|   | Females | 2598 |

- *Activity Implementation Plan*

ARC created the English Reading and Writing Course Project. The ERWC was designed by CSU English faculty as a year-long, state approved curriculum for high school English teachers to use to specifically teach students the kinds of expository reading and writing skills they encounter upon entering into college. This program will prepare targeted disproportionately impacted students in the San Juan Unified School District who receive a "C" in high school English the ability to automatically qualify for English 300 at ARC.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| A.3 | Fall 2015-Spring 2016 | $27,350 | N/A |

- *Link to Goal*

This program will prepare targeted disproportionately impacted students in the San Juan Unified School District who receive a "C" in high school English the ability to automatically qualify for English 300 at ARC.

- *Evaluation*

College research office will collect data and share results with high school and college participants.

**A.4**

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| A.4 | Hispanic or Latino | 820 |
| | Female | 2598 |

- *Activity Implementation Plan*

Create a student engagement center during fall 2015. The center will focus on identifying, contacting, and connecting with students from disproportionately impacted populations. The goal is to encourage eligible students to enroll at ARC and understand the steps to college. This approach is consistent with student retention research that demonstrates "In-class and out-of-class student-faculty contacts related to both academic and non-academic topics have been used as measures of integration" (Grosset, 1991).

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| A.4 | Begin Spring 2016 | $34,000 | |

- *Link to Goal*

The goal of the student engagement center is to provide high touch student service to disproportionately impacted students to help student attend college who might not otherwise do so.

- *Evaluation*

   Data will be collected on specific activities conducted by the student engagement center.

**A.5**

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| A.4 | Hispanic or Latino | 820 |
|  | Female | 2598 |

- *Activity Implementation Plan*

Initiative the conversation with Achieving the Dream by sending a select team at American River College to the ATD conference in February as well as NCORE. During this time frame, we have arranged to meet with an ATD coach to work on strategies for implementing our SEP plan and gather research at NCORE.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| A.4 | Begin Fall 2015 | $225,000 |  |

- *Link to Goal*

ATD and NCORE will help us identify effective strategies for addressing access for disproportionately impacted students.

- *Evaluation*

ARC will be working with a data coach at the conference, as well as the ARC research staff, to identify and monitor strategies for working with disproportionately impacted populations in the indicator.

# Success Indicator: Course Completion

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

## CAMPUS-BASED RESEARCH: COURSE COMPLETION

B. **COURSE COMPLETION.** The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. Calculate course completion rates by dividing:

| Rate | Denominator | Numerator |
|---|---|---|
| **Rate of Course Completion** | The # of courses students enrolled in and were present in on census day in the base term. | The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term. |

| Target Population(s) | the # of courses students enrolled in & were present in on census day in base year | The # of courses in which students earned an A, B, C, or credit out of ← | The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year | Total (all student average) pass rate* | Comparison to the all student average (Percentage point difference with +/- added)* |
|---|---|---|---|---|---|
| *Example Group* | **2567** | **1463** | **57%** | **71%** | **-14**\*\* |
| American Indian / Alaska Native | 544 | 341 | 63% | 69% | -6% |
| Asian | 8023 | 5969 | 74% | 69% | 5% |
| Black or African American | 8037 | 4241 | 53% | 69% | -16% |
| Hispanic or Latino | 15678 | 10380 | 66% | 69% | -3% |
| Native Hawaiian or other Pacific Islander | 636 | 377 | 59% | 69% | -10% |
| White | 34961 | 25720 | 74% | 69% | 5% |
| Some other race | unreported | unreported | unreported | unreported | unreported |
| More than one race | 4687 | 3016 | 64% | 69% | -5% |

| All Students | 72566 | 50044 | *69% | | |
|---|---|---|---|---|---|
| Males | 33214 | 22901 | 69% | 69% | 0% |
| Females | 39905 | 27779 | 70% | 69% | 0% |
| Unknown | 1583 | 1082 | 68% | 69% | -1% |
| Current or former foster youth | 129 | 62 | 48% | 70% | -22% |
| Individuals with disabilities | 4913 | 3290 | 67% | 70% | -3% |
| Low-income students | 49883 | 33013 | 66% | 69% | -3% |
| Veterans | 1972 | 1343 | 68% | 70% | -2% |

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average rate of courses passed from the student group's rate of courses passed – paying close attention to the +/- designation.** *Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.*

**'-14' is calculated by subtracting 71 (the average student success rate) from 57 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.**

Three Groups Experiencing the Largest Gap

- African American
- Native Hawaiian/Pacific Islander
- Foster Youth

| | | 1 | 2 | | 3 | | 4 |
|---|---|---|---|---|---|---|---|
| Equity Gap | Student Group | Gap in comparison to the Average, Expressed as Percentage | Percentage expressed as decimal 25% becomes .25 | Multiply | the # of courses students enrolled in & were present in on census day in base year | = | Number of Students "Lost" |
| --- | Example Group | 14% | .14 | x | 2567 | = | 359 |
| Largest Gap | Foster Youth | 22% | .22 | x | 129 | = | 28 |
| Second Largest | African American | 16% | .16 | x | 8037 | = | 1286 |
| Third Largest | Native Hawaiian/ Pacific Islander | 10% | .10 | x | 636 | = | 64 |
| Fourth Largest | Veterans | 2% | .02 | x | 1972 | = | 40 |

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

**GOAL B.**

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

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| *Example Group* | *-14, 2014* | *Gap no > -6* | *2020* |
| Foster Youth | -22, 2014 | No Gap | 2021 |
| African American | -16, 2014 | No Gap | 2021 |
| Native Hawaiian/Pacific Islander | -10, 2014 | No Gap | 2021 |
| Individuals with Disabilities | -3, 2014 | No Gap | 2021 |
| Veterans | -2, 2014 | No Gap | 2021 |

*Expressed as either a percentage or number.      **Benchmark goals are to be decided by the institution.

If the target population(s) are different from the populations with the three greatest gaps (as outlined on the previous page) provide an explanation:

- The Individuals with Disabilities was added to the targeted population due to the fact that the Foster Youth data is locally derived data, and the impact may substantially change from year to year. (Per Course Success Rate-CCCCO Datamart chart page 8 in Attachments.)

**ACTIVITIES: B. COURSE COMPLETION**

**B.1**

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| | | |

| B.1-10 | Foster Youth | 129 |
|--------|--------------|-----|
| | African American | 8037 |
| | Native Hawaiian/Pacific Islander | 636 |
| | Veterans | 1972 |

- *Activity Implementation Plan*

According to Black Male(d): Peril and Promise in the Education of African American Males by Tyrone C. Howard (2014), "Some scholars have suggested that black male underperformance is a result of oppositional identities to mainstream cultural norms and practices, and that this has resulted in some black students refusing to become academically engaged because they run the risk of being ostracized by their peers (Fordham and Obgu 1996; Obgu 1997)." At ARC, we need to understand the experience of men of color on our campus. Strategies to understand these experiences include the following:

1. Examine the available research literature on previous efforts to close the achievement gap for African American students, including the resources available through the M2C3 consortium.
2. 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 (such as Umoja and African American Institute for Success/Science and Engineering). 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.
3. 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.
4. 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.
5. Identify programs and disciplines with low course success rates for African-Americans and work with program faculty, staff and administrators to identify potential interventions.
6. Based on findings from the above activities, identify specific intervention and professional development activities (such as sponsored by UNITE) that will increase course completion rates of African-American students including making changes to support services, offering professional development opportunities, etc.
7. Implement Foster Youth Voucher Program to provide resources for qualified foster youth.
8. Increase access to services in the existing Veteran's Resource Center, while partnering with the TRIO Vets program.
9. ARC instituted a research project that will focus on predicting the degree of locus of self-control of students as a predictor of student success. The results of this project will also focus on curriculum redesign. This project is consistent with the research of A.L. Duckworth (2014).
10. ARC instituted a New Faculty Academy to provide teacher training to new faculty. This academy includes information about disproportionately impacted communities.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|----|-------------------------------|----------------------|---------------|
| B.1-10 | January 2016-December 2016 | B1 $12,000<br>B2 $2,500 Umoja; $14,200 African Am Ins<br>B3 $0<br>B4 $0<br>B5 $0<br>B6 $85,838<br>B7 $62,586 (voucher + SPA)<br>B8 $57,165 (.7 admn; .1 SPA)<br>B9 $25,960<br>B10 $381,108 (ft) | B2 $5000 (Umoja)<br><br><br><br><br><br>B8 $90,500 TRIO (.15 admn; .85 SPA)<br><br>B10 $42,000 Ed Initiative (adj) |

- *Link to Goal*

  The above activities will help achieve the goal of closing the achievement gap for the groups that are disproportionately impacted by providing additional information and data to provide targeted services to affected groups, as well as direct service and support to students who are disproportionately impacted in Course Completion.

- *Evaluation*

  Survey and qualitative data will be collected to hear directly from disproportionately students about any barriers to successful completion of courses.

- ***Timeline of data collection and review***

  Survey and quantitative data collected from students, staff, and faculty will take place over a one-year period between January and December 2016.

# Success Indicator: ESL and Basic Skills Completion

**C. ESL and Basic Skills Completion**

**C. ESL AND BASIC SKILLS COMPLETION.** The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course. Calculate progress rates through basic skills by dividing:

| Rate | Denominator | Numerator |
|---|---|---|
| **Rate of ESL and Basic Skills Completion** | The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year | The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year |

| Target Population(s) | The # of students who complete a final ESL or basic skills course with an A, B, C or credit | The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit | The rate of progress from ESL and Basic Skills to degree-applicable course completion | Total (all student average) completion rate* | Comparison to the all student average (Percentage point difference with +/- added)* |
|---|---|---|---|---|---|
| *Example Group* | **1457** | **247** | **17%** | **24%** | **-7**** |
| American Indian / Alaska Native | 0 | 0 | | 30% | |
| Asian | 117 | 38 | 32% | 30% | 2% |
| Black or African American | 14 | 4 | 29% | 30% | -2% |
| Hispanic or Latino | 79 | 15 | 19% | 30% | -11% |
| Native Hawaiian or other Pacific Islander | 3 | 2 | 67% | 30% | 36% |
| White | 521 | 161 | 31% | 30% | 0% |
| Unknown | 91 | 31 | 34% | 30% | 4% |
| More than one race | Unreported | unreported | | 30% | |
| *All Students* | *825* | *251* | *\*30%* | | |
| Males | 357 | 84 | 24% | 30% | -6% |
| Females | 437 | 154 | 35% | 30% | 5% |
| Unknown | 10 | 3 | 30% | 30% | 0% |

| | | | | |
|---|---|---|---|---|
| Current or former foster youth | 105 | 26 | 25% | | |
| Individuals with disabilities | 48 | 17 | 35% | 30% | 5% |
| Individuals with no disabilities | 786 | 235 | 30% | 30% | 0% |
| Economically Disadvantaged | 3991 | 1184 | 30% | 29% | 0% |
| Not Economically Disadvantaged | 334 | 86 | 26% | 29% | -4% |
| Veterans | Unreported | unreported | | | |

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group's rate of progress through ESL and Basic Skills – paying close attention to the +/- designation.** *Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.*

**\*\*'-7' is calculated by subtracting 24 (the average student success rate) from 17 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.**

## Three Groups Experiencing the Largest Gap

- Hispanic/Latino
- Males
- African American

| Equity Gap | Student Group | 1<br>Gap in comparison to the Average, Expressed as Percentage % | 2<br>Percentage expressed as decimal 25% becomes .25 | Multiply | 3<br>The # of students who complete a final ESL or basic skills course with an A, B, C or credit | = | 4<br>Number of Students "Lost" |
|---|---|---|---|---|---|---|---|
| --- | Example Group | 7% | .07 | x | 1457 | = | 101 |
| Largest Gap | Hispanic/Latino | 11% | .11 | x | 79 | = | 9 |
| Second Largest | Male | 6% | .06 | x | 357 | = | 21 |
| Third Largest | African American | 2% | .02 | x | 14 | = | .3 |

**District**: _____   **College**: _____

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

**GOAL C.**

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

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| *Example Group* | *-7, 2014* | *No gap* | *2020* |
| Hispanic/Latino | -11, 2014 | Reduce gap by 11% | 2021 |
| Male | -6, 2014 | Reduce gap by 6% | 2021 |
| African American | -2, 2014 | Reduce gap by 2% | 2021 |

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

**ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION**

**C.1**

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| C.1 | Hispanic/Latino | 388 |
| C.1 | Male | 1,362 |
| C.1 | African American | 635 |

- *Activity Implementation Plan*

  a) ARC will implement a student success voucher program in Fall 2015 through Winter 2016 to assist disproportionately impacted students with purchase of required course books, supplies, and materials.
  b) ARC through the UNITE center in collaboration with the Center for Teaching and Learning will provide a speaker series for students, faculty, staff, and community members. Topics will include pedagogy appropriate for disproportionately impacted students and advancing men of color through M2C3. This approach is consistent with recommendations in the Association of American Colleges and Universities "Making Diversity Work on Campus: A Research-Based Approach" (Milem, Mitchell, Chang, Antonio, 2005)
  c) ARC will coordinate with the research office and other campus departments to using existing data and gather more targeted data to better understand the course completion rates of Hispanic/Latino, male and African American students to determine targeted interventions based on research relevant to those communities.
  d) ARC will increase support for disproportionately impacted students (ESL) in the Science Skills Center.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.1.a | January 2015-December 2016 | $166,667 | |
| C.1.b | January 2015-December 2016 | $42,919 | |
| C.1.c | January 2015-June 2016 | $24,772 (.5 staff) | |
| C.1.d | December 2015-December 2016 | $8,345.34 | $ 39,192 |

- *Link to Goal*

  The above activities will help achieve the goal of closing the achievement gap for the groups that are disproportionately impacted by providing additional information and data to provide targeted services to affected groups, as well as direct service and support to students who are disproportionately impacted in ESL.
- *Evaluation*
1. Survey and qualitative data will be collected to hear directly from disproportionately students about any barriers to successful completion of English courses.
2. Survey and qualitative data will be collected to determine the effectiveness of new programming in the NSSI, Unite Center, Student success Voucher Program, Puente, and Umoja.

**C2. ENGLISH AND BASIC SKILLS COMPLETION.** The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course. Calculate progress rates through basic skills by dividing:

| Rate | Denominator | Numerator |
|------|-------------|-----------|
| **Rate of Course Completion** | The # of courses students enrolled in and were present in on census day in the base term. | The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term. |

| Target Population(s) | The # of students who complete a final **English** basic skills course with an A, B, C or credit (**Denominator**) | The number of students out of the denominator that complete a degree applicable course with an A, B, C, or credit (**Numerator**) | The rate of progress from ESL and Basic Skills to degree-applicable course completion | **Total (all student average) completion rate\*** ("All Student" average) | **Gain or Loss** Comparison to the "All Student" average (Percentage point difference with +/- added) |
|---|---|---|---|---|---|
| Amer Indian / Alaska Native | 56 | 19 | 34% | 43% | -9% |
| Asian | 298 | 160 | 54% | 43% | 10% |
| Black or African American | 570 | 142 | 25% | 43% | -18% |
| Hispanic or Latino | 408 | 169 | 41% | 43% | -2% |
| Native Hawaiian or other Pacific Islander | 58 | 31 | 53% | 43% | 10% |
| White | 1,503 | 730 | 49% | 43% | 5% |
| More than one race | unreported | unreported | | | |
| Unknown | 364 | 175 | 48% | 43% | 5% |
| **All Students** | **2,893** | **1,251** | **43%** | | |
| Females | 1,963 | 925 | 47% | 44% | 3% |
| Males | 1,318 | 525 | 40% | 44% | -4% |
| Unknown | 52 | 14 | | | |
| **All Students** | **3,333** | **1,464** | **44%** | | |
| Individuals with disabilities | 539 | 192 | 36% | 44% | -8% |
| Individuals with no disabilities | 2,794 | 1,271 | 45% | 44% | 2% |
| **All Students** | **3,333** | **1,463** | **44%** | | |
| Economically Disadvantaged | 2,548 | 1,063 | 42% | 44% | -2% |
| Not Economically Disadvantaged | 785 | 400 | 51% | 44% | 7% |
| **All Students** | **3,333** | **1,463** | **44%** | | |
| Veterans | unreported | unreported | | | |
| Current or former foster youth (ENGL & ESL combined)[1] | 105 | 26 | 25% | | |

\* The Percentage Point Methodology used here was excerpted from the August 2015 Student Equity Template as one of several means for assessing disproportionate impact.

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[1] Source: CalPASS Plus F.Y. Dashboard using very different methdology than the other Scorecard stats shown above.

Three Groups Experiencing the Largest Gap

- African American
- American Indian/Alaska Native
- Individuals With Disabilities

Students Lost

| Equity Gap | Student Group | 1<br>Gap in comparison to the Average, Expressed as Percentage % | 2<br>Percentage expressed as decimal 25% becomes .25 | Multiply | 3<br>The # of students who complete a final English or basic skills course with an A, B, C or credit | = | 4<br>Number of Students "Lost" |
|---|---|---|---|---|---|---|---|
| --- | Example Group | 7% | .07 | x | 1457 | = | 101 |
| Largest Gap | **African American** | -18% | .18 | x | 570 | = | 103 |
| Second Largest | **American Indian/Alaska Native** | -9% | .09 | x | 56 | = | 5 |
| Third Largest | **Individuals with disabilities** | -8% | .08 | x | 539 | = | 11 |

**GOAL C2.**

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

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| *African Americans* | *-18%, 2014* | *Reduce gap by 18%* | *2021* |
| *American Indian/Alaska Native* | *-9%, 2014* | *Reduce gap by 9%* | *2021* |
| *Individuals with Disabilities* | *-8%, 2014* | *Reduce gap by 8%* | *2021* |
| | | | |

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

**ACTIVITIES: C2. ENGLISH AND BASIC SKILLS COURSE COMPLETION**

**C.2**

- *Activity Type(s):*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| C.2 | African American | 570 |
| C.2 | American Indian/Alaska Native | 56 |

| C.2 | Individuals with Disabilities | 539 |
|-----|-------------------------------|-----|

- **Activity Implementation Plan**
  a) ARC will implement a student success voucher program in Fall 2015 through Winter 2016 to assist disproportionately impacted students with purchase of required course books, supplies, and materials.
  b) ARC will provide funding for staff and equipment for the Native Student Success Initiative to create, implement, and maintain individualized, culturally-sensitive support plans (ICSSP) for Native students and to target, contact, and intake Native students who are on campus who do not currently use our services for native students. The NSSI will also use research to increase the rates of success in the composition. This is an augment to an existing program that was established in 2006. The proposed project is consistent with the approach for culturally responsive schooling for indigenous youth (Demmert and Towner, 2003).
  c) ARC through the UNITE center in collaboration with the Center for Teaching and Learning will provide a speaker series for students, faculty, staff, and community members. Topics will include pedagogy appropriate for disproportionately impacted students and advancing men of color through M2C3. This approach is consistent with recommendations in the Association of American Colleges and Universities "Making Diversity Work on Campus: A Research-Based Approach" (Milem, Mitchell, Chang, Antonio, 2005)
  d) ARC will provide funding for Puente and Umoja to provide support for student engagement and participation in statewide events and to work to scale up programs. Additionally, ARC has created a mentoring program for English 50 students to help students move through the English sequence. This program will work closely with Umoja, Puete, and the Native Student Success Initiative (NSSI) on mentoring.
  e) ARC will coordinate with the research office and other campus departments to using existing data and gather more targeted data to better understand the course completion rates of African American, American Indian/Alaska Native, and Students with Disabilities and to determine targeted interventions based on research relevant to those communities.
  f) Increase direct student support for students disproportionately impacted in English with instructional assistants in the learning resources center at Natomas Center.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|-------|-------------------------------|----------------------|---------------|
| C.2.a | January 2016  - December 2016 | $166,666 | |
| C.2.b | December 2015 - December 2016 | $63,876.17 | |

| | | | |
|---|---|---|---|
| C.2.c | December 2015 – December 2016 | $42,919 | |
| C.2.d | December 2015-December 2016 | $25,000 (WR 50 Learning Partnership) | |
| C.2.e | January 2016-June 2016 | $24,772 (.5 staff) | |
| C.2.f | December 2015-December 2016 | $223,532.28 (1.8 fte) | |

- *Link to Goal*

  The above activities will help achieve the goal of closing the achievement gap for the groups that are disproportionately impacted by providing additional information and data to provide targeted services to affected groups, as well as direct service and support to students who are disproportionately impacted in English. Additionally, emphasis on research and pedagogy will provide directed impact on these students in English courses.

- *Evaluation*
1) Survey and qualitative data will be collected to hear directly from disproportionately students about any barriers to successful completion of English courses.
2) Survey and qualitative data will be collected to determine the effectiveness of new programming in the NSSI, Unite Center, Student success Voucher Program, Puente, and Umoja.

- *Timeline of data collection and review*

  Survey and qualitative data collected from students, staff, and faculty will take place over a one-year period between January and December 2016.

**C3.     MATH AND BASIC SKILLS COMPLETION.**  The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course. Calculate progress rates through basic skills by dividing:

| Rate | Denominator | Numerator |
|---|---|---|
| **Rate of MATH and Basic Skills Completion** | The # of students who complete a final MATH or basic skills course with an A, B, C or credit in the base year | The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year |

| | The # of students who complete a final **Math** or basic skills course with an A, B, C or credit (Denominator) | The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit **(Numerator)** | The rate of progress from ESL and Basic Skills to degree-applicable course completion | Total (all student average) completion rate* ("All Student average) | **Gain or Loss** Comparison to the all student average (Percentage point difference with +/- added)* |
|---|---|---|---|---|---|
| American Indian / Alaska Native | 61 | 10 | 16% | 23% | -7% |
| Asian | 180 | 60 | 33% | 23% | 10% |
| Black or African American | 635 | 74 | 12% | 23% | -11% |
| Hispanic or Latino | 388 | 81 | 21% | 23% | -2% |
| Native Hawaiian or other Pacific Islander | 68 | 14 | 21% | 23% | -2% |
| White | 1,968 | 522 | 27% | 23% | 3% |
| Some other race | Unreported | Unreported | | | |
| More than one race | Unreported | Unreported | | | |
| *All Students* | | | * | | |
| Males | 1,362 | 308 | 23% | 23% | 0% |
| Females | 2,306 | 542 | 24% | 23% | 0% |
| Unknown | 53 | 8 | 15% | 23% | -8% |
| Current or former foster youth | 73 | 12 | 16% | 23% | |
| Individuals with disabilities | 554 | 99 | 18% | 23% | -5% |
| Low-income students | 2,789 | 610 | 22% | 23% | -1% |
| Veterans | Unreported | Unreported | | 23% | |

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).
**Calculated by subtracting the average (all student) rate from the student group's rate of progress through ESL and Basic Skills – paying close attention to the +/- designation.** *Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.*
**\*\*'-7' is calculated by subtracting 24 (the average student success rate) from 17 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.**

**District**: _____     **College**: _____

Three Groups Experiencing the Largest Gap

- African American
- American Indian/Alaska Native
- Hispanic/Latino

| Equity Gap | Student Group | 1<br>Gap in comparison to the Average, Expressed as Percentage % | 2<br>Percentage expressed as decimal<br>25% becomes .25 | Multiply | 3<br>The # of students who complete a final ESL or basic skills course with an A, B, C or credit | = | 4<br>Number of Students "Lost" |
|---|---|---|---|---|---|---|---|
| --- | Example Group | 7% | .07 | x | 1457 | = | 101 |
| Largest Gap | **African American** | **-11%** | .11 | x | 635 | = | 69 |
| Second Largest | **American Indian/Alaska Native** | **-7%** | .07 | x | 61 | = | 4 |
| Third Largest | **Hispanic/ Latino** | **-2%** | .02 | x | 388 | = | 7 |

**GOAL C3.**

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

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| *African Americans* | *-11%, 2014* | *Reduce gap by 15%* | *2021* |
| *American Indian/Alaska Native* | *-7%, 2014* | *Reduce gap by 12%* | *2021* |
| *Hispanic Latino* | *-2%, 2014* | *Reduce gap by 10%* | *2021* |
| | | | |

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

**ACTIVITIES: C. MATH AND BASIC SKILLS COMPLETION**

<u>**C.3.a**</u>

- *Activity Type(s):*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| C.3.a | African American | 635 |
| C.3.a | American Indian/Alaska Native | 61 |
| C.3.a | Hispanic/Latino | 388 |

- *Activity Implementation Plan*
1) ARC will do an analysis of local assessment/placement data to determine answers to the following questions:
   a. Are there are any student groups that are disproportionately less likely to complete the math assessment/placement test?
   b. Does any student group place into basic skills math courses at a disproportionately higher rate?
2) ARC will collect and disaggregate local data to identify the Math courses in which the target groups are experiencing the least success.
3) ARC will conduct interviews with students from the target groups to better understand what the barriers are to successful completion of identified classes.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.3.a | January 2016 thru December 2016 | $32,132.84 (.25 faculty research) | |

- *Link to Goal*
  The above activities will help achieve the goal of closing the achievement gap for the groups that are disproportionately impacted by providing additional information and data to provide targeted services to affected groups.

- *Evaluation*
1) Local assessment data will be collected to determine if any group is less likely to complete the math assessment/placement test.
2) Local course completion data will be disaggregated to determine if target groups are less successful in specific courses.
3) Survey and qualitative data will be collected to hear directly from students about any barriers to successful completion of math courses.
- *Timeline of data collection and review*
1) Data from the most recent five year period will be used to determine if there are any groups that are least likely to complete the math assessment/placement test.
2) Course completion data from the most recent five year period will be used to determine if target groups are less successful in specific courses.
3) Survey and qualitative data collected from students will take place over a one year period between January and December 2016.

**C.3.b**

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| C.3.b | African Americans | 635 |
| C.3.b | American Indian/Alaska Native | 61 |
| C.3.b | Hispanic/Latinos | 388 |

- *Activity Implementation Plan*

The EOPS program at American River College has offered math tutorial services for its program participants for over six years.  The Math Success Project (MSP) provides an imbedded tutor in designated sections of arithmetic, pre-algebra and elementary algebra. EOPS students enrolled in the designated courses participate in a group tutoring session immediately following class.  One-on-one tutoring as well as group tutoring is also provided to EOPS students not enrolled in designated MSP courses or who are taking higher levels of math.  Tutoring services are also available to all American River College students through the Learning Resource Center (LRC).  The LRC offers group drop-in tutoring as well as one-on-one tutoring.

1) What differences, if any, are there in the success rates of disproportionately impacted populations who utilize services in the LRC versus EOPS?
2) What are the programmatic differences between tutoring services offered in the LRC versus EOPS?
3) Provide additional funding support to tutorial programs in which disproportionately impacted populations are experiencing greater success.  Funding would only support services to disproportionately impacted student populations.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.3.b | Fall 2015-Fall 2016 | $15,000 | BSI $25,000 |

- *Link to Goal*

  This activity will help achieve the goal of closing the achievement gap by providing funding to support successful tutorial programs for disproportionately impacted students.


- *Evaluation*

1) Program data will be analyzed to determine if there are differences in the success rates of disproportionately impacted populations that utilize math tutorial services in the LRC versus EOPS.
2) Research will be conducted to delineate differences between math tutoring services provided in the LRC versus EOPS.
3) Survey and qualitative data will be collected to hear directly from students about any barriers to using math tutoring services in both the LRC and EOPS.

- *Timeline of data collection and review*

1) Program data from the most recent three year period will be collected and examined to determine if there are any significant differences in the success rates of disproportionately impacted students who use the LRC versus EOPS math tutoring services.
2) Qualitative research will be conducted beginning spring 2016 to determine if there are differences between math tutoring services provided in the LRC versus EOPS.
3) Survey and qualitative data collected from students will take place over a one year period between January and December 2016.


## C.3.c
- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| C.3.c | African Americans | 635 |
| C.3.c | American Indian/Alaska Native | 61 |
| C.3.c | Hispanic/Latinos | 388 |

- *Activity Implementation Plan*
- Provide peer success coaching to disproportionately impacted students enrolled in basic skills math.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.3.c | August 2015-December 2016 | $32,132.84 (.25 faculty research) | |

- *Link to Goal*

  This activity will help achieve the goal of closing the achievement gap by providing disproportionately impacted students with a peer who will coach them on successful student behaviors and refer them to appropriate campus resources.

- *Evaluation*
1) Survey and qualitative data will be used to assess the efficacy of peer success coaching for disproportionately impacted populations enrolled basic skills math.
2) Data will be collected on disproportionately impacted students participating in peer success coaching and those not participating in peer success coaching to determine if participants are experiencing greater success.

- *Timeline of data collection and review*
1) The timeline for data collection and review of this activity will depend on the successful launch of a peer success coaching program.
2) Program data for this activity will be collected after the first full semester of implementation of the peer success coaching program.
3) Qualitative research will be conducted to determine if students are taking full advantage of the service and the benefits gained.

**C.3.d**
- *Activity Type(s):*

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

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

| ID | Target Group(s) | # of Students Affected |
|----|-----------------|------------------------|
| C.3.d | African American | 635 |
| C.3.d | American Indian/Alaska Native | 61 |
| C.3.d | Hispanic/Latino | 388 |

- *Activity Implementation Plan*
- Increase direct student support for students disproportionately impacted in Math with instructional assistants in the learning resources center at Natomas Center.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|----|-------------------------------|----------------------|---------------|
| C.3.d | January 2015 thru December 2016 | $50,889 (.83 IA; plus temp $10K) | |

- *Link to Goal*

The above activities will help achieve the goal of closing the achievement gap for the groups that are disproportionately impacted by providing additional service to targeted affected groups.

- *Evaluation*

Local assessment data will be collected to determine if any group is less likely to complete the math assessment/placement test.

Local course completion data will be disaggregated to determine if target groups are less successful in specific courses.

Survey and qualitative data will be collected to hear directly from students about any barriers to successful completion of math courses.

- *Timeline of data collection and review*

Data from the most recent five year period will be used to determine if there are any groups that are least likely to complete the math assessment/placement test.

Course completion data from the most recent five year period will be used to determine if target groups are less successful in specific courses.

Survey and qualitative data collected from students will take place over a one year period between January and December 2016.

**C.3.e**

- *Activity Type(s):*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| C.3.e | African American | 635 |
| C.3.e | American Indian/Alaska Native | 61 |
| C.3.e | Hispanic/Latino | 388 |

- *Activity Implementation Plan*

Augment the STATWAY program budget. STATWAY is designed for students ready to take Beginning Algebra (Math 100) and who plan to take Statistics. STATWAY is a two-semester alternative to the traditional three-semester sequence that would be required to complete Elementary Statistics.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.3.e | August 2015 thru December 2016 | $45,220 (.5 FTE) | BSI $10,935 |

- *Link to Goal*

The above activities will help achieve the goal of closing the achievement gap for the groups that are disproportionately impacted by providing an accelerated pathway.

- *Evaluation*

Local course completion data will be disaggregated to determine if target groups are less successful in specific courses.

Survey and qualitative data will be collected to hear directly from students about their experience in STATWAY.

- ***Timeline of data collection and review***

Data will be collected for the 2015-2016 academic year and assessed to determine effectiveness of the program for disproportionately impacted populations.

# Success Indicator: Degree and Certificate Completion

**D. DEGREE AND CERTIFICATE COMPLETION.** The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

| Rate | Denominator | Numerator |
|---|---|---|
| **Degree and Certificate Completion** | The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard. | The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college. |

| Target Population(s) | The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree | The number of students out of ← (the denominator) who earned a degree or certificate within one or more years. | The rate of degree and certificate completion | Total (all student average) completion rate* | Comparison to the all student average (Percentage point difference with +/- added)* |
|---|---|---|---|---|---|
| *Example Group* | **1947** | **568** | **29%** | **33%** | **-4\*\*** |
| American Indian / Alaska Native | 161 | 14 | 9% | 11% | -2% |
| Asian | 1568 | 236 | 15% | 11% | 4% |
| Black or African American | 2391 | 169 | 7% | 11% | -4% |
| Hispanic or Latino | 4221 | 405 | 10% | 11% | -1% |
| Native Hawaiian or other Pacific Islander | 182 | 15 | 8% | 11% | -3% |
| White | 9364 | 1176 | 13% | 11% | 2% |
| Some other race | Not reported | Not reported | Not reported | Not reported | |
| More than one race | 1290 | 98 | | 11% | -3% |
| *All Students* | *19644* | *2113* | *\*11%* | | |
| Males | 8246 | 941 | 11% | 11% | 0% |
| Females | 11398 | 1203 | 11% | 11% | 0% |
| Unknown | n/a | n/a | n/a | n/a | n/a |
| Current or former foster youth | 33 | 4 | 12% | 11% | 6% |
| Individuals with disabilities | 1314 | 264 | 20% | 11% | 9% |
| First generation students | 8056 | 881 | 11% | 12% | -1% |

| Veterans | 409 | 71 | 17% | 11% | 6% |
|---|---|---|---|---|---|

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**Calculated by subtracting the average (all student) rate from the student group's rate of degree or certificate completion– paying close attention to the +/- designation.** *Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.*

**'-4' is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.**

## Three Groups Experiencing the Largest Gap

- African American
- American Indian/Alaska Native
- Native Hawaiian/Pacific Islander

| | | 1 | 2 | | 3 | 4 |
|---|---|---|---|---|---|---|
| Equity Gap | Student Group | Gap in comparison to the Average, Expressed as Percentage | Percentage expressed as decimal 25% becomes .25 | Multiply | The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal | = Number of Students "Lost" |
| --- | Example Group | 7% | .04 | x | 1947 | = 77 |
| Largest Gap | African American | 4% | .04 | x | 2391 | = 95 |
| Second Largest | American Indian/Alaska Native | 3% | .03 | x | 161 | = 4 |
| Third Largest | Native Hawaiian/Pacific Islander | 2% | .02 | x | 182 | = 3 |

**District**: _____  **College**: _____

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

**GOAL D.**

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

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| *Example Group* | *-4, 2014* | *No gap* | *2020* |
| African American | 4 | No Gap | 2021 |
| American Indian/Alaska Native | 3 | No Gap | 2021 |
| Native Hawaiian/Pacific Islander | 2 | No Gap | 2021 |

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.


**ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION**

**D.1**

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| D.1 | African American | 2391 |
| | American Indian/Alaska Native | 161 |
| | Native Hawaiian/Pacific Islander | 182 |

- *Activity Implementation Plan*

1. Identify "top 5-10" degrees/certs selected by African American, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander students – and invite students to workshops having to do with those majors.

2. Fund, offer, and make mandatory career exploration courses, workshops, etc. Assist students in identification of actual educational goals and align declared goals with actual goals.

3. Have regular, consistent "checks" with the students to reinforce being "on track" (in course-taking and time-to-completion) (Essentially, replicate the EOPS model).

4. Identify students who are eligible for FA, EOPS, CalWORKs, etc. and get them engaged.

5. Create supports such as "Lunch with the ___" days where students are directly invited to sit down with an ARC person – host the student at the Oak Café – talk about their interests, goals, etc. If appropriate maintain that relationship over time.

6. Pathways In - Recruit students at local high schools – identify, connect, maintain connection.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| D.1 | January 2016-June 2016 | $17,156 | |

These activities will help achieve the goal of closing the achievement gap by providing consistent support for disproportionately impacted students.

- *Evaluation*

1. Identify degree and certificate eligibility for the two identified groups.

2. Identify "informed" goal versus "stated" goal (informed goal is used in the beginning of the plan, but stated goal is used in this section) – are students taking coursework consistent with a goal that differs from their "stated" goal (assuming that means "goal declared and stored in PeopleSoft) or consistent with stated goal.

3. Disaggregate completion data within groups by variables of interest: College readiness; certainty of educational goal; presence or absence of identified barriers to cert/degree completion.

4. Identify why students who are eligible for degree/certificates don't apply for them.

# Transfer

District: _____          College: _____

## CAMPUS-BASED RESEARCH: TRANSFER

**E. TRANSFER.** 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. Calculate transfer rates by dividing:

| Rate | Denominator | Numerator |
|---|---|---|
| **Transfer** | The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English | The number of students out of ← (the denominator) who actually transfer after one or more years. |

| Target Population(s) | The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English. | The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years. | The transfer rate | Total (all student average) pass rate* | Comparison to the all student average (Percentage point difference with +/- added)* |
|---|---|---|---|---|---|
| *Example Group* | **1947** | **568** | **29%** | **33%** | **-4**\*\* |
| American Indian / Alaska Native | 15 | 1 | 7% | 28% | -21% |
| Asian | 262 | 93 | 35% | 28% | 7% |
| Black or African American | 156 | 50 | 32% | 28% | 4% |
| Hispanic or Latino | 453 | 101 | 22% | 28% | -6% |
| Native Hawaiian or other Pacific Islander | 21 | 5 | 24% | 28% | -4% |
| White | 1112 | 317 | 29% | 28% | 0% |
| Some other race | 38 | 6 | 16% | 28% | -12% |
| More than one race | 169 | 53 | 31% | 28% | 3% |
| *All Students* | *2226* | *626* | *\*28%* | | |
| Males | 1335 | 390 | 29% | 29% | 1% |
| Females | 1247 | 346 | 28% | 29% | -1% |
| Unknown | 36 | 11 | 31% | 29% | 2% |
| Current or former foster youth | n/a | n/a | | | |
| Individuals with disabilities | 120 | 14 | 12% | 29% | -17% |
| Low-income students | 1485 | 313 | 21% | 26% | -5% |
| Veterans | n/a | n/a | | | |

*The all student average is proposed as the comparison point for all groups. Therefore, this rate would be written in all of the orange boxes and used to calculate the equity gap for each group (the last column on the right).

**\*\*Calculated by subtracting the average (all student) rate from the student group's rate of transfer– paying close attention to the +/- designation.** *Note: Because it would be confusing for positive values to represent a gap and negative values to represent equal or higher success, the worksheet switches the order of the operation. Where a student group's success rate is lower than the average group's rate, a negative value will result.*

**District**: _____     **College**: _____

**\*\*'-4' is calculated by subtracting 29 (the all student average success rate) from 33 (the success rate of the example group). The '-' is added to signify that the example group's success rate is lower than the all student average. A '+' would indicate that a given group has greater success.**

Three Groups Experiencing the Largest Gap

- American Indian/Alaska Native
- Individuals with Disabilities
- Some other race

| Equity Gap | Student Group | 1<br><br>Gap in comparison to the Average, Expressed as Percentage | 2<br><br>Percentage expressed as decimal 25% becomes .25 | Multiply | 3<br><br>**The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal.** | = | 4<br><br>Number of Students "Lost" |
|---|---|---|---|---|---|---|---|
| --- | Example Group | 7% | .04 | x | 1947 | = | 77 |
| Largest Gap | American Indian/Alaska Native | -21% | .21 | x | 15 | = | 3 |
| Second Largest | Individuals with Disabilities | -17% | .17 | x | 120 | = | 20 |
| Third Largest | Some other race | -12% | .12 | x | 38 | = | 5 |

**GOAL E.**

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

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| *Example Group* | *-4, 2014* | *No gap* | *2020* |
| American Indian/Alaska Native | -21, 2014 | No gap | 2021 |
| Individuals with Disabilities | -17, 2014 | No gap | 2021 |
| Some other race | -12, 2014 | No gap | 2021 |

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

**ACTIVITIES: E. TRANSFER**

<u>**E.1**</u>

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| E.1 | American Indian/Alaska Native | 15 |
| | Individuals with Disabilities | 120 |
| | Some other race | 38 |

- *Activity Implementation Plan*

  Our first priority will be to create an inventory of existing services and activities that originate from our transfer center. Through this, we hope to identify where there are gaps in the process and to design a focus group program to speak with students who both are and are not transferring to determine what specific interventions were most successful in helping students achieve their transfer goals and why students fell off their transfer goals.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| E.1.a | Fall 2015-Spring 2016 | $147,701 | |

- *Link to Goal*

  Through a better understanding of the scope and impact of our existing programs, we hope to identify areas of strength and areas for improvement.

- *Evaluation*

  - A successful inventory will include both current activities, but will also yield a 'wish list' of potential growth areas.

## E.2

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| E.2 | American Indian/Alaska Native | 15 |
| | Individuals with Disabilities | 120 |
| | Some other race | 38 |

**District**: _____  **College**: _____

- *Activity Implementation Plan*

It is recommended that the college conduct an audit of our curriculum alignment with an eye towards courses or programs that create barriers for program completion and student transfer. Beginning with the five programs that yield the highest number of transfers, and five programs that yield limited transfer students, the college will compare whether curricular pathways are facilitating movement or creating barriers to successful degree completion and transfer.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| E.2 | January 2016-December 2016 | $86,095.60 (.25 admin; 1.0 clerk) | |

- *Link to Goal*

It is our hope that identifying programs that are successful in facilitating transfer will also identify processes and support services that can be scaled to other programs and migrated across the campus for more sustained transfer across programs.

- *Evaluation*

Conduct focus groups with successful support service programs to learn about best practices which result in increased transfer to four-year colleges.

Conduct surveys of programs with successful transfer rates to identify practices that lead to transfer.

**E.3**

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| E.3 | American Indian/Alaska Native | 15 |
| | Individuals with Disabilities | 120 |

| | Some other race | 38 |
|---|---|---|

- *Activity Implementation Plan*

ARC will implement the Deaf Students and Interpreter Preparation Program Students Social Justice Equity Collaboration Project. This project is designed to increase access and completion of students in the Interpreter Training Program, Provide Professional development for faculty in the area of cultural competency, and provide appropriate interpreting services for ARC students. In collaboration, the Disabled Students Programs and Services-Deaf Services, Deaf Culture and ASL Studies, and the ASL-English Interpreter Preparation Programs (ASL-English IPP) propose infusion of a social justice frame in meeting the needs of Deaf students.  Feedback from Deaf students on campus indicates a need for information on social justice and enhanced interpreting skills in order to meet their ever-evolving educational needs.  In particular, meeting the needs of Deaf students of color.  Students in the ASL-English Interpreter Preparation Program typically begin entry-level work at ARC-DSPS-Deaf Services.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| E.3 | January 2016-December 2016 | $103,565 (.6 FTE, peer mentors, pd) | |

- *Link to Goal*

The Deaf Students and Interpreter Preparation Program Students Social Justice Equity Collaboration Project will increase certificate and degree completion rates for deaf students.

*Evaluation*

Qualitative and quantitative research will be gathered and analyzed. Recommendations for improvement will be made based on data outcomes.

## E.4

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|----|--------------|------------------------|
| E.2 | American Indian/Alaska Native | 15 |
| | Individuals with Disabilities | 120 |
| | Some other race | 38 |

- **_Activity Implementation Plan_**

Providing comprehensive tutorial and mentoring support services for disproportionately impacted students enrolled in science and mathematics STEM courses.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|----|-------------|----------------------|---------------|
| E.4 | September 2015-December 2016 | $32,256<br>$10,683 | <br>TRIO $71,455 |

- **_Link to Goal_**

ARC hopes to increase the number of disproportionately impacted students that transfer with STEM majors.

- **_Evaluation_**

Conduct focus groups with successful support service programs to learn about best practices which result in increased transfer to four-year colleges.

Conduct surveys of programs with successful transfer rates to identify practices that lead to transfer.

# Other College- or District-wide Initiatives Affecting Several Indicators

No College or District-wide Initiatives Affecting Several Indicators

# Summary Budget

# Summary Evaluation

SUMMARY EVALUATION SCHEDULE AND PROCESS

Summary Evaluation

The college will use an Action Learning Cycle as the evaluation plan for achieving its goals on an annual basis.  (See diagram below.)
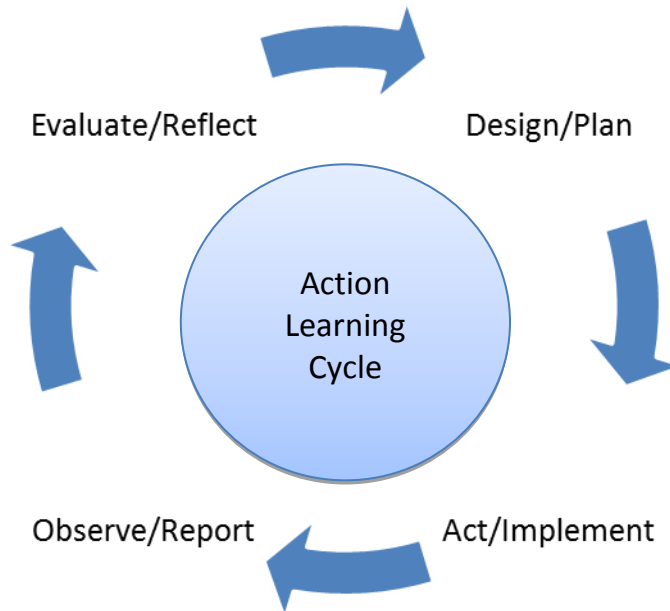


The college has created a Student Success Coordinating Committee (SSCC) which will become a college standing committee that reports out to the entire campus. The committee will be charged with oversight of the various student success initiatives, i.e.., Student Success and Support Program (SSSP), Student Equity Plan (SEP), Educational Pathways.

The function of the SSCC committee is to: coordinate the student success initiatives and ensuring projects are within the scope of the program; Implement any outstanding projects that are contained in the various program plans; facilitate the various reports which are required by the programs; integrate the various components of the programs into the college; utilize research, and track outcomes of the various programs and initiatives and, act as a liaison with other committees where appropriate.

The college will annually evaluate the student equity goals to determine if the activities designed in the plan are yielding positive results.  Those activities which do not show a positive move will be removed and new activities will be implemented.

*ARC 2015-16 Student Equity Plan-66*

# Attachments

- ARC Student Equity Disproportionate Impact Analysis Fall 2015
- 2015-16 ARC Student Equity Plan-Activities By Indicator
- ARC Student Equity Budget 2015-16

# 2015-16 ARC Student Equity Plan – Activities By Indicator

AA-African American
A-Asian
AI-American Indian/Alaska Native
F-Female
FY-Foster Youth
H-Hispanic/Latino
I-Individuals w/Disabilities
M-Male
NH-Native Hawaiian/Pacific Islander
V-Veterans

| Action/ Activity | Access<br>A (2014-15)<br>H, F (2015-16) | Course Completion<br>AA, NH, FY, V | Basic Skills<br>ESL=H, M, AA<br>ENG=AA, AI, I<br>Math=AA, AI, H | Degrees & Certs<br>AA, AI, H | Transfer<br>AA, AI, NH | Fiscal Year |
|---|---|---|---|---|---|---|
| 1. Advancing Men of Color – M2C3 (Robin Neal for 2014-15 and Carlos Reyes 2015-16) | x | x | x | x | x | (2014-15)<br>(2015-16) |
| 2. African American Institute for Success/Science/Engineering (Derrick Booth) | | x | | x | x | (2014-15)<br>(2015-16) |
| 3. ATD (Exploration/Consideration) (Lisa Lawrenson, Robin Neal, Adam Karp) | x | | x | | | (2014-15)<br>(2015-16) |
| 4. Book Voucher (Jeff Stephenson) | x | x | x | | | (2014-15)<br>(2015-16) |
| 5. CUE Equity Audit (Neal, Lawrenson) | x | x | x | | | (2014-15)<br>(2015-16) |
| 6. Deaf Culture/ASL Project (Eileen McCaffrey) | | x | | x | | (2015-16) |
| 7. English Writ 50 Writing Center Project "Grit"  (Yuj Shimizu, | | x | x | | | (2014-15)<br>(2015-16) |

| | | | | | | |
|---|---|---|---|---|---|---|
| John Hess, Doug Herndon) | | | | | | |
| 8. EOPS | | x | x | | | (2014-15) (2015-16) |
| 9. ERWC English Reading/Write Course Project (Kathleen O'Brien & Doug Herndon) | x | | | | | (2014-15) (2015-16) |
| 10. Foster Youth Voucher Program (Kolleen Ostgaard) | | x | | | | (2014-15) (2015-16) |
| 11. Learning Partnership ENGWR50 (Dennis Lee) | | x | x | | | (2014-15) (2015-16) |
| 12. Math Learning Center NATO (Kobayashi) | | x | x | | | (2014-15) (2015-16) |
| 13. Native Student Success Initiative (Valle) | x | x | x | x | x | (2014-15) (2015-16) |
| 14. New Faculty Academy (Tammy Montgomery) | | x | x | | | (2014-15) (2015-16) |
| 15. NCORE (Manuel Perez, Robin Neal, Lisa Lawrenson) | x | x | x | x | x | (2015-16) |
| 16. Pathways (Jeffrey Stephenson) | x | | | | | (2015-16) |
| 17. Puente (Manuel Ruedas, Judy Mays) | x | x | x | x | x | (2014-15) (2015-16) |
| 18. RAD Nato (Kobayashi) | | x | | | | (2014-15) (2015-16) |
| 19. Science Skills IA Augmentation (Rina Roy) | | x | x | | | (2014-15) (2015-16) |
| 20. Spanish Translation (Carlos Reyes) | x | | | | | (2015-16) |
| 21. STATWAY (Nancy Reitz) | | x | x | | | (2014-15) (2015-16) |

| | | | | | | |
|---|---|---|---|---|---|---|
| 22. Student Engagement Center (Robin Neal, Ben Baird) | x | x | x | | | (2014-15) (2015-16) |
| 23. Student Success in Science and Engineering (STEM) Tutoring and Mentoring (Rina Roy) | | x | x | x | x | (2014-15) (2015-16) |
| 24. TRIO Journeys/Vets/STEM (Perez, Ostgaard, Roy) | | x | x | x | x | (2014-15) (2015-16) |
| 25. Umoja (Judy Mays, Reyna Moore, Jerry Marshall) | x | x | x | x | x | (2014-15) (2015-16) |
| 26. UNITE Center (Manuel Perez) | x | x | | | | (2014-15) (2015-16) |
| 27. Veteran's Center (Kolleen Ostgaard) | | x | | x | x | (2014-15) (2015-16) |
| 28. WAC NATO (Dennis Lee) | | x | x | | | (2014-15) (2015-16) |
| 29. WID NATO (Dennis Lee) | | x | x | | | (2014-15) (2015-16) |
| **TOTAL INTERVENTIONS** | 13 | 25 | 20 | 10 | 9 | |

This document introduces the set of Student Equity data ARC's Research Office compiled in Fall 2015. The data reported here were sourced from the California Community College Chancellor's Office Scorecard, Data-on-Demand system, and Datamart tools, in addition to the CalPASS Plus Foster Youth Dashboard. When not available from these sources, in selected instances data were sourced locally (Peoplesoft). This year's set of reports provides a *longitudinal* perspective on disproportionate impact, permitting the reader to easily determine whether any given impact reflects a trend, or simply a one-time 'blip' (e.g., African American and American Indian course success rates in the table, below).

The example shown at right, excerpted from the Course Success Rate performance metric report, shows CCCCO Datamart statistics for each of seven fall semesters. Success rates reflecting a disproportionate impact (shown in red text) are determined for each demographic category based on the group with the highest rate, known as the highest performing group (HPG), for a given year. For example, in Fall 2014 the course success rates of both the African American and Pacific Islander groups were less than 80.0% of the HPG's (Asian)

**Course Success Rate (CCCCO Datamart)**

| | | F08 | F09 | F10 | F11 | F12 | F13 | F14 |
|---|---|---|---|---|---|---|---|---|
| GEN | Female | 66.1% | 66.5% | 69.4% | 69.8% | 70.1% | 70.1% | 69.6% |
| | Male | 68.1% | 68.8% | 69.4% | 70.1% | 69.7% | 69.8% | 68.9% |
| AGE | <20 | 63.9% | 65.2% | 68.0% | 69.7% | 69.3% | 69.4% | 68.4% |
| | 21-24 | 62.4% | 63.1% | 65.8% | 66.9% | 66.8% | 67.2% | 66.6% |
| | 25-39 | 71.1% | 70.3% | 71.4% | 70.8% | 71.1% | 72.0% | 71.3% |
| | 40+ | 72.8% | 73.9% | 74.3% | 74.2% | 74.4% | 73.3% | 73.2% |
| ETHNICITY | Afr Amer | 50.4% | 51.5% | 52.8% | 55.1% | 54.5% | 54.5% | 52.8% |
| | Amr Ind | 54.1% | 61.0% | 68.4% | 67.6% | 61.3% | 64.7% | 62.7% |
| | Asian | 69.6% | 70.1% | 71.3% | 73.1% | 75.7% | 75.0% | 74.4% |
| | Filipino | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - |
| | Hisp/Latino | 64.0% | 62.8% | 65.5% | 66.7% | 66.7% | 67.1% | 66.2% |
| | Pac Isl | 61.9% | 59.6% | 63.7% | 65.0% | 64.3% | 62.8% | 59.3% |
| | White | 70.3% | 72.1% | 73.9% | 73.6% | 74.0% | 74.2% | 73.6% |
| | Multi | - - - - - | 62.9% | 63.0% | 66.4% | 65.0% | 64.6% | 64.3% |

course success rate of 74.4%, whereas the impacted groups in Fall 2008 were determined based on that year's HPG (white) rate of 70.3%. (The 80% Index form of analysis referred to in this example comes directly from the State's S.E. Guidelines and Template document.)

Whereas this year's (Aug 2015) 2015 Student Equity Guidelines and Template document continues to cite the 80% Index and Proportionality Index as acceptable methods for identifying disproportionate impact, additionally, it includes a new method which is referred to as the "Percentage Point Gap" methodology. In the following set of reports, this new methodology has been added alongside the 80% Index methodology for each of the Success Indicators.

The reports found on the following pages provide disproportionate impact analyses for each of the five Success Indicators identified in the S.E. Guidelines and Template, in most cases employing multiple performance metrics. This, in addition to the previously mentioned instances in which more than one disproportionate impact analysis methodology was employed results in 19 different reports. The table shown at right details the Success Indicator, performance metric, analysis methodology, and the data source(s) for each of these reports.

| Success Indicator & *Performance Metric* | Analysis Methodology | Source (Primary) |
|---|---|---|
| **Access** | | |
| *ARC Frosh to Feeder High Schools* | Pctg. Pt. Gap | CA Department of Ed & Peoplesoft (locally-derived) |
| **Course Completion** | | |
| *Course Success Rate* | Pctg. Pt. Gap | CCCCO Datamart |
| *Course Success Rate* | 80% Index | CCCCO Datamart, FY Dashboard |
| *30+ Units Completed* | 80% Index | CCCCO Scorecard and DOD systems, FY Dashboard |
| *Persistence* | 80% Index | CCCCO Scorecard and DOD systems |
| **ESL & Basic Skills Completion** | | |
| *Remedial ESL Completion* | Pctg. Pt. Gap | CCCCO Scorecard and DOD systems, FY Dashboard |
| *Remedial Math Completion* | Pctg. Pt. Gap | CCCCO Scorecard and DOD systems, FY Dashboard |
| *Remedial English Completion* | Pctg. Pt. Gap | CCCCO Scorecard and DOD systems, FY Dashboard |
| *Remedial ESL Completion* | 80% Index | CCCCO Scorecard and DOD systems, FY Dashboard |
| *Remedial Math Completion* | 80% Index | CCCCO Scorecard and DOD systems, FY Dashboard |
| *Remedial English Completion* | 80% Index | CCCCO Scorecard and DOD systems, FY Dashboard |
| **Degree & Certificate Completion** | | |
| *Degrees & Certificates* | Pctg. Pt. Gap | CCCCO Datamart |
| *Degrees* | 80% Index | Peoplesoft (locally-derived) |
| *Certificates* | 80% Index | Peoplesoft (locally-derived) |
| *Career & Technical Ed* | 80% Index | CCCCO Scorecard and DOD systems |
| **Transfer** | | |
| *Transfers* | Pctg. Pt. Gap | Peoplesoft & Nt'l Student Loan Clearinghouse (locally-derived) |
| *Transfer Velocity* | 80% Index | CCCCO Datamart |
| *Transfer-Scorecard* | 80% Index | CCCCO DOD system |
| *Student Progress & Achievement (SPAR)* | 80% Index | CCCCO Scorecard and DOD systems |

DOD = Data-on-Demand system
FY Dashboard = CalPASS Plus Foster Youth Dashboard

**Observations**

The following comments highlight the largest levels of disproportionate impact as observed in the following set of reports, applying both Percentage Gap and 80% Index methodologies to the various performance metrics within each of the five Student Equity Success Indicators.  (The various performance metrics shown here are grouped within each of the five Success Indicators as per Appendix B: Crosswalk of the S.E. Guidelines & Template.)

<div align="center">Student Equity Success Indicator: <b>Access</b></div>

**Access – How New 1st Time Students Reflect Demogs of Top Feeder High Schools (College Profile, Dept of Ed)**

*Hispanic/Latino:* The most obvious finding in this report concerns the dramatic, and inverse, disparity between the proportions of Hispanic/Latino and Multi-Race students in ARC's new, 1st time student population versus their proportions in ARC's 20 largest feeder high schools (grades 9-12).  That the ARC versus High School percentage difference is **–11** percentage points for Hispanic/Latino students and is **+14** percentage points for Multi-race students suggests that there may be a correlation, perhaps due to how student ethnicities are coded in the two different systems.

*Female:*  Female students comprise four percentage points less of ARC's new, 1st time students than they do of the enrollments at ARC's top 20 feeder high schools.

<div align="center">Student Equity Success Indicator: <b>Course Completion</b></div>

**Course Success Rate (Datamart)**

*African American:* The Percentage Gap methodology shows a 16 percentage point disparity in course success rates between ARC's African American enrollments and that of the entire student body.  The 80% Index methodology shows the African American group's course success rate to be the lowest of all ethnic groups for each of the last seven years, and in each case well below the 80% Index Disproportionate Impact (D.I.) threshold established individually for each year based on the rate of its "highest performing group" (either Asian or white for each of the 7 yrs. reported).

*Pacific Islander:* The Percentage Gap methodology shows a 10 percentage point disparity in course success rates between ARC's Pacific Islander enrollments and that of the entire student body.  While the 80% Index methodology shows the Pacific Islander group's course success rate to be the second lowest of all ethnic groups for most of the last seven years, in only one instance did the rate fall below the 80% Index D.I. threshold.

*Foster Youth:* The Percentage Gap methodology shows a 22 percentage point disparity between the course success rates of ARC's Foster Youth enrollments and that of the entire student body.  While Foster Youth course success rates are available only for the 2013-14 academic year, the 80% Index methodology shows the rate to be more than 12 percentage points *below* the 80% Index D.I. threshold.

**30 or More Units Earned (Scorecard)**

*African American:* The 80% Index shows the 30+ Unit rate for African American students to be lower than the 80% Index D.I. threshold in four of the last five years, and almost always considerably lower than the rates of all other reported ethnic groups.

*American Indian:* The 30+ Unit rate for American Indian/Alaskan students is considerably lower than the 80% Index D.I. threshold for the 2013-14 year, *however it exceeds the D.I. threshold for each of the four prior years*.

*Veterans:* For the only year that data was made available, the 30+ Unit rate for Veterans is 3.5 percentage points *lower* than the 80% Index D.I. threshold.

**Persistence (Scorecard)**

No considerable or longitudinal disproportionate impact is noted for this performance metric.

Student Equity Success Indicator: **ESL and Basic Skills Completion**

### ESL Basic Skills Improvement (Scorecard)

*Male:* The ESL basic skills improvement rate for male students falls *below* (ranging between 2.3 and 4.7 pctg. pts.) the 80% Index D.I. threshold for each of the five years of available data.

*Hispanic/Latino:* The ESL basic skills improvement rate for Hispanic/Latino students falls *below* (ranging between 1.2 and 13.9 pctg. pts.) the 80% Index D.I. threshold for each of the five years of available data.

### Math Basic Skills Improvement (Scorecard)

*African American:* The math basic skills improvement rate for African American students falls *below* (ranging between 12.2 and 16.7 pctg. pts.) the 80% Index D.I. threshold for each of the five years of available data.

*American Indian:* The math basic skills improvement rate for American Indian students falls *below* (ranging between 9.4 and 11.9 pctg. pts.) the 80% Index D.I. threshold for each of the five years of available data.

*Hispanic/Latino:* The math basic skills improvement rate for Hispanic/Latino students falls *below* (ranging between 1.9 and 7.1 pctg. pts.) the 80% Index D.I. threshold for each of the five years of available data.

### English Basic Skills Improvement (Scorecard)

*African American:* The English basic skills improvement rate for African American students falls *below* (ranging between 13.9 and 17.8 pctg. pts.) the 80% Index D.I. threshold for each of the five years of available data.

*American Indian:* The English basic skills improvement rate for American Indian students falls *below* (ranging between 7.4 and 19.8 pctg. pts.) the 80% Index D.I. threshold for the most recent four of the five years of available data.

*Hispanic/Latino:* The English basic skills improvement rate for American Indian students falls *below* (ranging between 1.5 and 3.8 pctg. pts.) the 80% Index D.I. threshold for four of the five years of available data.

Student Equity Success Indicator: **Degree & Certificate Completion**

### Degree & Certificate (Datamart)

*African American:* The Percentage Gap methodology shows the degree and certificate rate of African American students to be 4 percentage points *lower* than the average rate computed for the entire student body.  The 80% Index methodology shows that the African American group's degree acquisition rates over the six years reported are consistently *lower* (by 2.3 to 3.2 pctg. pts.) than the 80% Index D.I. threshold.  Its certificate acquisition rates are also *lower* than the D.I. threshold by 4.4 to 9.6 percentage points for five of the six years reported.

*Hispanic/Latino:* The Percentage Gap methodology shows the degree and certificate rate of Hispanic/Latino students to be 1 percentage point *lower* than the average rate computed for the entire student body.  The 80% Index methodology shows that the Hispanic/Latino group's degree acquisition rates over the six years reported are consistently *lower* (by 0.6 to 1.9 pctg. pts.) than the 80% Index D.I. threshold.  For three of six years reported, this has also been the case for this group's certificate acquisition rates.

### Career & Technical Education Improvement (Scorecard)

*African American:* The CTE improvement rate for African American students falls *below* (ranging between 2.4 and 6.8 pctg. pts.) the 80% Index D.I. threshold for the most recent four of the five years of available data.

*American Indian:* The CTE improvement rate for American Indian students falls *below* (ranging between 2.2 and 10.1 pctg. pts.) the 80% Index D.I. threshold for each of the five years of available data.

Student Equity Success Indicator: **Transfer**

*Transfer Velocity (Datamart), Transfer-Scorecard (see caveat #5)*

*African American:* The Percentage Gap methodology reports the transfer rate of African American students that fulfill the specific criteria for this particular analysis of transfer (12+ units and attempting xfer-lvl math or English course) to *exceed* by four percentage points the average rate computed for the entire student body, however disproportionate impact is noted in both Transfer Velocity and Transfer-Scorecard metrics. For selected years, each of these two metrics show this group's rate to fall *below* (ranging between 3.8 and 16.5 pctg. pts.) the 80% Index's D.I. threshold.

*Hispanic/Latino:* The Percentage Gap methodology shows the transfer rate of Hispanic/Latino students that fulfill the specific criteria for this particular analysis of transfer (12+ units and attempting xfer-lvl math or English course) to be six percentage points *lower* than the average rate computed for the entire student body. Both the Transfer Velocity and Transfer-Scorecard metrics reflect considerably *lower* rates than that of 1) the highest performing group in each instance (Asian), and 2) most other ethnic groups for the majority of the years reported.

*Disabled:* The Percentage Gap methodology shows the transfer rate of disabled students that fulfill the specific criteria for this particular analysis of transfer (12+ units and attempting xfer-lvl math or English course) to be 17 percentage points *lower* than the average rate computed for the entire student body. Both the Transfer Velocity and Transfer-Scorecard metrics reflect considerably *lower* rates than that of non-disabled students, with the disparity ranging between 3.7 and 12.0 percentage points below the 80% Index D.I. threshold for each of the six years reported.

*Poverty & Low-Income / Financial Aid Rec'd / Economically Disadvantaged:* The Percentage Gap methodology shows the transfer rate of "poverty" and "low income" students that fulfill the specific criteria for this particular analysis of transfer (12+ units and attempting xfer-lvl math or English course) to be five percentage points *lower* than the average rate computed for the entire student body. Both the Transfer Velocity and Transfer Scorecard metrics reflect *lower* rates for these groups than for students not receiving financial aid or not identified as economically disadvantaged, for almost all years reported. In these instances, the rates fall *below* (ranging between 1.5 and 14.2 pctg. pts.) the 80% Index D.I. threshold.

**Student Progression & Achievement Rate (SPAR) (Scorecard)**

*African American:* The SPAR for African American students falls *below* (ranging between 1.9 and 23.9 pctg. pts.) the 80% Index D.I. threshold for each of the five years of available data.

*American Indian:* The SPAR for American Indian students falls *below* (ranging between 3.3 and 27.4 pctg. pts.) the 80% Index D.I. threshold for each of the five years of available data.

*Hispanic/Latino:* The SPAR for Hispanic/Latino students falls *below* (ranging between 4.9 and 9.1 pctg. pts.) the 80% Index D.I. threshold for each of the five years of available data.

**Caveats & Notes**

1. Individual reports for Degree and Certificate attainment have been included here to provide a more focused perspective on this performance area beyond the very broad "completion" outcome found in most of the Scorecard-based performance metrics. (The Scorecard's, "completion" outcome is defined as a certificate, *or* degree, *or* transfer, *or* transfer ready, *at any community college in the state*.)

2. Neither the Scorecard nor the Datamart include breakouts for the Veteran and Foster Youth populations which colleges are responsible for reporting in their respective Student Equity Plans. While a web-based Foster Youth Dashboard has been created and is now reporting some data for this

group, this tool still lacks the historical data necessary to track completions over time.  While some statistics from the Dashboard have been used in the attached reports, note that in most cases the definitions underlying a given performance area's statistic are different, in some cases considerably, from those in Scorecard-based statistics.  In some instances where Foster Youth data is unavailable from any of the CCCCO sources, statistics are provided from local databases but are available only for the last two years.  However, note that in these instances Foster Youth numbers are very small, so in many cases the resulting statistics for this group are masked (***) due to concerns regarding their statistical reliability.

3.  In instances where State-sourced data lacked an "Economically Disadvantaged" breakout, a locally-developed first-generation-to-college breakout has been used as a sort of proxy.  In the case of the Datamart-sourced Transfer Velocity report, a Financial Aid Recipient breakout has instead been used.

4.  In the locally-derived Certificate performance report, and only for 2011-12 and 2012-13 academic years, three ethnic groups with the highest course success rates were not designated as the HPG due to a small 'N' (<20) and concerns for the rates' statistical reliability.  In each of these three instances (shown in yellow text in the following table), the HPG designation was given to the ethnic group with the next highest course success rate (based on 20 or more enrollments).

### Certificates Conferred  (Locally Derived)

| | | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|---|---|---|
| ETHNICITY | Afr Amer | 11.8% | 16.6% | 16.9% | 13.1% | 24.2% | 24.7% | |
| | Amr Ind | 33.3% | 16.7% | 27.3% | 50.0% | 61.1% | 18.8% | |
| | Asian | 24.8% | 31.4% | 14.0% | 14.1% | 38.6% | 26.1% | |
| | Filipino | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | |
| | Hisp/Latino | 21.5% | 16.7% | 25.8% | 21.2% | 42.2% | 19.8% | |
| | Pac Isl | 18.2% | 9.1% | 9.5% | 85.7% | 28.6% | 10.5% | |
| | White | 19.7% | 17.6% | 24.1% | 26.5% | 41.4% | 27.1% | |
| | Multi | 20.9% | 9.3% | 21.3% | 14.7% | 25.0% | 14.5% | |

5.  The outcome of the Transfer-Scorecard performance metric provided here is a subset of the Scorecard's Student Progression & Achievement Rate (SPAR) metric.  The SPAR's outcome is very broad in that it includes completion of a certificate, or a degree, or becoming transfer ready, or actually transferring to a 4yr university.  The CCCCO's Data-on-Demand system disaggregates this outcome such that only students actually transferring can be identified.  The Transfer-Scorecard metric focuses solely on these students.

American River College
Student Equity                                                                                                  **Access**
Disproportionate Impact Analysis for the *Access* Success Indicator*
Reflects locally-derived counts to which the "Percentage Point Gap" methodology** has been applied

**Denominator:** The number of 2014-15 students from ARC's top 20 feeder high schools as reported by the CA Dept of Ed.
**Numerator:** The number of new, first-time-to-college students that completed at least one course (any grade notation) at ARC during the 2014-15 academic year.

| Target Population(s) | # of New, 1st time students during 2014-15 academic year | % of Group Total | # of top 20 feeder HS enrollments, grades 9-12 *(source: CA DOE)* | % of top 20 feeder HS enrollments | **Gain or Loss** (Percentage point difference with +/- added) |
|---|---|---|---|---|---|
| Amer Indian / Alaska Native | 35 | 1% | 428 | 1% | 0% |
| Asian | 527 | 9% | 4,140 | 10% | -1% |
| Black or African American | 651 | 11% | 4,239 | 10% | 1% |
| Hispanic or Latino | 820 | 14% | 10,423 | 26% | -11% |
| Native Hawaiian or other Pacific Islander | 56 | 1% | 488 | 1% | 0% |
| White | 2,466 | 43% | 19,221 | 47% | -4% |
| Some other race | 166 | 3% | 290 | 1% | 2% |
| More than one race | 1,008 | 18% | 1,606 | 4% | 14% |
| *All Students* | *5,729* | *100%* | *40,835* | *100%* | |
| | | | | | |
| Females | 2,598 | 45% | 20,595 | 49% | -4% |
| Males | 3,008 | 53% | 21,510 | 51% | 1% |
| Unknown | 123 | 2% | 0 | 0% | 2% |
| *All Students* | *5,729* | *100%* | *42,105* | *100%* | |
| | | | | | |
| Individuals with disabilities | 332 | 6% | n/a | | |
| Individuals with no disabilities | 5,397 | 94% | n/a | | |
| *All Students* | *5,729* | *100%* | | | |
| | | | | | |
| Low-income students (Low Inc & Below Poverty) | 3,569 | 73% | n/a | | |
| Middle-and-higher-income students | 1,304 | 27% | n/a | | |
| *All Students* | *4,873* | *100%* | | | |
| | | | | | |
| Veterans | 156 | 3% | n/a | | |
| Current or former foster youth | n/a | | n/a | | |

* The comparison methodology reflected here (comparing the demography of ARC's new, 1st Time students to that of enrollees at ARC's feeder high schools) is described on page 13 of the 2015 Student Equity Guidelines and Template as a viable option for defining access and identifying disproportionate impacts.

** The Percentage Point Methodology used here was excerpted from the August 2015 Student Equity Template as one of several m

*ARC Research Office - 9-17-15*

assessing disproportionate impact.

American River College
Student Equity                                                                    **Course Completion**
Alternative Disproportionate Impact Analysis for the *Course Completion* Success Indicator
Reflects CCCCO Datamart and PeopleSoft counts to which the "Percentage Point Gap" methodology* has been applied

**Denominator:** The # of courses students enrolled in and were present in on census day in the base term (F14).

**Numerator:** The number of courses out of the denominator in which students earned an A, B, C, or credit in the goal term.

| Target Population(s) | The # of courses students enrolled in & were present in on census day in base year (**Denominator**) | The # of courses in which students earned an A, B, C, or credit out of the denominator (**Numerator**) | **Course Completion rate** The # of A, B, C, or Cr grades awarded expressed as a % of all grade notations | **Average Course Completion rate** ("All Student" average) | **Gain or Loss** Comparison to the "All Student" average (Percentage point difference with +/- added) |
|---|---|---|---|---|---|
| Amer Indian / Alaska Native | 544 | 341 | 63% | 69% | -6% |
| Asian | 8,023 | 5,969 | 74% | 69% | 5% |
| Black or African American | 8,037 | 4,241 | 53% | 69% | -16% |
| Hispanic or Latino | 15,678 | 10,380 | 66% | 69% | -3% |
| Native Hawaiian or other Pacific Islander | 636 | 377 | 59% | 69% | -10% |
| White | 34,961 | 25,720 | 74% | 69% | 5% |
| More than one race | 4,687 | 3,016 | 64% | 69% | -5% |
| *All Students* | *72,566* | *50,044* | *69%* | | |
| Females | 39,905 | 27,779 | 70% | 69% | 0% |
| Males | 33,214 | 22,901 | 69% | 69% | 0% |
| Unknown | 1,583 | 1,082 | 68% | 69% | -1% |
| *All Students* | *74,702* | *51,762* | *69%* | | |
| Individuals with disabilities | 4,913 | 3,290 | 67% | 70% | -3% |
| Individuals with no disabilities | 71,422 | 50,022 | 70% | 70% | 0% |
| *All Students* | *76,335* | *53,312* | *70%* | | |
| Low-income students (Low Inc & Below Poverty) | 49,883 | 33,013 | 66% | 69% | -3% |
| Middle-and-higher-income students | 18,322 | 13,993 | 76% | 69% | 7% |
| *All Students* | *68,205* | *47,006* | *69%* | | |
| Veterans | 1,972 | 1,343 | 68% | 70% | -2% |
| Current or former foster youth | 129 | 62 | 48% | 70% | -22% |

* The Percentage Point Methodology used here was excerpted from the August 2015 Student Equity Template as one of several me
   assessing disproportionate impact.
                                                                     *ARC Research Office - 9-17-15*

American River College
Student Equity
80% Index Applied to Demographic Trends
Values which fall below 80% of the High Performing Group (HPG) for a given year are shown in red

Course Success Rate (CCCCO Datamart)

| | | F08 | F09 | F10 | F11 | F12 | F13 | F14 |
|---|---|---|---|---|---|---|---|---|
| GEN | Female | 66.1% | 66.5% | 69.4% | 69.8% | 70.1% | 70.1% | 69.6% |
| | Male | 68.1% | 68.8% | 69.4% | 70.1% | 69.7% | 69.8% | 68.9% |
| AGE | <20 | 63.9% | 65.2% | 68.0% | 69.7% | 69.3% | 69.4% | 68.4% |
| | 20-24 | 62.4% | 63.1% | 65.8% | 66.9% | 66.8% | 67.2% | 66.6% |
| | 25-39 | 71.1% | 70.3% | 71.4% | 70.8% | 71.1% | 72.0% | 71.3% |
| | 40+ | 72.8% | 73.9% | 74.3% | 74.2% | 74.4% | 73.3% | 73.2% |
| ETHNICITY | Afr Amer | 50.4% | 51.5% | 52.8% | 55.1% | 54.5% | 54.5% | 52.8% |
| | Amr Ind | 54.1% | 61.0% | 68.4% | 67.6% | 61.3% | 64.7% | 62.7% |
| | Asian | 69.6% | 70.1% | 71.3% | 73.1% | 75.7% | 75.0% | 74.4% |
| | Filipino | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - |
| | Hisp/Latino | 64.0% | 62.8% | 65.5% | 66.7% | 66.7% | 67.1% | 66.2% |
| | Pac Isl | 61.9% | 59.6% | 63.7% | 65.0% | 64.3% | 62.8% | 59.3% |
| | White | 70.3% | 72.1% | 73.9% | 73.6% | 74.0% | 74.2% | 73.6% |
| | Multi | - - - - - | 62.9% | 63.0% | 66.4% | 65.0% | 64.6% | 64.3% |
| DSPS | DSPS | 63.7% | 66.5% | 70.1% | 70.1% | 67.1% | 67.9% | 67.0% |
| | Not | 71.4% | 71.6% | 72.9% | 74.2% | 70.6% | 70.8% | 70.0% |
| 1-GEN | 1st Gen | 68.9% | 69.3% | 71.3% | 72.6% | 68.9% | 68.3% | 68.3% |
| | Not | 72.2% | 72.5% | 73.7% | 74.9% | 71.6% | 72.3% | 70.7% |
| VETS | Veteran | n/a | n/a | 78.5% | 76.9% | 73.4% | 69.2% | 68.1% |
| | Not | n/a | n/a | 72.7% | 73.9% | 70.4% | 70.7% | 69.9% |
| | | | | | | | 2013-14 | 2014-15 |
| F-YTH | Foster Yth[1] | n/a | n/a | n/a | n/a | n/a | 44.2% | not yet available |
| | Not* | n/a | n/a | n/a | n/a | n/a | 70.7% | |

[1] Source: CalPASS Plus Foster Youth Dashboard (reported as annual counts)           *ARC Research Office - 9/17/15*

The above table provides a longitudinal trend of course success rate for each student equity group and identifies those that for any given reporting year fell below 80% of the High Performing Group (HPG), per the methodology set forth in the California Community College Chancellor's Office Student Equity Guidelines.

American River College
Student Equity
80% Index Applied to Demographic Trends
Values which fall below 80% of the High Performing Group (HPG) for a given year are shown in red

### 30+ Units Completed, Overall  (CCCCO Scorecard)

| | | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|---|---|---|
| **GEN** | Female | n/a | n/a | 65.9% | 69.3% | 67.8% | 66.6% | 67.7% |
| | Male | n/a | n/a | 61.3% | 65.8% | 65.6% | 64.7% | 64.7% |
| **AGE** | <20 | n/a | n/a | 65.0% | 68.1% | 68.1% | 66.7% | 67.3% |
| | 20-24 | n/a | n/a | 54.7% | 64.0% | 60.4% | 58.5% | 57.7% |
| | 25-39 | n/a | n/a | 65.4% | 64.8% | 66.6% | 67.0% | 67.6% |
| | 40+ | n/a | n/a | 63.4% | 71.4% | 64.5% | 63.2% | 67.6% |
| **ETHNICITY** | Afr Amer | n/a | n/a | 50.0% | 56.0% | 58.6% | 54.3% | 54.3% |
| | Amr Ind | n/a | n/a | 63.2% | 66.7% | 56.5% | 60.0% | 47.5% |
| | Asian | n/a | n/a | 67.6% | 71.6% | 68.8% | 69.0% | 69.3% |
| | Filipino | n/a | n/a | 62.9% | 75.4% | 57.7% | 59.2% | 64.1% |
| | Hisp/Latino | n/a | n/a | 62.6% | 60.8% | 63.5% | 64.3% | 66.3% |
| | Pac Isl | n/a | n/a | 72.0% | 53.3% | 58.8% | 61.4% | 69.4% |
| | White | n/a | n/a | 65.6% | 69.7% | 70.3% | 68.4% | 67.9% |
| | Multi | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - |

The following (CalPASS & locally derived) stats are defined differently and not directly comparable to those shown above

| | | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|---|---|---|
| **DSPS** | DSPS | n/a | n/a | n/a | 38.5% | 47.4% | 40.5% | 45.6% |
| | Not | n/a | n/a | n/a | 61.5% | 52.6% | 59.5% | 54.4% |
| **1-GEN** | 1st Gen | n/a | n/a | n/a | 44.7% | 39.5% | 55.5% | 60.4% |
| | Not | n/a | n/a | n/a | 55.3% | 60.5% | 44.5% | 39.6% |
| **VETS** | Veteran | n/a | n/a | n/a | n/a | n/a | n/a | 42.5% |
| | Not | n/a | n/a | n/a | n/a | n/a | n/a | 57.5% |

| | | | | | | | 2013-14 | 2014-15 |
|---|---|---|---|---|---|---|---|---|
| **F-YTH** | Foster Yth[1] | n/a | n/a | n/a | n/a | n/a | * * * | not yet available |
| | Not | n/a | n/a | n/a | n/a | n/a | 2.7% | |

[1] Source: CalPASS Plus Foster Youth Dashboard ('* * *' mask applied due to small 'N')          *ARC Research Office - 9/17/15*

The above table provides a longitudinal trend of Scorecard performance for each student equity group and identifies those that for any given reporting year fell below 80% of the High Performing Group (HPG), per the methodology set forth in the California Community College Chancellor's Office Student Equity Guidelines.

American River College
Student Equity
80% Index Applied to Demographic Trends
Values which fall below 80% of the High Performing Group (HPG) for a given year are shown in red

Persistence, Overall  (CCCCO Scorecard)

| | | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|---|---|---|
| **GEN** | Female | n/a | n/a | 72.9% | 74.3% | 72.6% | 70.7% | 73.0% |
| | Male | n/a | n/a | 71.4% | 72.8% | 73.7% | 72.9% | 72.0% |
| | | | | | | | | |
| **AGE** | <20 | n/a | n/a | 73.4% | 73.7% | 73.5% | 71.9% | 71.8% |
| | 20-24 | n/a | n/a | 62.8% | 72.0% | 67.0% | 65.5% | 70.8% |
| | 25-39 | n/a | n/a | 75.0% | 69.2% | 73.6% | 72.8% | 77.5% |
| | 40+ | n/a | n/a | 72.0% | 83.0% | 80.7% | 76.9% | 75.8% |
| | | | | | | | | |
| **ETHNICITY** | Afr Amer | n/a | n/a | 67.6% | 70.2% | 73.5% | 67.1% | 70.2% |
| | Amr Ind | n/a | n/a | 86.8% | 63.6% | 76.1% | 55.0% | 70.0% |
| | Asian | n/a | n/a | 77.3% | 72.9% | 71.9% | 72.3% | 73.2% |
| | Filipino | n/a | n/a | 71.0% | 69.6% | 81.7% | 67.1% | 74.8% |
| | Hisp/Latino | n/a | n/a | 68.1% | 71.3% | 69.0% | 74.2% | 72.0% |
| | Pac Isl | n/a | n/a | 76.0% | 80.0% | 61.8% | 72.7% | 69.4% |
| | White | n/a | n/a | 73.3% | 74.5% | 75.2% | 72.3% | 73.2% |
| | Multi | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - |

The following (CalPASS & locally derived) stats are defined differently and not directly comparable to those shown above

| | | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|---|---|---|
| **DSPS** | DSPS | n/a | n/a | n/a | n/a | n/a | 75.6% | 78.7% |
| | Not | n/a | n/a | n/a | n/a | n/a | 71.3% | 72.0% |
| | | | | | | | | |
| **1-GEN** | 1st Gen | n/a | n/a | n/a | n/a | n/a | 70.1% | 72.2% |
| | Not | n/a | n/a | n/a | n/a | n/a | 77.3% | 74.3% |
| | | | | | | | | |
| **VETS** | Veteran | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Not | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | | | | | | | | |
| **F-YTH** | Foster Yth[1] | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Not | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

[1] CalPASS Plus Foster Youth Dashboard does not yet report this information.          *ARC Research Office - 9/17/15*

The above table provides a longitudinal trend of Scorecard performance for each student equity group and identifies those that for any given reporting year fell below 80% of the High Performing Group (HPG), per the methodology set forth in the California Community College Chancellor's Office Student Equity Guidelines.

American River College
Student Equity                                                    **ESL** Basic Skills Improvement
Alternative Disproportionate Impact Analysis for the *ESL & Basic Skills Improvement* Success Indicator
Reflects CCCCO Datamart and PeopleSoft counts to which the "Percentage Point Gap" methodology* has been applied

**Denominator:** The # students who complete a final ESL or basic skills course with an A, B, C, or credit in the base year.
**Numerator:** The # of students out of the denominator that complete a degree applicable course with and A, B, C, or credit in the goal year.

| Target Population(s) | The # of students who complete a final **ESL** basic skills course with an A, B, C or credit (**Denominator**) | The number of students out of the denominator that complete a degree applicable course with an A, B, C, or credit (**Numerator**) | The rate of progress from ESL and Basic Skills to degree-applicable course completion | Total (all student average) completion rate* ("All Student" average) | **Gain or Loss** Comparison to the "All Student" average (Percentage point difference with +/- added) |
|---|---|---|---|---|---|
| Amer Indian / Alaska Native | 0 | 0 | | 30% | |
| Asian | 117 | 38 | 32% | 30% | 2% |
| Black or African American | 14 | 4 | 29% | 30% | -2% |
| Hispanic or Latino | 79 | 15 | 19% | 30% | -11% |
| Native Hawaiian or other Pacific Islander | 3 | 2 | 67% | 30% | 36% |
| White | 521 | 161 | 31% | 30% | 0% |
| More than one race | unreported | unreported | | 30% | |
| Unknown | 91 | 31 | 34% | 30% | 4% |
| *All Students* | *825* | *251* | *30%* | | |
| | | | | | |
| Females | 437 | 154 | 35% | 30% | 5% |
| Males | 357 | 84 | 24% | 30% | -6% |
| Unknown | 10 | 3 | 30% | 30% | 0% |
| *All Students* | *804* | *241* | *30%* | | |
| | | | | | |
| Individuals with disabilities | 48 | 17 | 35% | 30% | 5% |
| Individuals with no disabilities | 786 | 235 | 30% | 30% | 0% |
| *All Students* | *834* | *252* | *30%* | | |
| | | | | | |
| Economically Disadvantaged | 3,991 | 1,184 | 30% | 29% | 0% |
| Not Economically Disadvantaged | 334 | 86 | 26% | 29% | -4% |
| *All Students* | *4,325* | *1,270* | *29%* | | |
| | | | | | |
| Veterans | unreported | unreported | | | |
| Current or former foster youth (ENGL & ESL combined)[1] | 105 | 26 | 25% | | |

* The Percentage Point Methodology used here was excerpted from the August 2015 Student Equity Template as one of several
  means for assessing disproportionate impact.                                    *ARC Research Office - 11-17-15*

[1] Source: CalPASS Plus F.Y. Dashboard using very different methdology than the other Scorecard stats shown above.

American River College
Student Equity                                                    **MATH** Basic Skills Improvement
Alternative Disproportionate Impact Analysis for the ***ESL & Basic Skills Improvement*** Success Indicator
Reflects CCCCO Datamart and PeopleSoft counts to which the "Percentage Point Gap" methodology* has been applied

**Denominator:** The # students who complete a final ESL or basic skills course with an A, B, C, or credit in the base year.
**Numerator:** The # of students out of the denominator that complete a degree applicable course with and A, B, C, or credit in the goal year.

| Target Population(s) | The # of students who complete a final **Math** basic skills course with an A, B, C or credit (**Denominator**) | The number of students out of the denominator that complete a degree applicable course with an A, B, C, or credit (**Numerator**) | The rate of progress from ESL and Basic Skills to degree-applicable course completion | Total (all student average) completion rate* ("All Student" average) | **Gain or Loss** Comparison to the "All Student" average (Percentage point difference with +/- added) |
|---|---|---|---|---|---|
| Amer Indian / Alaska Native | 61 | 10 | 16% | 23% | -7% |
| Asian | 180 | 60 | 33% | 23% | 10% |
| Black or African American | 635 | 74 | 12% | 23% | -11% |
| Hispanic or Latino | 388 | 81 | 21% | 23% | -2% |
| Native Hawaiian or other Pacific Islander | 68 | 14 | 21% | 23% | -2% |
| White | 1,968 | 522 | 27% | 23% | 3% |
| More than one race | unreported | unreported | | | |
| Unknown | 352 | 84 | 24% | 23% | 1% |
| *All Students* | *3,300* | *761* | *23%* | | |
| | | | | | |
| Females | 2,306 | 542 | 24% | 23% | 0% |
| Males | 1,362 | 308 | 23% | 23% | 0% |
| Unknown | 53 | 8 | 15% | 23% | -8% |
| *All Students* | *3,721* | *858* | *23%* | | |
| | | | | | |
| Individuals with disabilities | 554 | 99 | 18% | 23% | -5% |
| Individuals with no disabilities | 3,167 | 759 | 24% | 23% | 1% |
| *All Students* | *3,721* | *858* | *23%* | | |
| | | | | | |
| Economically Disadvantaged | 2,789 | 610 | 22% | 23% | -1% |
| Not Economically Disadvantaged | 932 | 248 | 27% | 23% | 4% |
| *All Students* | *3,721* | *858* | *23%* | | |
| | | | | | |
| Veterans | unreported | unreported | | | |
| Current or former foster youth (not comparable)[1] | 73 | 12 | 16% | | |

\* The Percentage Point Methodology used here was excerpted from the August 2015 Student Equity Template as one of several means for assessing disproportionate impact.

*ARC Research Office - 11-17-15*

[1] Source: CalPASS Plus F.Y. Dashboard using very different methdology than the other Scorecard stats shown above.

American River College
Student Equity                                                          **ENGLISH** Basic Skills Improvement
Alternative Disproportionate Impact Analysis for the ***ESL & Basic Skills Improvement*** Success Indicator
Reflects CCCCO Datamart and PeopleSoft counts to which the "Percentage Point Gap" methodology* has been applied

**Denominator:** The # students who complete a final ESL or basic skills course with an A, B, C, or credit in the base year.
**Numerator:** The # of students out of the denominator that complete a degree applicable course with and A, B, C, or credit in the goal year.

| Target Population(s) | The # of students who complete a final **English** basic skills course with an A, B, C or credit (**Denominator**) | The number of students out of the denominator that complete a degree applicable course with an A, B, C, or credit (**Numerator**) | The rate of progress from ESL and Basic Skills to degree-applicable course completion | Total (all student average) completion rate* ("All Student" average) | **Gain or Loss** Comparison to the "All Student" average (Percentage point difference with +/- added) |
|---|---|---|---|---|---|
| Amer Indian / Alaska Native | 56 | 19 | 34% | 43% | -9% |
| Asian | 298 | 160 | 54% | 43% | 10% |
| Black or African American | 570 | 142 | 25% | 43% | -18% |
| Hispanic or Latino | 408 | 169 | 41% | 43% | -2% |
| Native Hawaiian or other Pacific Islander | 58 | 31 | 53% | 43% | 10% |
| White | 1,503 | 730 | 49% | 43% | 5% |
| More than one race | unreported | unreported | | | |
| Unknown | 364 | 175 | 48% | 43% | 5% |
| *All Students* | *2,893* | *1,251* | *43%* | | |
| | | | | | |
| Females | 1,963 | 925 | 47% | 44% | 3% |
| Males | 1,318 | 525 | 40% | 44% | -4% |
| Unknown | 52 | 14 | | | |
| *All Students* | *3,333* | *1,464* | *44%* | | |
| | | | | | |
| Individuals with disabilities | 539 | 192 | 36% | 44% | -8% |
| Individuals with no disabilities | 2,794 | 1,271 | 45% | 44% | 2% |
| *All Students* | *3,333* | *1,463* | *44%* | | |
| | | | | | |
| Economically Disadvantaged | 2,548 | 1,063 | 42% | 44% | -2% |
| Not Economically Disadvantaged | 785 | 400 | 51% | 44% | 7% |
| *All Students* | *3,333* | *1,463* | *44%* | | |
| | | | | | |
| Veterans | unreported | unreported | | | |
| Current or former foster youth (ENGL & ESL combined)[1] | 105 | 26 | 25% | | |

* The Percentage Point Methodology used here was excerpted from the August 2015 Student Equity Template as one of several
means for assessing disproportionate impact.                                    *ARC Research Office - 11-17-15*

[1] Source: CalPASS Plus F.Y. Dashboard using very different methdology than the other Scorecard stats shown above.

American River College
Student Equity
80% Index Applied to Demographic Trends
Values which fall below 80% of the High Performing Group (HPG) for a given year are shown in red

ESL Basic Skills Improvement  (CCCCO Scorecard)

| | | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|---|---|---|
| GEN | Female | n/a | n/a | 35.2% | 32.3% | 32.5% | 31.4% | 35.3% |
| | Male | n/a | n/a | 23.8% | 23.0% | 21.3% | 22.8% | 23.5% |
| AGE | <20 | n/a | n/a | 32.8% | 39.0% | 34.7% | 34.7% | 40.0% |
| | 20-24 | n/a | n/a | 37.1% | 38.8% | 32.7% | 34.0% | 41.0% |
| | 25-39 | n/a | n/a | 34.2% | 31.1% | 32.0% | 30.9% | 34.7% |
| | 40+ | n/a | n/a | 21.8% | 16.4% | 17.9% | 18.0% | 15.4% |
| ETHNICITY | Afr Amer | n/a | n/a | 36.4% | 28.6% | 23.1% | 11.1% | 28.6% |
| | Amr Ind | n/a | n/a | 50%* | 0.0% | 0.0% | 0.0% | 0.0% |
| | Asian | n/a | n/a | 38.0% | 37.7% | 25.4% | 29.8% | 32.5% |
| | Filipino | n/a | n/a | 50%* | 25.0% | 0.0% | 37.5%* | 11.1% |
| | Hisp/Latino | n/a | n/a | 29.2% | 16.3% | 21.6% | 21.4% | 19.0% |
| | Pac Isl | n/a | n/a | 0.0% | 20.0% | 16.7% | 25.0% | 66.7%* |
| | White | n/a | n/a | 30.5% | 30.2% | 30.3% | 27.9% | 30.9% |
| | Multi | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - |

The following (CalPASS & locally derived) stats are defined differently and not directly comparable to those shown above

| | | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|---|---|---|
| DSPS | DSPS | n/a | n/a | n/a | n/a | n/a | 41.2% | 36.9% |
| | Not | n/a | n/a | n/a | n/a | n/a | 27.2% | 28.9% |
| 1-GEN | 1st Gen | n/a | n/a | n/a | n/a | n/a | 28.7% | 29.7% |
| | Not | n/a | n/a | n/a | n/a | n/a | 22.0% | 25.7% |
| VETS | Veteran | n/a | n/a | n/a | n/a | n/a | 0.0% | 0.0% |
| | Not | n/a | n/a | n/a | n/a | n/a | 19.9% | 22.3% |
| F-YTH | Foster Yth[1] | n/a | n/a | n/a | n/a | n/a | 32.6% | 32.7% |
| | Not | n/a | n/a | n/a | n/a | n/a | 38.1% | 35.4% |

* Rates shown in yellow text, above, were not selected as the HPG as are based on fewer than 20 students.

[1] Source: CalPASS Plus Foster Youth Dashboard (English & ESL combined)          *ARC Research Office - 9/17/15*

The above table provides a longitudinal trend of Scorecard performance for each student equity group and identifies those that for any given reporting year fell below 80% of the High Performing Group (HPG), per the methodology set forth in the California Community College Chancellor's Office Student Equity Guidelines.

American River College
Student Equity
80% Index Applied to Demographic Trends
Values which fall below 80% of the High Performing Group (HPG) for a given year are shown in red

Math Basic Skills Improvement  (CCCCO Scorecard)

|  |  | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|---|---|---|
| GEN | Female | n/a | n/a | 22.8% | 23.1% | 24.9% | 24.2% | 23.5% |
| | Male | n/a | n/a | 23.2% | 22.6% | 24.3% | 24.6% | 22.6% |
| AGE | <20 | n/a | n/a | 26.9% | 25.5% | 30.0% | 29.3% | 28.0% |
| | 20-24 | n/a | n/a | 24.1% | 24.4% | 23.8% | 23.8% | 21.8% |
| | 25-39 | n/a | n/a | 19.5% | 20.0% | 23.0% | 22.5% | 22.2% |
| | 40+ | n/a | n/a | 15.6% | 16.6% | 15.6% | 16.7% | 15.4% |
| ETHNICITY | Afr Amer | n/a | n/a | 9.6% | 10.5% | 13.1% | 13.7% | 11.7% |
| | Amr Ind | n/a | n/a | 15.1% | 15.5% | 15.9% | 14.0% | 16.4% |
| | Asian | n/a | n/a | 32.9% | 31.8% | 31.6% | 32.4% | 33.3% |
| | Filipino | n/a | n/a | 17.7% | 26.3% | 20.0% | 21.8% | 20.3% |
| | Hisp/Latino | n/a | n/a | 19.2% | 18.3% | 23.4% | 20.6% | 20.9% |
| | Pac Isl | n/a | n/a | 19.4% | 16.2% | 21.1% | 28.1% | 20.6% |
| | White | n/a | n/a | 26.7% | 25.4% | 27.3% | 27.6% | 26.5% |
| | Multi | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - |

The following (CalPASS & locally derived) stats are defined differently and not directly comparable to those shown above

|  |  | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|---|---|---|
| DSPS | DSPS | n/a | n/a | n/a | n/a | n/a | 22.4% | 19.1% |
| | Not | n/a | n/a | n/a | n/a | n/a | 24.5% | 24.2% |
| 1-GEN | 1st Gen | n/a | n/a | n/a | n/a | n/a | 23.2% | 22.1% |
| | Not | n/a | n/a | n/a | n/a | n/a | 28.1% | 28.7% |
| VETS | Veteran | n/a | n/a | n/a | n/a | n/a | 25.0% | 27.3% |
| | Not | n/a | n/a | n/a | n/a | n/a | 26.0% | 26.8% |
| F-YTH | Foster Yth[1] | n/a | n/a | n/a | n/a | n/a | * * * | * * * |
| | Not | n/a | n/a | n/a | n/a | n/a | 17.0% | 14.6% |

[1] Source: CalPASS Plus Foster Youth Dashboard ('* * *' mask applied due to small 'N')          *ARC Research Office - 9/17/15*

The above table provides a longitudinal trend of Scorecard performance for each student equity group and identifies those that for any given reporting year fell below 80% of the High Performing Group (HPG), per the methodology set forth in the California Community College Chancellor's Office Student Equity Guidelines.

American River College
Student Equity
80% Index Applied to Demographic Trends
Values which fall below 80% of the High Performing Group (HPG) for a given year are shown in red

English Basic Skills Improvement  (CCCCO Scorecard)

|  |  | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|---|---|---|
| **GEN** | Female | n/a | n/a | 38.4% | 41.8% | 44.5% | 45.5% | 47.1% |
|  | Male | n/a | n/a | 29.8% | 36.8% | 38.2% | 38.7% | 39.8% |
|  |  |  |  |  |  |  |  |  |
| **AGE** | <20 | n/a | n/a | 38.5% | 43.9% | 46.0% | 48.2% | 52.6% |
|  | 20-24 | n/a | n/a | 32.5% | 38.1% | 40.4% | 37.4% | 34.8% |
|  | 25-39 | n/a | n/a | 32.4% | 34.5% | 38.9% | 41.9% | 39.9% |
|  | 40+ | n/a | n/a | 29.2% | 32.9% | 32.9% | 32.0% | 33.2% |
|  |  |  |  |  |  |  |  |  |
| **ETHNICITY** | Afr Amer | n/a | n/a | 21.0% | 21.2% | 26.1% | 24.6% | 24.9% |
|  | Amr Ind | n/a | n/a | 38.9% | 31.6% | 30.8% | 22.0% | 33.9% |
|  | Asian | n/a | n/a | 43.6% | 48.8% | 52.8% | 52.2% | 53.7% |
|  | Filipino | n/a | n/a | 32.8% | 45.5% | 44.8% | 51.5% | 47.4% |
|  | Hisp/Latino | n/a | n/a | 31.2% | 36.9% | 40.7% | 45.6% | 41.4% |
|  | Pac Isl | n/a | n/a | 29.0% | 44.7% | 22.2% | 28.3% | 53.4% |
|  | White | n/a | n/a | 40.1% | 46.4% | 46.8% | 49.2% | 48.6% |
|  | Multi | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - |

The following (CalPASS & locally derived) stats are defined differently and not directly comparable to those shown above

|  |  | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|---|---|---|
| **DSPS** | DSPS | n/a | n/a | n/a | n/a | n/a | 36.9% | 35.4% |
|  | Not | n/a | n/a | n/a | n/a | n/a | 43.8% | 41.9% |
|  |  |  |  |  |  |  |  |  |
| **1-GEN** | 1st Gen | n/a | n/a | n/a | n/a | n/a | 40.3% | 38.6% |
|  | Not | n/a | n/a | n/a | n/a | n/a | 51.9% | 49.9% |
|  |  |  |  |  |  |  |  |  |
| **VETS** | Veteran | n/a | n/a | n/a | n/a | n/a | 55.6% | 53.2% |
|  | Not | n/a | n/a | n/a | n/a | n/a | 49.4% | 48.7% |
|  |  |  |  |  |  |  |  |  |
| **F-YTH** | Foster Yth[1] | n/a | n/a | n/a | n/a | n/a | 32.6% | 32.7% |
|  | Not | n/a | n/a | n/a | n/a | n/a | 38.1% | 35.4% |

[1] Source: CalPASS Plus Foster Youth Dashboard (English & ESL combined)          *ARC Research Office - 9/17/15*

The above table provides a longitudinal trend of Scorecard performance for each student equity group and identifies those that for any given reporting year fell below 80% of the High Performing Group (HPG), per the methodology set forth in the California Community College Chancellor's Office Student Equity Guidelines.

American River College
Student Equity                                                    **Degree & Certificate Completion**
Alternative Disproportionate Impact Analysis for the *Degree & Certificate* Completion Success Indicator
Reflects counts from both the CCCCO Datamart and PeopleSoft to which the "Percentage Point Gap" methodology* has been applied

**Denominator:** The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s), using the definitions outlined in the Scorecard.

**Numerator:** The number of students out of the denominator that earned a degree or certificate within 6 years.

| Target Population(s) | The # of first-time students who enrolled in the base year with a Degr or Cert Ed-Goal (**Denominator**) | The # of students in the denominator who earned a Degree or Cert within 6 years (**Numerator**) | **Degree & Certificate rate** The % of degree and certificate completion | **Average Degree & Certificate rate** ("All Student" average) | **Gain or Loss** Comparison to the "All Student" average (Percentage point difference with +/- added) |
|---|---|---|---|---|---|
| Amer Indian / Alaska Native | 161 | 14 | 9% | 11% | -2% |
| Asian | 1,568 | 236 | 15% | 11% | 4% |
| Black or African American | 2,391 | 169 | 7% | 11% | -4% |
| Hispanic or Latino | 4,221 | 405 | 10% | 11% | -1% |
| Native Hawaiian or other Pacific Islander | 182 | 15 | 8% | 11% | -3% |
| White | 9,364 | 1,176 | 13% | 11% | 2% |
| More than one race | 1,290 | 98 | 8% | 11% | -3% |
| *All Students* | *19,177* | *2,113* | *11%* | | |
| Females | 11,398 | 1,203 | 11% | 11% | 0% |
| Males | 8,246 | 941 | 11% | 11% | 0% |
| Unknown | n/a | n/a | | 11% | |
| *All Students* | *19,644* | *2,144* | *11%* | | |
| Individuals with disabilities | 1,314 | 264 | 20% | 11% | 9% |
| Individuals with no disabilities | 18,757 | 1,959 | 10% | 11% | -1% |
| *All Students* | *20,071* | *2,223* | *11%* | | |
| First Generation | 8,056 | 881 | 11% | 12% | -1% |
| Not 1st Generation | 12,015 | 1,440 | 12% | 12% | 0% |
| *All Students* | *20,071* | *2,321* | *12%* | | |
| Veterans | 409 | 71 | 17% | 11% | 6% |
| Current or former foster youth | 33 | 4 | 12% | 11% | 1% |

* The Percentage Point Methodology used here was excerpted from the August 2015 Student Equity Template as one of several me assessing disproportionate impact.

*ARC Research Office - 9-17-15*

American River College
Student Equity
80% Index Applied to Demographic Trends
Values which fall below 80% of the High Performing Group (HPG) for a given year are shown in red

Degrees Conferred  (Locally Derived*)

| | | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|---|---|---|
| GEN | Female | 8.4% | 7.5% | 7.8% | 8.5% | 8.5% | 6.5% | 9.1% |
| | Male | 7.1% | 6.2% | 5.7% | 6.4% | 7.0% | 5.5% | 7.8% |
| AGE | <20 | 1.2% | 1.2% | 0.8% | 0.9% | 0.8% | 0.4% | 1.0% |
| | 20-24 | 9.1% | 8.5% | 7.4% | 8.3% | 8.8% | 6.5% | 9.7% |
| | 25-39 | 10.0% | 8.8% | 9.3% | 9.7% | 10.0% | 8.4% | 10.4% |
| | 40+ | 10.0% | 7.4% | 8.2% | 9.3% | 8.9% | 6.5% | 9.6% |
| ETHNICITY | Afr Amer | n/a | 4.5% | 4.0% | 5.2% | 4.8% | 3.2% | 5.5% |
| | Amr Ind | n/a | 6.7% | 5.0% | 9.0% | 6.0% | 5.8% | 4.3% |
| | Asian | n/a | 8.4% | 7.6% | 7.8% | 5.9% | 5.6% | 9.7% |
| | Filipino | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - |
| | Hisp/Latino | n/a | 5.6% | 5.7% | 6.0% | 6.4% | 5.8% | 7.3% |
| | Pac Isl | n/a | 5.6% | 5.5% | 7.6% | 5.7% | 8.1% | 5.5% |
| | White | n/a | 8.3% | 8.6% | 9.8% | 9.3% | 7.1% | 9.9% |
| | Multi | n/a | 6.2% | 6.2% | 7.6% | 8.5% | 4.6% | 6.7% |
| DSPS | DSPS | 14.8% | 13.0% | 14.4% | 16.7% | 17.1% | 11.0% | 17.2% |
| | Not | 0.5% | 0.7% | 0.9% | 2.0% | 6.3% | 5.8% | 8.5% |
| 1-GEN | 1st Gen | 6.8% | 5.9% | 5.8% | 6.9% | 6.9% | 5.4% | 9.1% |
| | Not | 11.1% | 10.5% | 9.4% | 9.7% | 9.6% | 7.3% | 9.1% |
| VETS | Veteran | * * * | * * * | * * * | * * * | 4.8% | 7.8% | 14.4% |
| | Not | 7.9% | 7.0% | 7.0% | 7.8% | 7.9% | 5.9% | 8.4% |
| F-YTH | Foster Yth | n/a | n/a | * * * | * * * | * * * | * * * | * * * |
| | Not | 7.9% | 7.0% | 7.0% | 7.7% | 7.9% | 6.0% | 8.5% |

* This non-cohort, local metric provides a perspective on student equity as it relates to award conferral by dividing the number of awards conferred to a given group by the total fall semester headcount of that group.          *ARC Research Office - 9/17/15*

The above table provides a longitudinal trend of degree conferral rates for each student equity group and identifies those that for any given reporting year fell below 80% of the High Performing Group (HPG), per the methodology set forth in the California Community College Chancellor's Office Student Equity Guidelines.   ('* * *' mask applied due to small 'N')

American River College
Student Equity
80% Index Applied to Demographic Trends
Values which fall below 80% of the High Performing Group (HPG) for a given year are shown in red

Certificates Conferred  (Locally Derived*)

| | | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|---|---|---|
| GEN | Female | 20.8% | 21.4% | 19.8% | 21.1% | 26.8% | 21.8% | 21.2% |
| | Male | 14.5% | 16.5% | 24.6% | 21.0% | 46.2% | 27.3% | 19.3% |
| AGE | <20 | 3.4% | 9.7% | 3.8% | 5.4% | 3.5% | 5.6% | 5.0% |
| | 20-24 | 7.4% | 12.0% | 12.5% | 11.7% | 20.0% | 10.5% | 14.0% |
| | 25-39 | 18.6% | 19.8% | 26.8% | 23.3% | 49.9% | 32.3% | 21.0% |
| | 40+ | 23.5% | 21.1% | 26.9% | 27.5% | 42.3% | 30.0% | 25.5% |
| ETHNICITY | Afr Amer | n/a | 16.6% | 16.9% | 13.1% | 24.2% | 24.7% | 21.0% |
| | Amr Ind | n/a | 16.7% | 27.3% | 50.0% | 61.1% | 18.8% | 31.8% |
| | Asian | n/a | 31.4% | 14.0% | 14.1% | 38.6% | 26.1% | 25.3% |
| | Filipino | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - |
| | Hisp/Latino | n/a | 16.7% | 25.8% | 21.2% | 42.2% | 19.8% | 19.8% |
| | Pac Isl | n/a | 9.1% | 9.5% | 85.7% | 28.6% | 10.5% | 27.8% |
| | White | n/a | 17.6% | 24.1% | 26.5% | 41.4% | 27.1% | 21.8% |
| | Multi | n/a | 9.3% | 21.3% | 14.7% | 25.0% | 14.5% | 16.7% |
| DSPS | DSPS | 17.2% | 16.3% | 25.6% | 39.7% | 39.1% | 16.8% | 36.2% |
| | Not | 0.5% | 0.5% | 1.1% | 2.0% | 15.0% | 16.8% | 16.2% |
| 1-GEN | 1st Gen | 13.4% | 18.8% | 19.1% | 22.4% | 36.1% | 23.8% | 25.7% |
| | Not | 17.8% | 18.4% | 25.0% | 21.0% | 40.3% | 27.0% | 18.8% |
| VETS | Veteran | * * * | * * * | * * * | * * * | 34.4% | 35.1% | 48.0% |
| | Not | 16.2% | 18.2% | 22.9% | 21.1% | 38.7% | 25.2% | 19.8% |
| F-YTH | Foster Yth | n/a | n/a | n/a | * * * | * * * | * * * | * * * |
| | Not | 16.2% | 18.1% | 22.7% | 21.0% | 38.7% | 25.7% | 20.1% |

* This non-cohort, local metric provides a perspective on student equity as it relates to award conferral by dividing the number of awards conferred to a given group by the total fall semester headcount of that group.          *ARC Research Office - 9/17/15*

Rates shown in yellow text, above, were not selected as the HPG as are based on fewer than 20 students.

The above table provides a longitudinal trend of degree conferral rates for each student equity group and identifies those that for any given reporting year fell below 80% of the High Performing Group (HPG), per the methodology set forth in the California Community College Chancellor's Office Student Equity Guidelines.   ('* * *' mask applied due to small 'N')

American River College
Student Equity
80% Index Applied to Demographic Trends
Values which fall below 80% of the High Performing Group (HPG) for a given year are shown in red

Career & Technical Ed (C&TE), Overall  (CCCCO Scorecard)

|  |  | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|---|---|---|
| GEN | Female | n/a | n/a | 50.4% | 51.1% | 50.1% | 47.2% | 48.6% |
| | Male | n/a | n/a | 38.7% | 43.6% | 41.6% | 36.6% | 35.3% |
| AGE | <20 | n/a | n/a | 51.3% | 60.5% | 59.1% | 56.6% | 53.9% |
| | 20-24 | n/a | n/a | 45.3% | 50.2% | 47.5% | 39.7% | 39.1% |
| | 25-39 | n/a | n/a | 40.2% | 40.6% | 41.3% | 35.2% | 36.4% |
| | 40+ | n/a | n/a | 35.5% | 37.8% | 36.0% | 39.5% | 39.5% |
| ETHNICITY | Afr Amer | n/a | n/a | 42.4% | 37.6% | 35.9% | 38.9% | 40.5% |
| | Amr Ind | n/a | n/a | 37.0% | 37.8% | 32.6% | 38.2% | 38.9% |
| | Asian | n/a | n/a | 45.8% | 47.7% | 45.7% | 50.9% | 43.6% |
| | Filipino | n/a | n/a | 53.0% | 45.6% | 53.4% | 52.0% | 56.7% |
| | Hisp/Latino | n/a | n/a | 39.5% | 46.0% | 45.5% | 33.7% | 36.6% |
| | Pac Isl | n/a | n/a | 43.3% | 50.0% | 37.5% | 35.1% | 39.5% |
| | White | n/a | n/a | 43.5% | 46.5% | 47.0% | 41.1% | 42.7% |
| | Multi | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - |

The following (CalPASS & locally derived) stats are defined differently and not directly comparable to those shown above

|  |  | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|---|---|---|
| DSPS | DSPS | n/a | n/a | n/a | n/a | n/a | 36.1% | 31.8% |
| | Not | n/a | n/a | n/a | n/a | n/a | 44.0% | 17.3% |
| 1-GEN | 1st Gen | n/a | n/a | n/a | n/a | n/a | 53.8% | 24.3% |
| | Not | n/a | n/a | n/a | n/a | n/a | 32.2% | 10.7% |
| VETS | Veteran | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Not | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| F-YTH | Foster Yth[1] | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Not | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

[1] CalPASS Plus Foster Youth Dashboard does not yet report this information.          *ARC Research Office - 9/17/15*

The above table provides a longitudinal trend of Scorecard performance for each student equity group and identifies those that for any given reporting year fell below 80% of the High Performing Group (HPG), per the methodology set forth in the California Community College Chancellor's Office Student Equity Guidelines.

American River College
Student Equity                                                                                            **Transfer**
Alternative Disproportionate Impact Analysis for the *Transfer* Success Indicator
Reflects locally-derived counts to which the "Percentage Point Gap" methodology* has been applied

**Denominator:** The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.

**Numerator:** The number of students out of those in the denominator who actually transferred within 6 years.

| Target Population(s) | The # of students completing 12+ units and attempted a transfer level Engl or Math course (**Denominator**) | The number of students out of the denominator who actually transfer within six years (**Numerator**) | Transfer rate The % of transfer completion | **Average Transfer rate** ("All Student" average) | **Gain or Loss** Comparison to the "All Student" average (Percentage point difference with +/- added) |
|---|---|---|---|---|---|
| Amer Indian / Alaska Native | 15 | 1 | 7% | 28% | -21% |
| Asian | 262 | 93 | 35% | 28% | 7% |
| Black or African American | 156 | 50 | 32% | 28% | 4% |
| Hispanic or Latino | 453 | 101 | 22% | 28% | -6% |
| Native Hawaiian or other Pacific Islander | 21 | 5 | 24% | 28% | -4% |
| White | 1,112 | 317 | 29% | 28% | 0% |
| Some other race | 38 | 6 | 16% | 28% | -12% |
| More than one race | 169 | 53 | 31% | 28% | 3% |
| *All Students* | *2,226* | *626* | *28%* | | |
| Females | 1,247 | 346 | 28% | 29% | -1% |
| Males | 1,335 | 390 | 29% | 29% | 1% |
| Unknown | 36 | 11 | 31% | 29% | 2% |
| *All Students* | *2,618* | *747* | *29%* | | |
| Individuals with disabilities | 120 | 14 | 12% | 29% | -17% |
| Individuals with no disabilities | 2,498 | 733 | 29% | 29% | 1% |
| *All Students* | *2,618* | *747* | *29%* | | |
| Low-income students (Low Inc & Below Poverty) | 1,485 | 313 | 21% | 26% | -5% |
| Middle-and-higher-income students | 923 | 313 | 34% | 26% | 8% |
| *All Students* | *2,408* | *626* | *26%* | | |
| Veterans | n/a | n/a | | | |
| Current or former foster youth | n/a | n/a | | | |

\* The Percentage Point Methodology used here was excerpted from the August 2015 Student Equity Template as one of several me assessing disproportionate impact.

American River College
Student Equity
80% Index Applied to Demographic Trends
Values which fall below 80% of the High Performing Group (HPG) for a given year are shown in red


Transfer Velocity  (CCCCO Datamart)

| | | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|---|---|---|
| **GEN** | Female | n/a | 38.0% | 38.1% | 36.1% | 36.4% | 32.5% | 28.4% |
| | Male | n/a | 40.9% | 39.5% | 42.1% | 40.3% | 34.5% | 30.3% |
| | Unkn | n/a | 0.0% | 0.0% | 0.0% | 0.0% | 11.8% | 20.0% |
| | | | | | | | | |
| **AGE** | <20 | n/a | 41.6% | 41.5% | 41.5% | 40.1% | 34.7% | 31.7% |
| | 20-24 | n/a | 36.6% | 31.0% | 37.3% | 25.5% | 23.3% | 22.0% |
| | 25-39 | n/a | 30.9% | 29.3% | 22.4% | 19.9% | 14.5% | 12.5% |
| | 40+ | n/a | 17.9% | 19.7% | 13.2% | 9.9% | 4.3% | 11.5% |
| | | | | | | | | |
| **ETHNICITY** | Afr Amer | n/a | 34.5% | 29.0% | 24.4% | 40.0% | 32.2% | 27.8% |
| | Amr Ind | n/a | 27.3% | 20.0% | 31.8% | 16.1% | 33.3% | 9.1% |
| | Asian | n/a | 48.7% | 48.5% | 51.1% | 49.2% | 50.0% | 39.5% |
| | Filipino | n/a | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - |
| | Hisp/Latino | n/a | 37.2% | 35.7% | 34.3% | 33.1% | 28.7% | 23.6% |
| | Pac Isl | n/a | 43.8% | 36.8% | 21.1% | 47.4% | 43.3% | 25.8% |
| | White | n/a | 39.1% | 38.5% | 38.1% | 36.8% | 31.1% | 29.2% |
| | Multi | n/a | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - |
| | Unkn | n/a | 36.5% | 45.0% | 42.4% | 40.5% | 34.2% | 28.5% |
| | | | | | | | | |
| **DSPS** | DSPS | n/a | 20.4% | 25.4% | 27.9% | 20.2% | 22.6% | 20.0% |
| | Not | n/a | 40.6% | 39.6% | 39.4% | 39.6% | 34.2% | 30.0% |
| | | | | | | | | |
| **FinAid** | Rec'd Fin Aid | n/a | 33.5% | 32.6% | 34.3% | 33.5% | 28.6% | 23.0% |
| | Not | n/a | 47.2% | 38.6% | 44.8% | 45.3% | 42.1% | 43.3% |
| | | | | | | | | |
| **VETS** | Veteran | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Not | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | | | | | | | | |
| **F-YTH** | Foster Yth | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Not | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

* This non-cohort, local metric provides a perspective on student equity as it relates to award conferral by dividing the number of awards conferred to a given group by the total fall semester headcount of that group.      *ARC Research Office - 9/17/15*

Rates shown in yellow text, above, were not selected as the HPG as are based on fewer than 20 students.

The above table provides a longitudinal trend of degree conferral rates for each student equity group and identifies those that for any given reporting year fell below 80% of the High Performing Group (HPG), per the methodology set forth in the California Community College Chancellor's Office Student Equity Guidelines.  ('* * *' mask applied due to small 'N')

American River College

Student Equity

80% Index Applied to Demographic Trends

Values which fall below 80% of the High Performing Group (HPG) for a given year are shown in red

Transfer (CCCCO Scorecard Data-on-Demand System[2])

| | | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|---|---|---|
| **GEN** | Female | n/a | n/a | n/a | n/a | n/a | 26.5% | 23.8% |
| | Male | n/a | n/a | n/a | n/a | n/a | 28.2% | 23.4% |
| | Unk. | n/a | n/a | n/a | n/a | n/a | 18.8% | 10.6% |
| **AGE** | <20 | n/a | n/a | n/a | n/a | n/a | 27.0% | 25.1% |
| | 20-24 | n/a | n/a | n/a | n/a | n/a | 20.5% | 14.4% |
| | 25-39 | n/a | n/a | n/a | n/a | n/a | 9.6% | 7.8% |
| | 40+ | n/a | n/a | n/a | n/a | n/a | 5.5% | 5.5% |
| **ETHNICITY** | Afr Amer | n/a | n/a | n/a | n/a | n/a | 24.9% | 18.2% |
| | Amr Ind | n/a | n/a | n/a | n/a | n/a | 20.0% | 10.1% |
| | Asian | n/a | n/a | n/a | n/a | n/a | 44.2% | 39.0% |
| | Filipino | n/a | n/a | n/a | n/a | n/a | - - - - - | - - - - - |
| | Hisp/Latino | n/a | n/a | n/a | n/a | n/a | 23.0% | 14.9% |
| | Pac Isl | n/a | n/a | n/a | n/a | n/a | 36.4% | - - - - - |
| | White | n/a | n/a | n/a | n/a | n/a | 24.9% | 23.1% |
| | Multi | n/a | n/a | n/a | n/a | n/a | | |
| | Unk. | n/a | n/a | n/a | n/a | n/a | 29.6% | 22.4% |
| **DSPS** | DSPS | n/a | n/a | n/a | n/a | n/a | 15.0% | 14.1% |
| | Not | n/a | n/a | n/a | n/a | n/a | 28.4% | 24.4% |
| **EconDis** | Econ Disadv | n/a | n/a | n/a | n/a | n/a | 23.7% | 18.5% |
| | Not | n/a | n/a | n/a | n/a | n/a | 39.2% | 40.9% |
| **VETS** | Veteran | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Not | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| **F-YTH** | Foster Yth[1] | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Not | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

[1] CalPASS Plus Foster Youth Dashboard does not yet report this information.       *ARC Research Office - 9/17/15*

[2] The Scorecard's Student Progress & Achievement Rate (SPAR) uses as its outcome the completion of a certificate, *or* a degree, *or* becoming transfer ready, *or* actually transferring to a 4yr university.  However, the CCCCO's Data-on-Demand system disaggregates this outcome such that only those actually transferring can be reported.  It is the actual transfer count that serves as this particular performance indicator's outcome.

The above table provides a longitudinal trend of degree conferral rates for each student equity group and identifies those that for any given reporting year fell below 80% of the High Performing Group (HPG), per the methodology set forth in the California Community College Chancellor's Office Student Equity Guidelines.   ('* * *' mask applied due to small 'N')

American River College
Student Equity
80% Index Applied to Demographic Trends
Values which fall below 80% of the High Performing Group (HPG) for a given year are shown in red

Completions (SPAR), Overall  (CCCCO Scorecard)

| | | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|---|---|---|
| GEN | Female | n/a | n/a | 46.6% | 47.5% | 46.0% | 43.4% | 44.4% |
| | Male | n/a | n/a | 43.4% | 47.2% | 45.3% | 43.3% | 42.9% |
| AGE | <20 | n/a | n/a | 48.3% | 50.5% | 51.4% | 47.6% | 48.2% |
| | 20-24 | n/a | n/a | 37.9% | 42.3% | 31.5% | 30.4% | 31.3% |
| | 25-39 | n/a | n/a | 38.1% | 36.4% | 30.7% | 33.0% | 34.2% |
| | 40+ | n/a | n/a | 31.7% | 33.3% | 32.5% | 26.9% | 25.6% |
| ETHNICITY | Afr Amer | n/a | n/a | 29.2% | 27.5% | 41.8% | 34.6% | 31.5% |
| | Amr Ind | n/a | n/a | 42.1% | 45.5% | 32.6% | 42.5% | 17.5% |
| | Asian | n/a | n/a | 56.8% | 64.2% | 54.6% | 57.4% | 56.1% |
| | Filipino | n/a | n/a | 38.7% | 59.4% | 42.3% | 46.1% | 45.6% |
| | Hisp/Latino | n/a | n/a | 39.5% | 42.3% | 38.8% | 40.6% | 36.7% |
| | Pac Isl | n/a | n/a | 48.0% | 26.7% | 32.4% | 40.9% | 40.8% |
| | White | n/a | n/a | 45.8% | 47.8% | 47.2% | 42.6% | 45.3% |
| | Multi | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - | - - - - - |

The following (CalPASS & locally derived) stats are defined differently and not directly comparable to those shown above

| | | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|---|---|---|
| DSPS | DSPS | n/a | n/a | n/a | n/a | n/a | 35.2% | 12.5% |
| | Not | n/a | n/a | n/a | n/a | n/a | 43.8% | 14.2% |
| 1-GEN | 1st Gen | n/a | n/a | n/a | n/a | n/a | 40.5% | 13.4% |
| | Not | n/a | n/a | n/a | n/a | n/a | 22.0% | 16.4% |
| VETS | Veteran | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Not | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| F-YTH | Foster Yth[1] | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| | Not | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

[1] CalPASS Plus Foster Youth Dashboard does not yet report this information.          *ARC Research Office - 9/17/15*

Note that the Student Progress & Attainment Rate outcome is Completion to Degree, Cert, Xfer, **or** Xfer Ready within 6 yrs.

The above table provides a longitudinal trend of Scorecard performance for each student equity group and identifies those that for any given reporting year fell below 80% of the High Performing Group (HPG), per the methodology set forth in the California Community College Chancellor's Office Student Equity Guidelines.

# American River College

## Summary Report - Student Equity Disproportionate Impact Summary Report (Pct. Gap & 80% Index Methodologies)

The following chart summarizes the disproportionate impacts identified by applying the 80% Index to each recommended data source of each S.E. Indicator.

| S.E. Indicators ▶ Recommended measures (Sect 7G of S.E. Guidelines) ▶ | Access: ARC New, 1st Time to HS Grades 9-12[1] | Course Success Rate[3] (PctGap) | Course Success Rate[3] | Persistence Rate[2] | 30+ Units Cmpltd[2] | Remed. ESL[2] (PctGap) | Remed. Engl[2] (PctGap) | Remed. Math[2] (PctGap) | Remed. ESL[2] | Remed. Engl[2] | Remed. Math[2] | ARC Degrees & Certs[2] (PctGap) | ARC Degree Cmpltn[4] | ARC Cert Cmpltn[4] | C&TE Completions[2] | Xfers[3] (PctGap) | Transfer Velocity[3] | Transfer Screcrd.[3] | Completions (SPAR)[2] | Row Totals |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Female | Y | | | | | | | | | | | | | | | | | | | 1 |
| Male | | | | | | **Y** | **Y** | | Y | | | | | | Y | | | | | 4 |
| Oth/Unkn | | | | | | | | **Y** | | | | | | | | | **Y** | **Y** | | 3 |
| <20 | | | | | | | | | | | | | **Y** | **Y** | | | | | | 2 |
| 20-24 | | | | | | | | | | Y | Y | | Y | | Y | | Y | **Y** | Y | 7 |
| 25-39 | | | | | | | | | | Y | Y | | | | Y | | **Y** | **Y** | Y | 6 |
| 40+ | | | | | | | | | **Y** | Y | Y | | | | Y | | **Y** | **Y** | Y | 7 |
| Afr Amr | | **Y** | Y | | Y | | **Y** | **Y** | **Y** | Y | | Y | **Y** | **Y** | **Y** | | Y | **Y** | Y | 14 |
| AmrInd/Alskn | | **Y** | | | Y | | **Y** | **Y** | **Y** | Y | | | **Y** | | **Y** | **Y** | **Y** | **Y** | Y | 12 |
| Asian | | | | | | | | | | | | | Y | Y | | | | | | 2 |
| Filipino | | | | | | | | | **Y** | Y | | | | | | | | | | 2 |
| Hisp / Latino | **Y** | Y | | | | **Y** | | | **Y** | Y | Y | | Y | **Y** | **Y** | **Y** | **Y** | **Y** | Y | 13 |
| Multi-Ethn | | Y | | | | | | | | | | | Y | **Y** | | | | | | 3 |
| Oth N-Wht | | | | | | | | | | | | | | | | **Y** | | | | 1 |
| Pac Islander | | **Y** | Y | | | | | | | | Y | | Y | | Y | Y | Y | | Y | 8 |
| Unknown | | | | | | | | | | | | | | | | | Y | **Y** | | 2 |
| White | | | | | | | | | | | Y | | | Y | Y | | Y | **Y** | | 5 |
| Disabled | | | | | | | | | | Y | **Y** | | | | Y | Y | Y | **Y** | | 6 |
| Abled | | | | | | | | | | | | | **Y** | **Y** | Y | | | | | 3 |
| Econ Disadvg | | | | | | | | | | | | | | | | | **Y** | | | 1 |
| Not Disadvg | | | | | | | | | | | | | | | | | | | | 0 |
| Below Poverty[4] | | | | | | | | | | | | | | | | | | | | 0 |
| Low Income[4] | | | | | | | | | | | | | | | | | | | | 0 |
| Mid+ Income[4] | | | | | | | | | | | | | | | | | | | | 0 |
| Rec'd Fin Aid[3] | | | | | | | | | | | | | | | | | **Y** | | | 1 |
| Not Fin Aid[3] | | | | | | | | | | | | | | | | | | | | 0 |
| First Gen[4] | | | | | | | | | | Y | Y | | | | | | | | | 2 |
| Not 1st Gen[4] | | | | | | | | | | | | | Y | **Y** | | | | | | 2 |
| Foster Youth[4,5] | | **Y** | | | | | | | | | | | | | | | | | | 1 |
| Not Foster Yth[4,5] | | | | | | | | | | | | | | | | | | | | 0 |
| Veterans[4] | | | | | Y | | | | | | | | | | | | | | | 1 |
| Not Veterans[4] | | | | | | | | | | | | | **Y** | **Y** | | | | | | 2 |

Sources: [1] CA Dept of Ed; [2] Scorecard; [3] Datamart; [4] PeopleSoft; [5] CalPASS Plus Foster Youth Dashboard; [6] Basic Skills Progress Tracking Tool

*ARC Research Office - 11-19-15*

Greyed out cells denote groups absent from a given data source (e.g., CCCCO provides no multi-ethnic or veterans break-outs for Scorecard items).

Bold "**Y**" denotes groups for which Index value falls considerably below the 80% Index for that group, or falls well below the college average (Pct. Gap methodology).

**2015-16 Student Equity Plan Summary Budget**
Los Rios CCD
American River College

## Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Stduent Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the $ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx

| BAM Codes | Classification | # of Hours | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/ Course Dev. & Adaptation | Professional Development | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **1000** | **Academic Salaries: Position Title(s** | | | | | | | | | | | |
| | Dean of Equity and Educational Pathways (New) | 1.00 | E1 | $ 58,656 | $ 58,565 | $ - | $ - | $ - | $ - | $ - | $ - | 117,221 |
| | Association Vice President of Student Services (New-SPR ONLY) | 0.25 | E2 | $ - | $ 18,185 | $ - | $ - | $ - | $ - | $ - | $ - | 18,185 |
| | Researcher - Faculty | 0.40 | C3 | $ - | $ - | $ 48,760 | $ - | $ - | $ - | $ - | $ - | 48,760 |
| | New Faculty Academy (Reassigned Time) | 3.00 | B10 | $ - | $ - | $ - | $ - | $ - | $ 232,369 | $ - | $ - | 232,369 |
| | Equity Training (Reassigned Time) | 0.20 | B10 | $ - | $ - | $ - | $ - | $ - | $ 24,078 | $ - | $ - | 24,078 |
| | New Faculty Academy - Coordinator (Reassigned Time) | 0.20 | B10 | $ - | $ - | $ - | $ - | $ - | $ 21,230 | $ - | $ - | 21,230 |
| | Unite Center - Coordinator (Reassigned Time) | 0.50 | B6 C | $ - | $ - | $ - | $ - | $ - | $ 26,330 | $ - | $ - | 26,330 |
| | English Writing 50 - Coordination (Reassigned Time) | 0.20 | B9 | $ - | $ - | $ - | $ - | $ - | $ - | $ 18,059 | $ - | 18,059 |
| | English Writing 50 - Umoja/Puente - Coordination | 0.10 | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ 5,427 | $ - | 5,427 |
| | English Writing 50 - Umoja/Puente - Coordination | 0.10 | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ 9,615 | $ - | 9,615 |
| | Writing Across the Curriculum - Natomas (Reassigned Time) | 0.40 | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ 46,759 | $ - | 46,759 |
| | Reading Across the Discipline - Natomas (Reassigned Time) | 0.40 | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ 36,118 | $ - | 36,118 |
| | Math Learning Center - Natomas (Reassigned Time) | 0.60 | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ 36,286 | $ - | 36,286 |
| | Statway Coordination | 0.50 | C3 | $ - | $ - | $ - | $ - | $ - | $ - | $ 34,310 | $ - | 34,310 |
| | English Reading and Writing Project (Reassigned Time) | 0.20 | A3 | $ - | $ - | $ - | $ - | $ - | $ - | $ 14,408 | $ - | 14,408 |
| | WAC Support at Natomas (Reassigned Time) | 0.10 | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ 9,615 | $ - | 9,615 |
| | RAD Support at Natomas (Reassigned Time) | 0.20 | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ 11,897 | $ - | 11,897 |
| | Writing in the Discipline Support at Natomas (Reassigned Time) | 0.10 | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ 9,615 | $ - | 9,615 |
| | Deaf Culture/ASL Project | 0.60 | E3 | $ - | $ - | $ - | $ - | $ - | $ - | $ 53,000 | $ - | 53,000 |
| | ESAs for English Reading and Writing Project | | A3 | $ - | $ - | $ - | $ - | $ - | $ - | $ 3,392 | $ - | 3,392 |
| | ESA for English Reading and Writing Project Researcher | | A3 | $ - | $ - | $ 818 | $ - | $ - | $ - | $ - | $ - | 818 |
| | ESA for English 50 Writing Center Project | | B9 | $ - | $ - | $ - | $ - | $ - | $ - | $ 818 | $ - | 818 |
| | ESA for English 50 Writing Center Project - Researcher | | B9 | $ - | $ - | $ 818 | $ - | $ - | $ - | $ - | $ - | 818 |
| | ESAs for Learning Partnership English Writing 50 | | C2 | $ - | $ - | $ - | $ - | $ - | $ 1,590 | $ - | $ - | 1,590 |
| | Native Am Student Initiative | 0.10 | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ 9,467 | $ - | 9,467 |
| | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | |
| | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | | |

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**2015-16 Student Equity Plan Summary Budget**
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**Part II: Planned Student Equity (SE) Expenditures**

| | Classified and Other Nonacademic Salaries: Position Title(s) | # of Hours | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adptation | Professional Development | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | | |
| | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | | |
| | Subtotal | | | $ 58,656 | $ 76,750 | $ 50,396 | $ - | $ - | $ 305,597 | $ 298,786 | $ - | $ 790,185 |
| 2000 | Instructional Assistant - Reading Lab | 0.17 | C1 | $ - | $ - | $ - | $ - | $ - | $ - | $ 3,654 | $ - | 3,654 |
| | Student Personnel Assistant - Former Foster Youth | 1.00 | B7 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 43,887 | 43,887 |
| | Instructional Assistant - Writing/Reading | 0.83 | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 44,813 | 44,813 |
| | Instructional Assistant - Math | 0.83 | C3 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 36,558 | 36,558 |
| | Research Analyst II (New) (2 @ .5 SPR ONLY) | 1.00 | C, D | $ - | $ - | $ 52,517 | $ - | $ - | $ - | $ - | $ - | 52,517 |
| | Clerk III - Equity | 1.00 | E2 | $ - | $ - | $ - | $ 36,588 | $ - | $ - | $ - | $ - | 36,588 |
| | SPA UNITE | 1.00 | B6,C1 | $ - | $ - | $ - | $ - | $ - | $ 32,915 | $ - | $ - | 32,915 |
| | SPA - Student Engagement Center (New-SPR ONLY) | 1.00 | A4 | $ 41,198 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | 41,198 |
| | Student Personnel Assistant (Veterans - Trio) | 0.10 | B8 | $ - | $ 6,369 | $ - | $ - | $ - | $ - | $ - | $ - | 6,369 |
| | Student Personnel Assistant (STEM - Trio) | 0.15 | E4 | $ - | $ 11,324 | $ - | $ - | $ - | $ - | $ - | $ - | 11,324 |
| | Student Services Supervisor -SPR ONLY | 0.70 | B7 | $ - | $ 28,687 | $ - | $ - | $ - | $ - | $ - | $ - | 28,687 |
| | Temporary Classified Staff - African American Institute for Success | | B10 | $ - | $ - | $ - | $ - | $ - | $ 5,300 | $ - | $ - | 5,300 |
| | Science Skills Tutor (African American Institute for Success) | | B10 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 1,336 | 1,336 |
| | Peer Mentors (Deaf Culture Project) | | E3 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 21,200 | 21,200 |
| | Student Help - Learning Partnership English Writing 50 | | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 3,180 | 3,180 |
| | Student Tutors - STEM Tutoring and Mentoring | | E4 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 33,920 | 33,920 |
| | EOPS Math Success Tutors | | C3 | $ 15,900 | $ - | $ - | $ - | $ - | | $ - | $ - | 15,900 |
| | UNITE Temp Staff | | B6 | | $ - | $ - | $ - | $ - | $ 10,600 | | $ - | 10,600 |
| | SPA NSSI | | C2 | $ 23,334 | $ - | $ - | $ - | $ - | $ - | $ 23,334 | $ - | 46,668 |
| | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | | |
| | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | | |
| | Subtotal | | | $ 80,432 | $ 46,380 | $ 52,517 | $ 36,588 | $ - | $ 48,815 | $ 26,988 | $ 184,894 | $ 476,614 |

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**Part II: Planned Student Equity (SE) Expenditures**

| 3000 | Employee Benefits | | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adptation | Professional Development | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Dean of Equity and Educational Pathways (New) | 1.00 | E1 | $ 14,183 | $ 14,184 | $ - | $ - | $ - | $ - | $ - | $ - | 28,367 |
| | Association Vice President of Student Services (New) | 0.25 | E2 | $ - | $ 4,401 | $ - | $ - | $ - | $ - | $ - | $ - | 4,401 |
| | Researcher - Faculty | | C3 | $ - | $ - | $ 15,506 | $ - | $ - | $ - | $ - | $ - | 15,506 |
| | New Faculty Academy (Reassigned Time) | 3.00 | B10 | $ - | $ - | $ - | $ - | $ - | $ 73,893 | $ - | $ - | 73,893 |
| | Equity Training (Reassigned Time) | 0.20 | B10 | $ - | $ - | $ - | $ - | $ - | $ 7,657 | $ - | $ - | 7,657 |
| | New Faculty Academy - Coordinator (Reassigned Time) | 0.20 | B10 | $ - | $ - | $ - | $ - | $ - | $ 6,751 | $ - | $ - | 6,751 |
| | Unite Center - Coordinator (Reassigned Time) | 0.50 | B6 C | $ - | $ - | $ - | $ - | $ - | $ 8,373 | $ - | $ - | 8,373 |
| | English Writing 50 - Coordination (Reassigned Time) | 0.20 | B9 | $ - | $ - | $ - | $ - | $ - | $ - | $ 5,743 | $ - | 5,743 |
| | English Writing 50 - Umoja/Puente - Coordination | 0.10 | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ 1,726 | $ - | 1,726 |
| | English Writing 50 - Umoja/Puente - Coordination | 0.10 | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ 3,058 | $ - | 3,058 |
| | Writing Across the Curriculum - Natomas (Reassigned Time) | 0.40 | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ 14,869 | $ - | 14,869 |
| | Reading Across the Discipline - Natomas (Reassigned Time) | 0.40 | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ 11,486 | $ - | 11,486 |
| | Math Learning Center - Natomas (Reassigned Time) | 0.60 | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ 11,539 | $ - | 11,539 |
| | Statway Coordination | 0.50 | C3 | $ - | $ - | $ - | $ - | $ - | $ - | $ 10,911 | $ - | 10,911 |
| | English Reading and Writing Project (Reassigned Time) | 0.20 | A3 | $ - | $ - | $ - | $ - | $ - | $ - | $ 4,582 | $ - | 4,582 |
| | WAC Support at Natomas (Reassigned Time) | 0.10 | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ 3,058 | $ - | 3,058 |
| | RAD Support at Natomas (Reassigned Time) | 0.20 | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ 3,783 | $ - | 3,783 |
| | Writing in the Discipline Support at Natomas (Reassigned Time) | 0.10 | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ 3,058 | $ - | 3,058 |
| | Deaf Culture/ASL Project | 0.60 | E3 | $ - | $ - | $ - | $ - | $ - | $ - | $ 16,854 | $ - | 16,854 |
| | ESAs for English Reading and Writing Project | | A3 | $ - | $ - | $ - | $ - | $ - | $ - | $ 1,079 | $ - | 1,079 |
| | ESA for English Reading and Writing Project Researcher | | A3 | $ - | $ - | $ 260 | $ - | $ - | $ - | $ - | $ - | 260 |
| | ESA for English 50 Writing Center Project | | B9 | $ - | $ - | $ - | $ - | $ - | $ - | $ 260 | $ - | 260 |
| | ESA for English 50 Writing Center Project - Researcher | | B9 | $ - | $ - | $ 260 | $ - | $ - | $ - | $ - | $ - | 260 |
| | ESAs for Learning Partnership English Writing 50 | | C2 | $ - | $ - | $ - | $ - | $ - | $ 506 | $ - | $ - | 506 |
| | Native Am Student Initiative | 0.10 | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 3,011 | 3,011 |
| | IA Reading Lab | 0.17 | C1 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 4,087 | 4,087 |
| | Student Personnel Assistant- Former Foster Youth | 1.00 | B7 | $ - | $ - | $ - | $ - | $ - | $ - | $ 49,086 | $ - | 49,086 |
| | Instructional Assistant - Writing/Reading | 0.83 | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ 50,122 | $ - | 50,122 |
| | Instructional Assistant - Math | 0.83 | C3 | $ - | $ - | $ - | $ - | $ - | $ - | $ 40,889 | $ - | 40,889 |
| | Research Analyst II (New) (2 @ .5 SPR ONLY) | 1.00 | C, D | $ - | $ - | $ 58,739 | $ - | $ - | $ - | $ - | $ - | 58,739 |
| | Clerk III - Equity | 1.00 | E2 | $ - | $ - | $ - | $ 40,923 | $ - | $ - | $ - | $ - | 40,923 |
| | Student Personnel Assistant - UNITE | 1.00 | B6, C1 | $ - | $ - | $ - | $ - | $ - | $ 36,814 | $ - | $ - | 36,814 |
| | Student Personnel Assistant-Stud Eng Ctr | 1.00 | A4 | $ 46,079 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | 46,079 |
| | Student Personnel Assistant - Veterans-TRIO | 1.00 | B8 | $ - | $ 7,124 | $ - | $ - | $ - | $ - | $ - | $ - | 7,124 |
| | Student Personnel Assistant - STEM-TRIO | 0.15 | E4 | $ - | $ 12,666 | $ - | $ - | $ - | $ - | $ - | $ - | 12,666 |
| | Student Services Supervisor-VRC - Spr Only | 0.70 | B7 | $ - | $ 32,086 | $ - | $ - | $ - | $ - | $ - | $ - | 32,086 |
| | Temp Classified-AF AM Institute for Success | | B10 | $ - | $ - | $ - | $ - | $ - | $ - | $ 5,928 | $ - | 5,928 |

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**Part II: Planned Student Equity (SE) Expenditures**

| | | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adptation | Professional Development | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Science Skills Tutor (Af Am Inst for Success) | B10 | $ - | $ - | $ - | $ - | $ - | $ - | $ 107 | $ - | 107 |
| Peer Mentors-Deaf Culture | E3 | $ - | $ - | $ - | $ - | $ - | $ - | $ 1,696 | E3 | 1,696 |
| Student Help-Learning Partnership ENGWR 50 | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ 254 | $ - | 254 |
| Student Tutors-STEM Tutoring/Mentoring | E4 | $ - | $ - | $ - | $ - | $ - | $ - | $ 2,714 | E4 | 2,714 |
| EOPS Math Success Tutors | C3 | $ 1,272 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | 1,272 |
| UNITE Temp Staff | B6 | $ - | $ - | $ - | $ - | $ - | $ 11,856 | $ - | $ - | 11,856 |
| SPA Nat. Student Success | C2 | $ 26,098 | $ - | $ - | $ - | $ - | $ - | $ 26,099 | $ - | 52,197 |
| **Subtotal** | | $ 87,632 | $ 70,460 | $ 74,765 | $ 40,923 | $ - | $ 145,850 | $ 268,899 | $ 7,098 | **$ 695,625** |

| 4000 | Supplies & Materials | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adptation | Professional Development | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Printing and Promotional (African Americ | B1 | $ - | $ - | $ - | $ - | $ - | $ 1,000 | $ - | $ - | 1,000 |
| | Printing UNITE | B6,C1 | $ - | $ - | $ - | $ - | $ - | $ 100 | $ - | $ - | 100 |
| | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | **Subtotal** | | $ - | $ - | $ - | $ - | | $ 1,100 | | $ - | **$ 1,100** |

| 5000 | Other Operating Expenses and Services | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adptation | Professional Development | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Advancing Men of Color - M2C3 | A1 | $ - | $ - | $ - | $ - | $ - | $ 1,000 | $ - | $ - | 1,000 |
| | Accommodations (African American Inst | B1 | $ - | $ - | $ - | $ - | $ - | $ 10,400 | $ - | $ - | 10,400 |
| | Speaker (African American Institute for Su | B1 | $ - | $ - | $ - | $ - | $ - | $ 1,800 | $ - | $ - | 1,800 |
| | Tranportation (African American Institute | B1 | $ - | $ - | $ - | $ - | $ - | $ 2,000 | $ - | $ - | 2,000 |
| | Achieving the Dream | A4 | $ - | $ - | $ 75,000 | $ - | $ - | $ 15,000 | $ - | $ - | 90,000 |
| | Speakers (Deaf Culture Project) | E3 | $ - | $ - | $ - | $ - | $ - | $ 10,000 | $ - | $ - | 10,000 |
| | NCTE Conference (English Reading and | A3 | $ - | $ - | $ - | $ - | $ - | $ 5,000 | $ - | $ - | 5,000 |
| | FFY Voucher Program | B7 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 12,000 | 12,000 |
| | Puente (Not sure if this is Travel, Equipme | C2 | $ - | $ - | $ - | $ - | $ - | $ 500 | $ - | $ - | 500 |
| | Umoja (Not sure if this is Travel, Equipmen | B2 | $ - | $ - | $ - | $ - | $ - | $ 500 | $ - | $ - | 500 |
| | Veterans Center | B8 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | UNITE speaker | B6,C1 | $ - | $ - | $ - | $ - | $ - | $ 50,000 | $ - | $ - | 50,000 |
| | UNITE WEBINAR | B6,C1 | $ - | $ - | $ - | $ - | $ - | $ 5,000 | $ - | $ - | 5,000 |
| | UNITE WORKSHOPS | B6,C1 | $ - | $ - | $ - | $ - | $ - | $ 100 | $ - | $ - | 100 |
| | TRAVEL - UNITE | B6,C1 | $ - | $ - | $ - | $ - | $ - | $ 3,758 | $ - | $ - | 3,758 |
| | ASSI OUTREACH | C2 | $ 900 | | | | | | | | 900 |
| | ASSI SUMMER INST | C2 | $ 700 | | | | | | | | 700 |
| | ASSI - ELDER VISIT | C2 | $ 1,440 | | | | | | | | 1,440 |
| | ASSI WEEKLY FEED | C2 | | | | | | | | $ 2,880 | 2,880 |
| | CUE Equity Audit | A1 | | | | | | $ 5,000 | | | 5,000 |

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**Part II: Planned Student Equity (SE) Expenditures**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| NCORE | A1 | $  - | $  - | $  - | $  - | $  - | $ 50,000 | $  - | 50,000 |
| **Subtotal** | | $  - | $  - | $ 75,000 | $  - | | $ 105,058 | $ 12,000 | $ 252,978 |

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**Part II: Planned Student Equity (SE) Expenditures**

| 6000 | Capital Outlay | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adptation | Professional Development | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | NSSI | C2 | $ - | $ - | $ - | $ - | $ - | | $ - | $ 5,000 | 5,000 |
| | STUDENT ENGAGEMENT CENTER | A4 | $ 20,000 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | 20,000 |
| | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | **Subtotal** | | $ 20,000 | $ - | $ - | $ - | $ - | $ - | $ - | $ 5,000 | $ 25,000 |
| 7000 | Other Outgo | Activity ID | Outreach | Other Student Services | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adptation | Professional Development | Instructional Support | Direct Student Support | Total |
| | Student Success Vouchers | A1 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 95,000 | 95,000 |
| | Student Success Vouchers | C1 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 95,000 | 95,000 |
| | Student Success Vouchers | C2 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 95,000 | 95,000 |
| | **Subtotal** | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 285,000 | $ 285,000 |
| | | | | | | | | | | | |
| | **Grand Total** | | $ 246,720 | $ 193,590 | $ 252,678 | $ 77,511 | $ - | $ 606,420 | $ 594,673 | $ 493,992 | $ 2,526,502 |

**Part II: Planned Student Equity (SE) Expenditures**

<div align="center">

**Student Equity Plan 2015-16 Budget**
**Part II: Planned SE Expenditures**
**Other Instructions**

</div>

**A complete list of eligible and ineligible uses of student equity funds is available on the CCCCO website at http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx.** Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

**Eligible expenditures:**
1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; 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.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

**Ineligible Expenditures:**
1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture – Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity 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.
6. Political or Professional Dues, Memberships, or Contributions – Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

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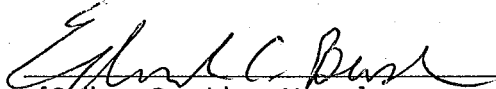# Cosumnes River College (CRC)

# Student Equity Plan

**12/02/2015**

**Table of Contents**

# COSUMNES RIVER COLLEGE

## *Student Equity Plan Signature Page*

District: _____    Board of Trustees Approval Date: _____

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

_____    bushe@crc.losrios.edu
[College President Name]                Email

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

_____    wathenc@crc.losrios.edu
[College Chief Business Officer Name]    Email

_____    _____
[District Chief Business Officer[2]]        Email
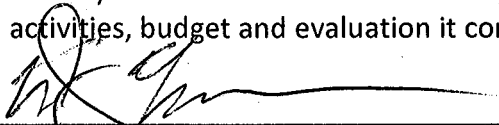
I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

_____    mcdanjk@crc.losrios.edu
[Chief Student Services Officer Name]    Email

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

_____    yamamuw@crc.losrios.edu
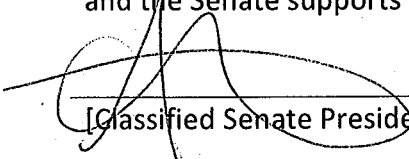[Chief Instructional Officer Name]      Email

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

_____    oliverj@crc.losrios.edu
[Academic Senate President Name]        Email

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

*Student Equity Plan*

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I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.
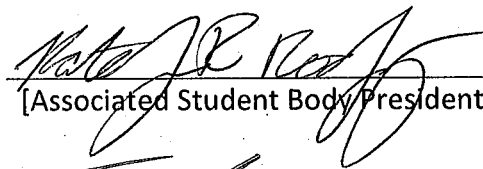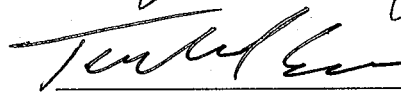
_[Classified Senate President Name]_      Robinsa@CRC.losrios.edu
Email

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

_[Associated Student Body President Name]_      rodriguez.katelynn11@gmail.com
Email

_[Student Equity Coordinator/Contact]_      emirut@crc.losrios.edu
Email      Phone

TADAEL EMIRU      916-691-7193

_Student Equity Plan_

# Executive Summary

## Executive Summary

The Student Equity Plan was developed based on our belief and strong commitment that every student can be successful, given the right environment. To that end, the Equity Plan is the driving force that will bring systemic and transformative changes to every aspect of the institution. The Plan is informed by the newly formed Instructional Direction of the college, which includes the following components:

1) Improve College Readiness
   a. Dual Enrollment
   b. Alternative methods of placement
   c. Early academic outreach
   d. Implementation of First Year Experience and Expansion of Summer Bridge
2) Shorten Time to Completion
   a. Reduce the time spent in developmental courses
   b. Create clear completion pathways
   c. Emphasize programs, not classes
3) Integrate and Target Student and Academic Support Services
   a. Supplemental instruction
   b. Directed counseling services

The Disproportionate Impact Study has confirmed the existence of persistent opportunity/equity gaps among various population groups.  African American students, for instance, are disproportionately impacted in all student success categories.

The Equity Plan demonstrates a real commitment by the college to implement specific proven and measurable strategies aimed at improving access, course success, ESL and Basic Skills completion, degree and transfer completion for the various groups identified as disproportionately impacted.

We realize that developing a plan is merely the first step.  The most critical phase is to mobilize and keep the entire CRC community engaged to successfully implement the key elements of the plan. To that end, CRC has hired an Associate Dean of Student Success and Equity who is tasked with the responsibility of providing oversight to the implementation of the activities listed in the Equity Plan. Closing the opportunity/equity gap requires a commitment that goes above and beyond a plan; hence, CRC's leaders at all levels including administration, faculty and staff are committed to work together to examine current practices and institutional barriers, through equity lens, to ensure that every student is provided equitable opportunities to be successful.

## Access

Access has long been a focus of CRC; however, when we view access along the lines of those who enroll versus those who apply from the surrounding community, it becomes clear that we need to make a concerted effort to close the gap between those who apply and those who complete the process and enroll. For example, while 42% of all Fall 2015 applicants enrolled, only 36.9% of African American adult applicants actually became students.
Therefore, the goal is to increase the number of students who successfully complete the admission steps and enroll at CRC for the following target populations that were identified in the college research as experiencing disproportionate impact:

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| African American | -5%, 2015 | -2% | 2018 |
| Native American | -8.7%, 2015 | -3.7% | 2018 |
| Current or Former Foster Youth | -2.0%. 2015 | No gap | 2018 |

The activities listed below aim to increase the number of students who enroll, particularly Native American, African American and Foster Youth students.

### Activities
- Contact every African American, Native American and Foster Youth applicant and offer services to help them complete the admission process and enroll.
- Develop a comprehensive outreach plan with timelines and specific target goals to attract African American, Native American and Foster Youth students from feeder schools and the surrounding community.
- Conduct a study to learn the reasons why students, particularly African American and Native American students, are not enrolling after completing the application.
- Plan and implement College Preview Night targeting students and their families with a primary focus on African American and Native American groups.
- Plan and implement Foster Youth College Day.

### Success Indicators Summary
- An increase in the number of African American, Foster Youth and Native American students who complete the application and enroll

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

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| Foster Youth | -28%, 2015 | -23% | 2018 |
| African American | -13%, 2015 | -10% | 2018 |
| Pacific Islander | -5%, 2015 | -2% | 2018 |
| Hispanic/Latino | -3.2%, 2015 | No gap | 2018 |

- Develop and implement a comprehensive First Year Experience Program with guaranteed course access to English and Math courses.
- Provide access to course material for Foster Youth, African American, Pacific Islander and Hispanic/Latino students participating in the First Year Experience Program.
- Expand and integrate Supplemental Instruction, Instructional Assistance and Peer Tutoring in courses with high failure rates for African American, Hispanic/Latino, Pacific Islander and Foster Youth students.
- Implement early alert in courses with high failure rates for African American, Foster Youth and Hispanic/Latino students.  Early alert is a tool that is designed to identify and alert students who are struggling academically (attendance issues, poor test scores, not submitting or submitting sub-standard work, etc.).
- Provide proactive and intrusive counseling, academic advising and college success workshops to targeted students, particularly those who are on academic probation and those who are First Year students.
- Provide Professional Development Institute for faculty, particularly adjuncts, with the focus on addressing the opportunity/equity gaps for student groups identified under course completion.
- Establish strategic partnerships among campus programs (i.e. DSPS, EOPS, MESA, Puente, DIOP, and Veterans) to promote and incentivize participation in student success programs (i.e. First Year Experience, Summer Bridge, tutoring and other academic support services, internship and career programs etc.).
- Provide Professional Development and training for staff and non-instructional faculty on addressing the opportunity/equity gaps for student groups identified under course completion.
- Conduct a campus climate survey and follow-up focus groups to assess student perceptions regarding the institutional climate, campus practices as experienced with faculty, staff, and peers, and student learning outcomes, and to identify institutional strengths and barriers in supporting course success, program completion and transfer for traditionally underrepresented groups both inside and outside the classroom.

## Success Indicators Summary

- An increase in the number of targeted students who successfully complete their courses
- An increase in the number of students from the targeted groups who participate in the First Year Experience Program and classroom support activities.

## ESL and Basic Skills Completion

The goal is for students to successfully complete ESL and Basic Skills courses and enroll in a degree applicable course. In addition, in regards to Basic Skills English and Math, the goal is for students to complete Basic Skills courses within three semesters.

ESL

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| Female | -4.8, 2015 | -1.8% | 2018 |

Basic Skills English (three levels below college level)

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| Individuals with disabilities | -5.2%, 2015 | -2.5% | 2018 |
| Hispanic/Latino | -3.3%, 2015 | No gap | 2018 |

Basic Skills Math (three levels below college level)

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| African American | -11.5%, 2015 | -8.5% | 2018 |

### Activities

- Implement multiple assessment measures (consideration of high school transcript) to place students, particularly African American, Hispanic/Latino and DSPS students, in English and Math courses.
- Implement "Fast Track" strategies for English. Generate back-to-back 8-week course cohorts so students could complete English & reading requirements in a single semester.
- Expand the existing Math and English Bootcamps designed to accelerate students into a higher level English and Math courses.
- Evaluate and expand accelerated ESL and Basic Skills Math and English courses.
- Provide Professional Development opportunities for Math, English and ESL faculty to learn student success strategies designed to improve the success rate of students who enroll in Basic Skills and ESL courses and successfully complete a degree applicable Math and English courses.

### Success Indicators Summary

- An increase in the number of students from the targeted population groups who complete ESL and Basic Skills courses and enroll in a degree applicable Math and English courses
- An increase in the number of students from the targeted population groups whose high school transcripts are considered for placement purposes

- An increase in the number of students from the targeted population groups who are enrolled in Math and English Bootcamps, Accelerated ESL and Basic Skills courses
- An increase in the number of students who complete Basic Skills courses within three semesters

## Degree and Certificate Completion

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

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| Foster Youth | -4.7%, 2015 | No gap | 2019 |
| Pacific Islander | -3.3%, 2015 | No gap | 2019 |
| African American | -2.9%, 2015 | No gap | 2019 |
| Individuals with disabilities | -2.2%, 2015 | No gap | 2019 |

## Activities

- Examine the assessment preparation materials currently available for students. Design study materials that include guidance about how to prepare for the exam and make them available to students, particularly those who are disproportionately impacted.
- Implement degree audits with a primary focus on targeted students. This activity will include auditing student transcripts to ensure that they are taking courses related to their program of study.
- Provide individualized assistance in regards to career and educational planning for Pacific Islander, African American, Students with Disabilities, and Foster Youth, including those who are veterans from these particular groups, with 30 units or more and with no comprehensive educational plan.
- Develop and implement outreach services to connect Pacific Islander, African American, Foster Youth and DSPS students (including veterans from those particular student groups) to career and internship experience and opportunities.
- Institute alignment with the top feeder high schools to better prepare students, particularly African American, Hispanic/Latino, Foster Youth and Pacific Islander, for expectations of college. This activity includes dual enrollment programs, curriculum alignment (Math and English), and offering specific career and academic workshops for high school students.

**Success Indicators Summary**

- An overall increase in the number of students who complete a degree or certificate programs within four years from the target population groups.
- An increase in the number of students with a clear path to a degree or certificate completion.

## Transfer

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

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| Individuals with disabilities | -13.4%, 2015 | -8% | 2018 |
| Hispanic/Latino | -6.2%,  2015 | -3.2% | 2018 |
| African American | -5.7%,  2015 | -2.7% | 2018 |

**Activities**

- Implement targeted transfer workshops that incorporate college tours (in state as well as out of state) for Hispanic/Latino, African American and students with disabilities.
- Provide transfer advice and counseling to individuals with disabilities, Hispanic/Latino, and African American students who indicated an interest in transferring on their application. Ensure each student has a Transfer Plan.
- Enhance Puente and Diop programs by providing funding for outreach activities focused on transfer-related services. Provide professional development opportunities for Diop and Puente faculty to provide continual and effective ongoing support for Puente and Diop students.
- Promote Ethnic Studies courses for targeted groups and offer these courses every year – Target population = African American and Hispanic/Latino students.

**Success Indicators Summary**

- An overall increase in the number of students from the target population groups who transfer within four years
- An increase in the number of students from the target population groups with a specific and realistic transfer plan

## Budget

Revenue (2015 – 2016) = $1,212,208
Other Resources (SSSP, Basic Skills, EOPS, DSPS and General Fund) = $836,000
Expenditures

| | | |
|---|---|---|
| 1000 | Academic Salaries | $ 326,137 |
| 2000 | Non-Academic Salaries | $ 411,023 |
| 3000 | Employee Benefits | $ 260,840 |
| 4000 | Supplies & Materials | $ 91,000 |
| 5000 | Other Operating Expenditures | $ 71,000 |
| 7000 | Other Outgo | $ 52,208 |

## College Contact

The Student Equity Plan contact for Cosumnes River College is Tadael Emiru, Associate Dean of Student Success and Equity. He can be reached at 916-691-7913 or emirut@crc.losrios.edu.

# Planning Committee and Collaboration

CRC formed a Student Equity Plan (SEP) Taskforce in August 2015 for the purpose of revising the 2014-2015 Equity Plan and to re-write a new three-year plan. The Taskforce is comprised of fourteen faculty members appointed by the Academic Senate President; two students appointed by the Student Senate President; four classified staff appointed by Classified Senate President and five administrators.

The SEP Taskforce held five meetings between September and November 2015. The meetings were co-facilitated by Kathryn Mayo, faculty member and Chair of the Cultural Competence and Equity Committee and Tadael Emiru, Associate Dean of Student Success and Equity.

The SEP Taskforce reviewed the 2014-2015 plan and new 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 and to the development of an action plan consisting of goals, activities, outcomes, and responsible parties.

The SEP re-writing process involved contributions from cross-section of areas including: DSPS, EOPS, MESA, SSSP, Foster Youth, Veterans, BFAP, Basic Skills, ESL, Diop (Umoja), Puente and the Research and Planning department. In addition, the Associate Dean of Student Success and Equity and the President met with the English and Math departments multiple times to seek input. Furthermore, a D2L Course was set up for those Taskforce members who were not able to attend the meetings to provide input and stay engaged with the process. SEP was presented to Academic Senate (twice), Classified Senate and Student Senate.

The SEP plan has been well-integrated with the Student Success and Support Plan (SSSP) and Basic Skills Initiative (BSI). The Associate Dean of Student Success and Equity is responsible for all three plans, which has made it easier to coordinate and integrate activities that are included in all three plans.

**Student Equity Plan Committee Membership List**

| Member Name | Title | Organization(s), Program(s) or Role(s) Represented |
|---|---|---|
| Kelly Melanson | Student | Student Senate |
| Fredrick Thomas | Student | Student Senate |
| Teresa Aldredge | Counselor, Faculty | Counseling and Diop/Umoja |
| Michael Carney | MESA Coordinator, Faculty | MESA |
| Frances "Kathy" Degn | EOPS Coordinator, Faculty | EOPS |
| Rhonda Farley | ESL, Faculty | ESL |
| Lesley Gale | English, Faculty | English |
| Yolanda Garcia-Gomez | DSPS Coordinator, Faculty | DSPS |
| Estella Hoskins | Counselor, Faculty | Puente |
| Winnie LaNier | Student Development Coordinator, Faculty | Student Development |
| Denise Marshall-Mills | Counselor, Faculty | Diop/Umoja |
| Kathryn Mayo | Chair of Cultural Competence and Equity, Photography Faculty | Cultural Competence and Equity |
| Shannon Mills | Anthropology Faculty, Vice President of Academic Senate | Academic Senate |
| Camille Moreno | Math Faculty, Chair of Student Success and Matriculation Committee | Student Success and Matriculation Committee |
| Gabriel Torres | Spanish, Faculty | Spanish |
| Kimberly Williams-Brito | Math Faculty, Chair of Foundations for Academic Success Committee (Basic Skills Committee) | Basic Skills Committee |
| Alexander Casareno | Dean of Humanities and Social Science | Humanities and Social Science Division |
| Tiffany Clark | Outreach Specialist | Admissions and Outreach |
| Shannon Dickson | Dean of Counseling | Counseling |
| Tadael Emiru | Associate Dean of Student Success | SSSP, BSI and SEP |

*Sample Student Equity Plan Template - 14*

| Member Name | Title | Organization(s), Program(s) or Role(s) Represented |
|---|---|---|
|  | and Equity |  |
| Yolanda Garcia | Financial Aid Supervisor | Financial Aid |
| Kimberly McDaniel | Vice President Student Services | Vice President Student Services |
| Katherine McLain | Dean of College Planning and Research | Planning and Research |
| Sabrina Sencil | Research Analyst | Planning and Research |
| Christine Thomas | Dean of Student Services and Enrollment Management | Veterans, Student Services and Outreach |
| Aselia Valadez | Student Personal Assistant (SPA), EOPS and Foster Youth Programs | Foster Youth Programs |

# Access

How many of the first-time new applicants actually enroll in Fall 2015? Overall, out of the 7,300 first-time applicants, 3,065 (42%) enrolled in the Fall 2015 semester.

| Target Population(s): First-Time New who applied for admission in Fall 2015 | # of first time new students that applied for Fall, 2015 (Denominator) | # of first time new students applicants that enrolled after applying (Numerator) | % of new student applicants that enrolled in Fall 2015 | Overall % of new student applicants that enrolled | Gain or loss in proportion (Percentage point difference with +/- added) |
|---|---|---|---|---|---|
| African American | 1,210 | 447 | 36.9% | 42.0% | **-5.0%** |
| Asian | 1,497 | 656 | 43.8% | 42.0% | 1.8% |
| Filipino | 305 | 158 | 51.8% | 42.0% | 9.8% |
| Hispanic/Latino | 1,984 | 886 | 44.7% | 42.0% | 2.7% |
| Native American | 123 | 41 | 33.3% | 42.0% | **-8.7%** |
| Other Non-White | 17 | <10 | — | — | — |
| Pacific Islander | 140 | 55 | 39.3% | 42.0% | **-2.7%** |
| Unknown | 294 | 89 | 30.3% | 42.0% | **-11.7%** |
| White | 1,730 | 726 | 42.0% | 42.0% | 0.0% |
| Female | 3,784 | 1,524 | 40.3% | 42.0% | -1.7% |
| Male | 3,363 | 1,487 | 44.2% | 42.0% | 2.2% |
| Unknown Gender | 153 | 54 | 35.3% | 42.0% | **-6.7%** |
| Not a US Citizen | 887 | 328 | 37.0% | 42.0% | **-5.0%** |
| Current or Former Foster Youth* | 215 | 86 | 40.0% | 42.0% | **-2.0%** |
| Students with Disabilities | 331 | 156 | 47.1% | 42.0% | 5.1% |
| Reported Income <25,000 | 3,311 | 1,241 | 37.5% | 42.0% | **-4.5%** |
| Veterans | 21 | <10 | — | — | — |
| First Generation | 2,577 | 1,000 | 38.8% | 42.0% | **-3.2%** |
| Primary Language is not English | 827 | 312 | 37.7% | 42.0% | **-4.3%** |
| *Grand Total* | *7,300* | *3,065* | | | |
| *Includes self-reported on application and verified foster youth status* | | | | | |

| Equity Gap | Student Group | Gap in Comparison to the Average, Expressed as Percentage | Percentage expressed as decimal | | The # of first-time students applicants in a given group | | Number of Students "Lost" |
|---|---|---|---|---|---|---|---|
| --- | | | | | | | |
| Largest Gap | Native American | 8.7% | 0.087 | x | 123 | = | 11 |
| Second Largest | African American | 5.0% | 0.050 | x | 1,210 | = | 61 |
| Second Largest | Not A US Citizen | 5.0% | 0.050 | x | 887 | = | 44 |
| Third Largest | Reported Income <$25,000 | 4.5% | 0.045 | x | 3,311 | = | 149 |
| Fourth Largest | Primary Language is not English | 4.3% | 0.043 | x | 827 | = | 36 |
| Fith Largest | First Generation | 3.2% | 0.032 | x | 2,577 | = | 82 |
| Sixth largest | Pacific Islander | 2.7% | 0.027 | x | 140 | = | 4 |
| Seventh largest | Current of Former Foster Youth* | 2.0% | 0.020 | x | 215 | = | 4 |

*Student Equity Plan - 17*

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**CAMPUS-BASED RESEARCH: ACCESS**

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A.  **ACCESS.**  The Disproportionate Impact Study compared the number of students who completed the application for Fall 2015 semester by population groups to those who completed the application and enrolled. Access has long been a focus of CRC; however, when CRC views access along the lines of those who enroll versus those who apply from the surrounding community, it becomes clear that CRC may not do enough to bring in those who need the college the most. For example, while 42% of all Fall 2015 applicants enrolled, only 36.9% of African American adult applicants actually became students. Further, while 3,311 low income adults applied, only 1,241 or 37.5% of those applicants became students, and while 123 Native Americans applied, only 43 or 33.3% applicants enrolled.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS**

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**GOAL A.**

The goal is to increase the number of students who successfully complete all the admission steps and enroll at CRC for the following target populations identified in the college research as experiencing a disproportionate impact:

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| African American | -5%, 2015 | -2% | 2018 |
| Native American | -8.7%, 2015 | -3.7% | 2018 |
| Current or Former Foster Youth | -2.0%. 2015 | No gap | 2018 |

Note:  The Foster Youth population is included because we believe we can and should improve access to this group, given the tremendous challenges they face completing high school. We believe that we can make a meaningful impact by providing personalized assistance to Foster Youth students who are interested in attending college, but may not complete the steps necessary to enroll.

**ACTIVITIES: A. ACCESS**

<u>A.1</u>
  • *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| A.1 | African American students | 3,630 |
| | Native American students | 369 |
| | Foster Youth | 150 |

- *Activity Implementation Plan*

Provide proactive individualized outreach to African American, Native American and Foster Youth students who apply to CRC. Contact each applicant and offer services including: in-person orientation, assistance with scheduling the placement test, and assistance with developing educational plan. Hire CRC students to assist with the outreach.

| ID | Planned Start and End Date(s) | Student Equity Funds (2015 – 2016 allocation) | Other Funds** |
|---|---|---|---|
| A.1 | January 2016 - June 2018 | $10,000 = Marketing, supplies and materials to assist with individual outreach efforts<br>$3,000 = Postage | |
| | | $15,000 = Temporary Student Personal Assistant (SPA) to assist with the outreach effort | Temporary Student Personal Assistant<br>SSSP = $15,000 |

| | | | |
|---|---|---|---|
| | | $5,000 = Student Help (Student Workers) | Student Help<br>SSSP = $5,000 |
| | | $42,500 = (25%) of two Student Success Specialists to coordinate the outreach effort | |
| | | $12,000 = (10%) Counselor to provide educational planning and personal counseling services | |
| | | $8,000 = (5%) Associate Dean of Equity to provide oversight and overall coordination to ensure that students from the target population groups are receiving services | |

- *Link to Goal*

Our internal research indicates there is a significant gap for African American and Native American students who complete the application compared to those who complete and enroll. This activity aims to reduce the gap by contacting each African American, Native American and Foster Youth applicant via phone and email to offer personalized assistance aimed at helping them through the application and matriculation process.

- *Evaluation*

At least three weeks prior to program implementation, individuals responsible for the outreach will contact the Research Office to generate/provide a spreadsheet with contact information (student ID, name, email, address, and phone number) of student applicants who are African American, Foster Youth, or Native American. They will use this spreadsheet to track the students who are contacted. One year after the outreach, they will provide this tracking to the Research Office who will then tabulate the number of contacted students who received orientation, assessed, and developed an educational plan. If the outreach program is successful, the proportion of African American, Foster Youth, and Native American student applicants completing orientation, assessment, and educational planning will increase from the prior year.

## A.2

- **Activity Type(s)**

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

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

| ID | Target Group | # of Students Affected |
|----|--------------|------------------------|
| A.2 | African American students | African American 3,630 |
| | Native American students | Native American 369 |
| | Foster Youth | Foster Youth 150 |

- **Activity Implementation Plan**

Develop a comprehensive outreach plan with timelines and specific target goals, in conjunction with the Admissions and Outreach Department, to attract African American, Native American and Foster Youth students from feeder schools and the surrounding community. Implement the plan starting January 2017.

| ID | Timeline(s) | Student Equity Funds (2016 -2017 allocation) | Other Funds** |
|----|-------------|----------------------------------------------|---------------|
| A.2 | September 2016 – December 2016 | $5,000 = Consulting fee to hire consultants to develop a comprehensive plan. | |

- **Link to Goal**

A comprehensive plan will serve as a blue print for setting specific recruitment goals and strategies for African American, Native American and Foster Youth students. The plan will also guide our approach to recruitment for all students.

- *Evaluation*

In the fall after implementation of the outreach, individuals responsible for the program will contact the research office to tabulate the number of students enrolling from each local high school. If the outreach is successful, then the proportion of African American, Foster Youth, and Native American students enrolling from each graduating high school class will have increased from the prior year. If the activity is not successful, then proportion for these groups from local high schools will have decreased or remained the same.

## A.3

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| A.3 | African American students | 300 |
| | Native American students | 100 |

- *Activity Implementation Plan*

Conduct a study to learn the reasons why students, particularly African American and Native American students, are not enrolling after completing the application. This study will include identifying institutional barriers, specific to CRC, including lack of access to adequate orientation, assessment, counseling, and access to gateway courses such as Basic Skills and ESL courses.  Specific and measurable outcomes will be identified, assessed and implemented during 2016 -2017 academic year.

| ID | Timeline(s) | Student Equity Funds (2016 – 2017 allocation) | Other Funds** |
|---|---|---|---|
| A.3 | September 2016 – December 2016 (Study will be conducted) | $3,000 = Supplies and materials | |
| | | | |

- *Link to Goal*

This activity helps identify CRC-specific institutional barriers that prevent students, particularly African American and Native American and Foster Youth students, from enrolling. Once the barriers have been identified, the college will then engage various areas and work towards addressing these challenges, which will lead to an increase in the number of African American, Native American and Foster Youth students who enroll.

- *Evaluation*

After conducting the study described in Access Activity 1, the Research Office will report the predictors/potential explanations of applicant enrollment within the African American, Foster Youth, and Native American groups. If this activity is successful, then several predictors will be identified. If this activity is unsuccessful, then the study will not identify predictive factors for enrollment within the aforementioned groups.

## A.4

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|-----|--------------|------------------------|
| A.4 | African American Students | 300 |
| A.4 | Native American Students | 100 |

- *Activity Implementation Plan*

Plan and implement College Preview Night targeting students and their families with a primary focus on African American and Native American groups. CRC will host Preview Night once a year for the next three years.

| ID | Timeline(s) | Student Equity Funds (2015 – 2016 allocation) | Other Funds** |
|-----|-------------|-----------------------------------------------|---------------|
| A.4 | March 2016 – March 2018. College Preview Night will be held once a year in March or April starting March 2016. | $7,000 = Promotional materials and supplies for the first College Preview Night. <br> $2,000 = Postage | SSSP = $3,000 |

| | | $19,000 = 25% of Student Personal Assistant to help promote and organize College Preview Night (Permanent employee) | |
|---|---|---|---|

- *Link to Goal*

This activity is designed to showcase CRC's academic programs and student support related resources to prospective African American and Native American students and their families. College Preview Night will help generate interest among the targeted groups and inform them about the steps they need to complete to successfully enroll. Students will also have an opportunity to complete the Financial Aid application during Preview Night. This activity will also help raise awareness about CRC's First Year Experience Program (discussed under Course Completion) designed to help students with the transition to college.

- *Evaluation*

At least three weeks prior to implementation of Preview Night, responsible individuals will contact the Research Office to design a survey for attendees. Elements of this survey might include: an assessment of their likeliness of enrolling at CRC, an assessment of their preparedness to enroll at CRC, whether or not they would recommend CRC to another student, etc. The survey will be administered at the end of the Preview Night, and completed surveys will be provided to the Research Office for collation/analysis. Additionally, leaders of the Preview Night will track the number of participants. If the Preview Night is successful, then potential students will indicate that they are more likely to enroll. Additionally, attendance at the event will not dip over the three years when the event is offered.

## A.5

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| A.5 | Current and Former Foster Youth | 50 |
| | | |

- *Activity Implementation Plan*

Foster Youth College Day - CRC will collaborate with the county Child Welfare agency, the County Office of Education Foster Youth Services Program and community partners to sponsor an annual "Foster Youth college Day" during which high school aged foster youth will have an opportunity to visit the college and gain exposure to campus life.

| ID | Timeline(s) | Student Equity Funds (2015 – 2016) | Other Funds** |
|----|-------------|-----------------------------------|---------------|
| A.5 | March 2016 – March 2018 <br> Foster Youth College Day will be <br>      held once a year in March or <br>      April starting March 2016. | $3,000 = Supplies and materials for Foster <br>      Youth College Day to be held in <br>      March 2016. | $2,000 = EOPS |

- *Link to Goal*

This activity is designed to showcase CRC's academic programs and student support related resources to prospective Foster Youth students and state agencies, schools and organizations that serve current and former Foster Youth. Foster Youth College Day will help generate interest among the targeted groups and inform them about the steps they need to complete to successfully enroll. Students will also have an opportunity to complete the Financial Aid application as part of the program. This activity will also help raise awareness about CRC's First Year Experience program (discussed under Course Completion) designed to help students with the transition to college.

- *Evaluation*

At least three weeks prior to implementation of the Foster Youth College Day, responsible individuals will contact the Research Office to design a survey for attendees. Elements of this survey might include: an assessment of their likeliness of enrolling at CRC, an assessment of their preparedness to enroll at CRC, whether or not they would recommend CRC to another student, etc. The survey will be administered at the end of the college day. Additionally, individuals responsible for implementing the Foster Youth College Day will also track the number of participants. If the program is successful, then potential students will indicate that they are more likely to enroll and will have an easier time enrolling. Additionally, attendance at the event will not dip over the three years when the event is offered. Finally, if this program is successful, one would also expect enrollment of Foster Youth students to increase compared to the prior year (where no college day was implemented).

# Success Indicator: Course Completion

**Course Completion** (*Retention[1]*)
*The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.*

| How many students successfully completed their courses in 2014-2015 with a letter grade of A, B, C, or P? Overall, the 2014-2015 Course Success Rate was 64.9%. | | | | |
|---|---|---|---|---|
| Target Population(s) 2014-2015 Outcomes | The # of courses that students enrolled in & were present in/on census day in base year | The # of courses passed in which students earned A, B, C, or credit out of <---------- | The % of coursese passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in/on census day in base year | Total (all student avearage) pass rate* | Comparison to the all student average (Percentage point different with a +/- added)* |
| African American | 10,593 | 5,487 | 51.8% | 64.9% | **-13.1%** |
| Asian | 18,612 | 13,226 | 71.1% | 64.9% | 6.2% |
| Filipino | 3,637 | 2,531 | 69.6% | 64.9% | 4.7% |
| Hispanic/Latino | 18,781 | 11,587 | 61.7% | 64.9% | **-3.2%** |
| Multi-Race | 4,944 | 3,012 | 60.9% | 64.9% | **-4.0%** |
| Native American | 418 | 266 | 63.6% | 64.9% | -1.2% |
| Other Non-White/Unknown | 1,397 | 973 | 69.6% | 64.9% | 4.8% |
| Pacific Islander | 1,467 | 879 | 59.9% | 64.9% | **-5.0%** |
| White | 18,538 | 12,893 | 69.5% | 64.9% | 4.7% |
| Female | 42,386 | 27,944 | 65.9% | 64.9% | 1.1% |
| Male | 34,731 | 22,099 | 63.6% | 64.9% | -1.2% |
| Unknown | 1,270 | 811 | 63.9% | 64.9% | -1.0% |
| Current or Former Foster Youth | 262 | 96 | 36.6% | 64.9% | **-28.2%** |
| Individuals with disabilities | 3,963 | 2,541 | 64.1% | 64.9% | -0.8% |
| Low-income students | 63,280 | 39,908 | 63.1% | 64.9% | -1.8% |
| Veterans | 2,103 | 1,353 | 64.3% | 64.9% | -0.5% |
| First Generation | 28,702 | 18,348 | 63.9% | 64.9% | -0.9% |
| Primary Language is Not English | 11,978 | 8,879 | 74.1% | 64.9% | 9.3% |
| *Grand Total* | *78,387* | *50,854* | 64.9% | | |

---

[1] Although title 5 refers to "retention" the term "course completion" is deemed to embody that term in the guidelines.

| Equity Gap | Student Group | Gap in Comparison to the Average, Expressed as Percentage | Percentage expressed as decimal | | the # of courses students enrolled in & were present in/on census day in base year | | Number of Students "Lost" |
|---|---|---|---|---|---|---|---|
| --- | | | | | | | |
| Largest Gap | Foster Youth | 28.2% | 0.28 | x | 262 | = | 73 |
| Second Largest | African American | 13.1% | 0.13 | x | 10,593 | = | 1,385 |
| Third Largest | Pacific Islander | 5.0% | 0.05 | x | 1,467 | = | 72 |
| Fourth Largest | Multi-Race | 4.0% | 0.04 | x | 4,944 | = | 195 |
| Fifth Largest | Hispanic/Latino | 3.2% | 0.03 | x | 18,781 | = | 597 |

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

**GOAL B.**

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

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| Foster Youth | -28%, 2015 | -23% | 2018 |
| African American | -13.1%, 2015 | -10% | 2018 |
| Pacific Islander | -5%, 2015 | -2% | 2018 |
| Hispanic Latino | -3.2%, 2015 | No gap | 2018 |

We have added the Hispanic/Latino group in the target population because the number of students "lost" or impacted represents the second highest (597 students), which is significantly higher than all the other groups except African American.

*Sample Student Equity Plan Template - 27*

**ACTIVITIES: B. COURSE COMPLETION**

<u>**B.1**</u>

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| B.1 | Foster Youth | 100 |
| B.1 | African American | 200 |
| B.1 | Pacific Islander | 100 |
| B.1 | Hispanic/Latino | 200 |

- *Activity Implementation Plan*

Provide access to course material for Foster Youth, African American, Pacific Islander and Hispanic Latino students participating in the First Year Experience Program (Refer to Activity B.5). This will ensure essential course supplies are available for students starting the first day of the semester. During the 2015 – 2016 year, we will target Diop (UmoJa), Puente and First Year Students in the target population. Once the First Year Experience Program is implemented, program participants will have the first priority.

| ID | Planned Start and End Date(s) | Student Equity Funds (2014 – 2015 allocation) | Other Funds** |
|---|---|---|---|
| B.1 | January 2016 – May 2018. This is an ongoing project every semester. | $20,000 = Textbooks and course material from 2014- 2015 allocation | $25,000 = EOPS |
| | | | |

• *Link to Goal*

This activity helps students avoid falling behind in their courses by ensuring access to course material, particularly textbooks, starting day one of the semester, thereby improving course completion. Students fall behind in their coursework while waiting for Financial Aid paperwork to be processed in order to buy textbooks.

• *Evaluation*

At least three weeks prior to program implementation, individuals responsible for this activity will contact the Research Office to develop a spreadsheet for tracking eligible students who received services. At the end of each semester, the tracking sheet will be provided to the Research Office to support the analysis of impact on the GPA/success rates of eligible and participating students. If the program is successful, African American, Foster Youth, Pacific Islander, and Hispanic/Latino students will perform better than African American, Foster Youth, Pacific Islander, and Hispanic/Latino students (respectively) who did not receive/take advantage of the assistance program. Moreover, Hispanic/Latino, African American, Foster Youth, and Pacific Islander success rates should increase from the previous year where no program existed. These changes will remain apparent even when accounting for inclusion in other interventions (See Course Completion Activity 1, 4 and 5). As such, improvement in success can be more precisely attributed to the services offered in Course Completion Activity 2.

## B.2

• *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| B.2 | Foster Youth | 100 |
| B.2 | African American | 529 |
| B.2 | Pacific Islander | 81 |
| B.2 | Hispanic/Latino | 1015 |

• *Activity Implementation Plan*

Expand and integrate Supplemental Instruction, Instructional Assistant and Peer Tutoring in courses with high failure rates for African American, Hispanic/Latino, and Pacific Islander and Foster Youth students. This activity will ensure that African American, Foster Youth and Hispanic/Latino and Pacific Islander students are participating in academic/instructional support programs and provide incentives for

participating. Students who use these services will be tracked to evaluate whether disproportionately impacted groups are utilizing these services. Efforts and program adjustments will be made to ensure that the disproportionality impacted student groups are taking advantage of the academic support services. Intentional outreach will be made to faculty who are teaching courses with Supplemental Instruction or Instructional Assistance to promote/require students to take full advantage.

| ID | Timeline(s) | Student Equity Funds (2015 – 2016 allocation) | Other Funds** |
|---|---|---|---|
| B.2 | Ongoing project. We will start the integration process in January 2016. By January 2017, there will be an integrated academic support system in place. | $26,000 = 40% faculty release to coordinate training for faculty and SI leaders | |
| | | $15,000 = Temporary SPA to help coordinate classroom support | Basic Skills Initiative = Supplemental Instruction and Instructional Assistants = $26,000 |
| | | $8,000 = Supplemental Instruction Leaders to lead SI sessions | General Fund = .5 Clerk to assist with coordination, supervision of students and tracking the participation rate of students = $30,000 |
| | | $6,000 = Supplies and materials for faculty, staff and SI leaders training | |
| | | $16,000 = (20%) Associate Dean of Students to provide overall coordination and integration of classroom support, which includes Supplemental Instruction | |
| | | $20,000 = (20%) Research Analyst to evaluate Supplemental Instruction program | |

- *Link to Goal*

Participating in classroom support services, such as Supplemental Instruction and Peer Tutoring, contribute to a higher success rate for students, particularly in Basic Skills Math and English courses. Supplemental Instruction and Peer Tutoring provide additional academic support to students. This activity is designed to ensure that students from disproportionately impacted groups are utilizing the various academic support at a higher or the same rate as other groups.

- *Evaluation*

At least four weeks prior to the beginning of fall instruction, individuals responsible for implementing this activity will contact the Research Office to develop a way of tracking student participation in Supplemental Instruction. This method would ideally include tracking the number of times a student receives SI on a weekly basis. Individuals responsible for the SI program will then provide the tracking data to the Research Office to support the analysis of impact at the end of the fall term. If the program is successful, students who receive more assistance (have more visits to the SI) will perform better (will have higher success rates/GPAs) within their respective course than those who have less. Additionally, Hispanic/Latino, African American, Foster Youth, and Pacific Islander students will on average benefit from SI equivalently to other groups and they will be equally or over-represented among the students who receive SI. The benefits of SI will also remain apparent even when accounting for inclusion in other interventions (See Course Completion Activity 1, 2 and 5). As such, improvement in success can be more precisely attributed to the services offered in Course Completion Activity 4.

## B.3

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| B.3 | Foster Youth | 80 |
| B.3 | African American | 392 |
| B.3 | Pacific Islander | 60 |
| B.3 | Hispanic/Latino | 752 |

- *Activity Implementation Plan*

Implement early alert in courses with high failure rates for African American, Foster Youth and Hispanic/Latino students.  Early alert is a tool designed to identify and alert students who are struggling academically (attendance issues, poor test scores, not submitting or submitting sub-standard work, etc.) early on in the semester through an automated referral system. The early alert implementation will consist of intrusive intervention for targeted students by requiring students to check-in with Counselors and Success Specialists as a way to connect students to resources and services (e.g., the EOPS model of counseling and the model of counseling of Puente and Diop Scholars programs can be required for targeted groups of students).

| ID | Timeline(s) | Student Equity Funds (2015 -2016 allocation) | Other Funds** |
|---|---|---|---|
| B.3 | January 2016 – May 2017. The early alert implementation process will start in the Fall 2016 semester and be completed by Spring 2017 semester. | $52,500 = 75% of Student Personal Assistant (permanent position) to coordinate the implementation of early alert | $10,000 = SSSP |

- *Link to Goal*

The implementation of early alert in courses with high failure rates helps to identify students who are struggling academically early on in the semester. Counselors and Student Success Specialists will provide intervention and connect students with resources, which will lead to an increase in the number of students who successfully complete their courses.

- *Evaluation*

Responsible individuals will work with the Research Office as needed to develop a tracking system for students in the Early Alert Program (if a method for tracking is not already part of early alert software). Those implementing early alert will then track students who were identified as at-risk by the early alert system, students who were offered interventions, and students who opted to receive those interventions. The tracking data will be provided to the Research Office along with a specific list of classes involved in early alert. If the program is successful, at-risk students who receive interventions will perform better than at-risk students who opt out of interventions. Additionally, African American, Foster Youth, and Hispanic/Latino students will be equally represented within the students who are offered and receive interventions. Finally, the classes that have early alert implementation will have higher success rates than previous terms where early alert was not implemented. The benefit of the at-risk intervention will also be apparent even when accounting for inclusion in other interventions (See Course Completion Activity 1, 2 and 5). As such, improvement in success can be more precisely attributed to the services offered in Course Completion Activity 4.

**B.4**

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| B.4 | Foster Youth | 300 |
| | African American | 3,445 |
| | Pacific Islander | 510 |
| | Hispanic/Latino | 6,755 |

- *Activity Implementation Plan*

Provide proactive and intrusive counseling, academic advising and college success workshops to targeted students, particularly those who are on academic probation and those who are First Year students. The primary purpose of this activity is to check-in with students before mid-semester to see how they are doing in their courses. This is a unique approach aimed at reaching out to the targeted groups rather than waiting for them to initiate the communication. This activity will also encompass reaching out to instructors who teach Basic Skills and other courses with high failure rates. Students will be encouraged to attend at least two student success related workshops. Targeted groups include African American, Pacific Islander and Hispanic/Latino students who self-identify as veterans. We will also target students who are on academic probation. Workshops will encompass Communication, Learning styles, Personal Growth and Life Transitions. Incentives such as meal, transportation and child care vouchers will be provided for participating students.

| ID | Timeline(s) | Student Equity Funds (2015 – 2016 allocation) | Other Funds** |
|---|---|---|---|
| B.4 | This will be an ongoing initiative starting January 2016 to May 2018 | $9,000 = Workshops including speakers, promotional materials, and supplies for 2015-16<br>$1,000 = Postage | |

| | | | |
|---|---|---|---|
| | | $21,000 = 25% of counselor position<br>$42,500 = 25% of two student success specialist positons<br>$15,000 = Temporary Student Personal Assistant to reach out to Veterans in the target populations<br>$15,000 = Temporary Student Personal Assistant to reach out to Foster Youth<br>$40,000  =  50% of adjunct counseling for Foster Youth and Veterans in the target populations<br>$10,000 = Meal vouchers<br>$2,500 = Child care vouchers<br>$3,000= Transportation vouchers | SSSP = $40,000 |
| | | $16,000 = (10%) Associate Dean of Equity to provide oversight to ensure that students from the target population groups are receiving services | |

- *Link to Goal*

Contacting students directly and proactively will ensure those students who typically do not seek out services are reached through proactive and intrusive methods. This will improve the course success rates for targeted students. Offering specific workshops that address learning styles, study skills, test taking skills and self-advocacy would increase course success rates. These workshops will help increase students' skill set by increasing their level of preparedness and engagement.

- *Evaluation*

At least three weeks prior to implementation of the workshop, leaders will contact the Research Office to develop a means of tracking student attendance and to design an evaluation survey. Elements of the evaluation survey might include: an assessment of confidence, an assessment of commitment to academic goals, an assessment of understanding the skills necessary to succeed, etc. The survey will be administered at the end of each session.  Completed surveys and attendance data will be delivered to the Research Office at the end of each term for summary/analysis and matching with student demographic data, respectively. If this activity is successful, then students will feel more

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confident and committed to succeeding. Moreover, disproportionately impacted students will be equally or over-represented within workshops. Equal representation will suggest that the workshop is successfully targeting disproportionately impacted student groups.

## B.5

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| B.5 | Foster Youth | 50 |
| | African American | 288 |
| | Pacific Islander | 37 |
| | Hispanic/Latino | 755 |

- *Activity Implementation Plan*

Develop and implement a comprehensive First Year Experience program that encompasses:

- In-Person Orientation – Students will be encouraged to attend orientation in-person rather than online
- Summer Experience (Summer Bridge) – Students will have a chance to participate in a Summer Bridge program that includes Math and English Bootcamps (refer to Activity C.3) and learn about college success strategies.
- Welcome Day – A day of activities designed for new students to introduce them to CRC a week prior to the start of the semester
- Strategic placement of students into existing support programs such as Diop, Puente, MESA, EOPS, DSPS, etc. Currently, students have to find information about these programs on their own. This activity aims to place every incoming student who intends to complete a degree/certificate/transfer program at CRC in one or more support programs.
- Predictable schedules with guaranteed course access – Students will receive a set schedule with guaranteed English and Math classes. Course access to Basic Skills and ESL for African American, Pacific Islander, Hispanic/Latino and Foster Youth who enroll in First Year Experience program, including students who are participating in Diop and Puente programs will be guaranteed.
- Contract with participating students that they enroll in at least 12 units each semester.
- Progress tracking, feedback and support – Participating students' progress will be tracked until they complete their first year.

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- Student Success Day – Establish a Student Success Day to be held once a year. Student Success Day is designed to offer workshops and motivational speakers to motivate and encourage students to successfully complete their courses. Student Success Day will include break-out sessions that cover a wide-array of academic and non-academic topics. The program will be open to all students, but students participating in the First Year Experience program will be required to attend.

The objective of the First Year Experience Program is to create an entity of all first-entry students, particularly Foster Youth, African American, Pacific Islander and Hispanic/Latinos.  Students, staff and faculty will be utilized to provide better outreach, information dissemination and campus cultural cohesion to increase course success and overall retention.

| ID | Timeline(s) | Student Equity Funds (2015 – 2016 allocation) | Other Funds** |
|---|---|---|---|
| B.5 | Program implementation = January 2016 – December 2016. | $13,000  = 20% Release time for First Year Experience Coordinator during 2015-16<br>$42,500 = 25% of two Success Specialist positions to recruit students and implement First Year Experience-related activities | |
| | | $21,000 = 25% counselor position to participate in development of educational plans for First Year Experience students | |
| | | | SSSP = 1 counselor to assist students develop educational plans = $85,000 |
| | | $5,000 = Welcome Day supplies including promotional materials and food | SSSP = $5,000 for Welcome Day |
| | | $10,000 = Summer Bridge program expenses including supplies, food, | |

| | | etc. $2,000 = Postage | |
| | | $8,000 = Supplies and materials for in-person orientation | |
| | | $50,000 = (50%) Research Analyst to assist with the evaluation of the First Year Experience program | |
| | | $16,000 = (10%) Associate Dean of Equity to provide oversight to the First Year Experience program | |
| | | $15,000 = 25% of clerk position to provide clerical support | |
| | | $6,708 = Meal vouchers $3,000= Transportation vouchers. | |
| | | $27,000 = Textbook Vouchers | |

- *Link to Goal*

The First Year Experience Program aims to empower first year students and improve their success rate by providing an integrated support system and guided pathways for successful course completion.  The program will help students choose a pathway and encourage them to maintain a full-time enrollment status, improving their chances of program completion in a shorter timeframe. This program also guarantees participating students the opportunity to participate in summer Math and English Bootcamps designed to help students achieve higher level placement in English and Math courses. In addition, the Summer Bridge component will help new students better prepare for college, improving their success rate during the first semester.

- *Evaluation*

At least three weeks prior to the implementation of the First Year Experience program, Individuals responsible for implementing this program will contact the Research Office to develop a way of tracking student enrollment in the program and identify the facets of program participation (e.g., Welcome Day, Summer Experience, etc.). At the end of the spring semester, during the year of program implementation, the tracking sheet identifying First Year Experience participants and their respective activities will be provided to the Research Office. If this program is successful, students in the First Year Experience Program will perform better (have higher success rates/GPA) than first time students who did not participate. Moreover, students who participated in more facets of the program will have higher success rates. Finally, students who are African American, Hispanic/Latino, and/or Foster Youth will be equally or over-represented within the First Year Experience Program and will on average benefit equally compared to other student groups. These benefits will remain apparent even when accounting for inclusion in other

interventions (See Course Completion Activity 2, 4 and 5). As such, improvement in success can be more precisely attributed to the services offered in Course Completion Activity 1.

One year later, responsible individuals will contact the Research Office to look at the progression rates of students previously enrolled in the First Year Experience program. If the program is successful in ensuring enrollment for African American, Hispanic/Latino, and Foster Youth students in Basic Skills/ESL courses, then students within these demographic groups will demonstrate equal progression rates compared to other student groups.

**B.6**

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| B.6 | Foster Youth | 160 |
| | African American | 7,268 |
| | Pacific Islander | 1,076 |
| | Hispanic/Latino | 14,340 |

- *Activity Implementation Plan*

Provide Professional Development Institute for faculty, particularly adjuncts, with the focus on addressing the opportunity/equity gaps for student groups identified under course completion. These professional development opportunities will encompass:

- Lecture series throughout the year with leading innovative teaching professionals; perhaps to coincide with department meetings or chair meetings.

- Method to ensure participating faculty are rewarded and given support to implement learned strategies

- Discipline-based workshops tailored to the diverse disciplines on campus

- ▪ Avenue to access professional development funding during the summer months when certain workshops (e.g. photography) are available

"Ongoing professional development is a fundamental component of supporting the systemic change that will improve student success. Without a sustained and focused approach to professional development, individual institutions, let alone an entire educational system, cannot expect to change attitudes, help faculty and staff rethink how their colleges approach the issue of student success, and implement a continuous assessment process that brings about iterative improvement." (CCC Student Success Task Force Report, 2010)

"One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development." Thomas Guskey (2000, p.4)

| ID | Timeline(s) | Student Equity Funds (2015 – 2016 allocation) | Other Funds** |
|---|---|---|---|
| B.6 | This will be an ongoing project that will commence in January 2016 and goes through May 2018 | $26,000 = .40 Faculty Release to identify specific training opportunities and resources | |
| | | $6,000 = Stipends for faculty to participate in culturally relevant training opportunities<br>$8,000 = Travel and conferences for faculty to participate in professional development opportunities<br>$5,000 = Supplies and material for faculty workshops<br>$8,000 = Associate Dean of Equity to provide oversight<br>$15,000 = 25% of clerk position to process paperwork | |

- *Link to Goal*

The primary purpose of this activity is to equip full-time and adjunct faculty with the knowledge and understanding of the targeted student populations and implement culturally relevant pedagogy in their classes aimed at closing the equity/opportunity gap.

- *Evaluation*

At least three weeks prior to the beginning of the seminar, individuals responsible for implementing this program will contact the Research Office in order to design an assessment survey. The survey will ask attendees to share the best practices learned in the seminar, their implementation of success strategies learned from the PD opportunities, assess whether they believe the strategies are working or can work in their classrooms, and if they would recommend more faculty participation in the PD opportunity. The activity is successful if faculty are able to successfully implement new classroom strategies that reduce equity gaps in course completion. Additionally, the leaders of this workshop will track attendance, and attendance will increase or remain the same.

## B.7

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| B.7 | Foster Youth | 136 |
| | African American | 1,424 |
| | Pacific Islander | 40 |
| | Hispanic Latino | 1,456 |

- *Activity Implementation Plan*

Establish strategic partnerships among campus programs (i.e. DSPS, EOPS, MESA, Puente, DIOP, and Veterans) to promote and incentivize participation in student success programs (i.e. First Year Experience, Summer Bridge, tutoring and other academic support services, internship and career programs etc.).

Take inventory of programs and initiatives to ensure there is a well-integrated approach to serving students that will lead to an increase in participation rates of students in student success programs.

| ID | Timeline(s) | Student Equity Funds (2016 – 2017 allocation) | Other Funds** |
|----|-------------|-----------------------------------------------|---------------|
| B.7 | January 2016 – June 2018 | $3,000 = Consulting<br>$5,000 = Supplies and materials for planning meetings<br>$5,000 = Professional development | |

- *Link to Goal*

This activity helps to funnel targeted students to various support programs seamlessly. Currently CRC has several programs that provide academic and non-academic services for students; however, these programs are not well-integrated, which makes it difficult for new students to take advantage of services provided by these programs. This activity aims to facilitate intentional collaboration among these programs, which will improve efficiencies.

*Evaluation*

At the end of the semester following activity implementation, coordinators who oversee the campus programs will meet to determine what partnerships were created, what types of challenges they encountered, what worked well, and what can be improved. They will discuss the incentives that were used and if they observed an increase in student participation in the student success programs. If necessary, the Research Office can help design a survey to facilitate this discussion. The coordinators concluding that the partnerships increased student participation will provide some evidence to substantiate activity success.

**B.8**

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| B.8 | Foster Youth | 160 |
| | African American | 7,268 |
| | Pacific Islander | 1,076 |
| | Hispanic/Latino | 14,340 |

- *Activity Implementation Plan*

Provide Professional Development and training for staff and non-instructional faculty on addressing the equity/opportunity gaps for student groups identified under course completion. Staff and non-instructional faculty who are involved with initiatives related to the Equity Plan will be given priority.

"Ongoing professional development is a fundamental component of supporting the systemic change that will improve student success. Without a sustained and focused approach to professional development, individual institutions, let alone an entire educational system, cannot expect to change attitudes, help faculty and staff rethink how their colleges approach the issue of student success, and implement a continuous assessment process that brings about iterative improvement." (CCC Student Success Task Force Report, 2010)
"One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development." Thomas Guskey (2000, p.4)

| ID | Timeline(s) | Student Equity Funds (2015 - 2016 allocation) | Other Funds** |
|---|---|---|---|
| B.8 | January 2016 – June 2018 | $10,000 = Professional development | |

**B.9**

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|----|----|----|
| B.8 | Foster Youth | 10 |
| | African American | 545 |
| | Hispanic/Latino | 1075 |
| | Pacific Islander | 80 |

- *Activity Implementation Plan*

Conduct a campus climate survey and follow up focus groups to assess student perceptions regarding the institutional climate, campus practices as experienced with faculty, staff, and peers, and student learning outcomes and to identify institutional strengths and barriers in supporting course success, program completion and transfer for traditionally underrepresented groups both inside and outside the classroom.

"Addressing climate benefits all campus community members. Research shows that a hostile campus climate directly impacts a student's ability to transition successfully into college (Hurtado, Milem, Clatyon-Pederson & Allen, 1999)."

"In an unhealthy climate, students are less likely to adjust academically and are less likely to develop a sense of belonging on the campus. Research demonstrates the link between climate and educational outcomes, both for minority and for majority students (Milem, Chang & Antonio, 2005)."

| ID | Timeline(s) | Student Equity Funds (2016 – 2017 allocation) | Other Funds\*\* |
|----|----|----|----|
| B.8 | September 2016 – December 2016 | $5,000 = Supplies and materials | |

- *Link to Goal*

This activity will help the college identify and address institutional barriers that students' encounter that prevent them from successfully completing their courses.

- *Evaluation*

Responsible parties will meet to identify/develop the campus climate survey. They will contact the Research Office, as needed, for assistance with the development of the survey, implementation of the survey, and/or analysis of the results. If the survey is successful, the survey results will identify campus climate factors contributing to completion, success, and persistence in underrepresented groups. Additionally, the survey is successful if it aids in the development of initiatives to address these factors.

# Success Indicator: ESL and Basic Skills Completion

C.   ESL and Basic Skills Completion

Our findings indicate that the number of students who place into and complete the ESL and Basic Skills sequence and pass a degree-applicable course is very low, which means that the primary challenge for our students is completing the Basic Skills sequence in a reasonable timeframe. The number of students who start the ESL and Basic Skills sequences at two or three levels below college level and fail to complete the sequence is significantly higher than those who complete the sequence and pass a degree applicable course. Therefore, the activities that we have incorporated in the Equity Plan are designed to help students complete the ESL and Basic Skills courses successfully within a shorter timeframe.

Out of the students who attempted ELSL, ESLR, ESLW 20/30/40 in 2012-2013, how many completed ESL 50 or ESLG 57 by Spring 2015? Overall, out of the 148 students who were identified as the 2012-2013 ESL Cohort, 82 (55.4%) completed ESL 50 or ESLG 57 by Spring 2015.

| Target Population(s) 2012-2013 ESL Cohort (attempted ESL 20, 30, or 40) | The # of students attempted ESL 20, 30, or 40 | The # of students out of the <----(denominator) that complete ESL 50 or ESLG 57 with an A, B, C, or credit by spring 2015 | The rate of progress through the final basic skills level in ESL | Total (all student average) completion rate* | Comparison to the all student average (Percentage point different with a +/- added)* |
|---|---|---|---|---|---|
| African American | <10 | <10 | — | — | — |
| Asian | 106 | 63 | 59.4% | 55.4% | 4.0% |
| Filipino | <10 | <10 | — | — | — |
| Hispanic/Latino | 18 | 10 | 55.6% | 55.4% | 0.2% |
| Multi-Race | — | — | — | — | — |
| Native American | — | — | — | — | — |
| Other Non-White/Unknown | <10 | <10 | — | — | — |
| Pacific Islander | <10 | <10 | — | — | — |
| White | 12 | <10 | — | — | — |
| Female | 85 | 43 | 50.6% | 55.4% | **-4.8%** |
| Male | 62 | 38 | 61.3% | 55.4% | 5.9% |
| Unknown | <10 | <10 | — | — | — |
| Current or Former Foster Youth | — | — | — | — | — |
| Individuals with disabilities | <10 | 0 | — | — | — |
| Low-income students | 141 | 79 | 56.0% | 55.4% | 0.6% |
| Veterans | <10 | <10 | — | — | — |
| First Generation | 88 | 49 | 55.7% | 55.4% | 0.3% |
| Primary Language is <u>Not</u> English | 134 | 77 | 57.5% | 55.4% | 2.1% |
| *Grand Total* | *148* | *82* | *55.4%* | | |

| Equity Gap: 2012-2013 ESL Cohort | Student Group | Gap in Comparison to the Average, Expressed as Percentage | Percentage expressed as decimal | | The # of students attempted ESL 20, 30, or 40 | | Number of Students "Lost" |
|---|---|---|---|---|---|---|---|
| --- | | | | | | | |
| Largest Gap | Female | 4.8% | 0.048 | x | 85 | = | 5 |

**District:** Los Rios Community College District          **College:** Cosumnes River College

Out of the students who attempted ENGWR 42 or ENGRD 19 in 2012-2013, how many completed ENGWR 101 or ENGRD 110 by Spring 2015? Overall, out of the 189 students who were identified as the 2012-2013 English Cohort, 57 (30.2%) completed ENGWR 101 or ENGRD 110 by Spring 2015.

| Target Population(s) 2012-2013 English Cohort ENGWR 42 and ENGRD 19 | The # of students who attempt ENGWR 42 or ENGRD 19* | The # of students out of the <----(denominator) that complete ENGWR 101 or ENGRD 110 | The rate of progress from 3 levels below to 1 level below degree-applicable course | Total (all student average) completion rate* | Comparison to the all student average (Percentage point different with a +/- added)* |
|---|---|---|---|---|---|
| African American | 53 | <10 | — | — | — |
| Asian | 62 | 31 | 50.0% | 30.2% | 19.8% |
| Filipino | <10 | <10 | — | — | — |
| Hispanic/Latino | 41 | 11 | 26.8% | 30.2% | **-3.3%** |
| Multi-Race | <10 | <10 | — | — | — |
| Native American | <10 | 0 | — | 30.2% | — |
| Other Non-White/Unknown | <10 | 0 | — | 30.2% | — |
| Pacific Islander | <10 | <10 | — | — | — |
| White | 19 | <10 | — | — | — |
| Female | 112 | 32 | 28.6% | 30.2% | -1.6% |
| Male | 74 | 24 | 32.4% | 30.2% | 2.3% |
| Unknown | <10 | <10 | — | — | — |
| Current or Former Foster Youth | <10 | <10 | — | — | — |
| Individuals with disabilities | 40 | 10 | 25.0% | 30.2% | **-5.2%** |
| Low-income students | 175 | 52 | 29.7% | 30.2% | -0.4% |
| Veterans | <10 | 0 | — | — | — |
| First Generation | 84 | 19 | 22.6% | 30.2% | **-7.5%** |
| Primary Language is <u>Not</u> English | 55 | 27 | 49.1% | 30.2% | 18.9% |
| *Grand Total* | *189* | *57* | *30.2%* | | |

*Note: Includes ENGWR 41 and ENGRD 14

| Equity Gap: 2012-2013 English Cohort | Student Group | Gap in Comparison to the Average, Expressed as Percentage | Percentage expressed as decimal | | The # of students who attempt ENGWR 42 or ENGRD 19* | | Number of Students "Lost" |
|---|---|---|---|---|---|---|---|
| --- | | | | | | | |
| Largest Gap | First Generation | 7.5% | 0.08 | x | 84 | = | 7 |
| Second Largest | Individuals with disabilities | 5.2% | 0.05 | x | 40 | = | 3 |
| Third Largest | Hispanic/Latino | 3.3% | 0.03 | x | 41 | = | 2 |

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Out of the students who attempted Math 20 in 2012-2013, how many completed Math 100, 101, or 102 by Spring 2015? Overall, out of the 423 students who were identified as the 2012-2013 Math Cohort, 94 (22.2%) completed Math 100, 101, or 102 by Spring 2015.

| Target Population(s) 2012-2013 Math Cohort: MATH 20 | The # of students who attempt MATH 20 | The # of students out of the <----(denominator) that complete MATH 100, 101, or 102 with A, B, C, or credit | The rate of progress from 3 levels below to 1 level below degree-applicable course | Total (all student average) completion rate* | Comparison to the all student average (Percentage point different with a +/- added)* |
|---|---|---|---|---|---|
| African American | 121 | 13 | 10.7% | 22.2% | **-11.5%** |
| Asian | 66 | 23 | 34.8% | 22.2% | 12.6% |
| Filipino | <10 | <10 | — | — | — |
| Hispanic/Latino | 117 | 26 | 22.2% | 22.2% | 0.0% |
| Multi-Race | 21 | <10 | — | — | — |
| Native American | <10 | 0 | — | — | — |
| Other Non-White/Unknown | 11 | <10 | — | — | — |
| Pacific Islander | <10 | <10 | — | — | — |
| White | 67 | 22 | 32.8% | 22.2% | 10.6% |
| Female | 274 | 56 | 20.4% | 22.2% | **-1.8%** |
| Male | 142 | 36 | 25.4% | 22.2% | 3.1% |
| Unknown | <10 | <10 | — | — | — |
| Current or Former Foster Youth | <10 | 0 | — | — | — |
| Individuals with disabilities | 54 | <10 | — | — | — |
| Low-income students | 383 | 79 | — | — | — |
| Veterans | <10 | <10 | — | — | — |
| First Generation | 225 | 48 | 21.3% | 22.2% | -0.9% |
| Primary Language is <u>Not</u> English | 90 | 28 | 31.1% | 22.2% | 8.9% |
| *Grand Total* | **423** | **94** | **22.2%** | ■ | |

| Equity Gap: 2012-2013 Math Cohort | Student Group | Gap in Comparison to the Average/ Expressed as Percentage | Percentage expressed as decimal | | The # of students attempted MATH 20 | | Number of Students "Lost" |
|---|---|---|---|---|---|---|---|
| --- | | | | | | | |
| Largest Gap | African American | 11.5% | 0.11 | x | 121 | = | 14 |
| Second Largest | Female | 1.8% | 0.02 | x | 274 | = | 5 |
| Third Largest | First Generation | 0.9% | 0.01 | x | 225 | = | 3 |

*Student Equity Plan - 47*

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

**GOAL C.**

The goal is for students to successfully complete ESL and Basic Skills courses and enroll in a degree applicable course. Additionally, in regards to Basic Skills English and Math, the goal is for students to complete Basic Skills courses within three semesters.

The table below shows target populations identified in our research as experiencing a disproportionate impact for ESL

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| Female | -4.8, 2015 | -1.8% | 2018 |

The table below shows target populations identified in our research as experiencing a disproportionate impact for Basic Skills English (three levels below college level)

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| Individuals with disabilities | -5.2%, 2015 | -2.5% | 2018 |
| Hispanic/Latino | -3.3%, 2015 | No gap | 2018 |

The table below shows target populations identified in our research as experiencing a disproportionate impact for Basic Skills Math (three levels below college level)

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| African American | -11.5%, 2015 | -8.5% | 2018 |
| Female | -1.8%, 2015 | No gap | 2018 |

**ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION**

<u>**C.1**</u>

- *Activity Type(s)*

| | | | | | |
|---|---|---|---|---|---|
| x | Outreach | | Student Equity Coordination/Planning | | Instructional Support Activities |
| | Student Services or other Categorical Program | x | Curriculum/Course Development or Adaptation | | Direct Student Support |

| | Research and Evaluation | | Professional Development | | |
|---|---|---|---|---|---|

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

| C.1 | Individuals with Disabilities | 60 |
|---|---|---|
| | African American | 722 |
| | Hispanic/Latino | 1888 |

- *Activity Implementation Plan*

Implement multiple assessment measures (consideration of high school transcript) to place students, particularly African American, Hispanic/Latino and DSPS students, in English courses. We will explore the possibility of implementing a similar model of using high school transcripts to place students in Math. Studies show that a high school transcript is a better predictor than a standardized placement test. This activity will increase the number of students who place into a higher level course, which will reduce the time it takes students to get to a degree applicable course.

"High school GPAs are useful for predicting many aspects of students' college performance. The High school GPA has a strong association with the college GPA.  Students' college GPAs are approximately 0.6 units below their high school GPAs. High school GPA also has a strong association with college credit accumulation." Belfield, C. R., & Crosta, P. M. (2012). Predicting success in college: The importance of placement tests and high school transcripts (CCRC Working Paper No. 42). New York, NY: Columbia University, Teachers College, Community College Research Center.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.1 | January 2016 – June 2017 = This project will commence in Spring 2016 and continue till June 2018. | $13,000 = 20% Faculty release time to participate in developing a framework to use student's high school transcript for Math and English course placement (Multiple Measures Assessment Coordinator) | |

- *Link to Goal*

This activity will help students place into the proper level course rather than relying on the standardized placement test, which tends to place students at a lower level. It will increase the number of African American and Hispanic/Latino students, and students with disabilities who successfully complete Basic Skills courses and enroll in a degree applicable course.

- *Evaluation*

The English chair will contact the Research Office in the spring 2016 semester to discuss the feasibility of evaluating the implementation of the multiple measures approach.  Tentatively, the Research Office will compare the students' enrollment and success rates in English courses by placement method. The activity is successful if multiple measures successfully places students in their appropriate classes, while also shortening the English course sequence to transfer level courses. There should be little to no disproportionate impact between student groups placed using multiple measures.

## C.2

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| C.2 | Hispanic/Latino | 100 |
| | African American | 72 |

- *Activity Implementation Plan*

Implement "Fast Track" strategies for English. Generate back-to-back 8-week course cohorts of 101/300, 310/300 and 300/302 so students can complete English & reading requirements in a single semester. Ensure that students, particularly African American and Hispanic/Latino are enrolling in these courses.

| ID | Timeline(s) | Student Equity Funds (2015 – 2016) | Other Funds** |
|---|---|---|---|
| C.2 | January – June 2016. Courses will be developed during the spring | $13,000 = 20% of faculty release time to develop the course. | |

| | | |
|---|---|---|
| 2016 semester and will be offered starting Fall 2016 semester. | | |

- *Link to Goal*

This activity will help students complete their English and Reading requirements at a faster pace, which will reduce the time it takes students to reach college level courses. It will also minimize the likelihood of students dropping out/stopping out while attempting to complete the Basic Skills sequence.

- *Evaluation*

At least three weeks prior to the start of the semester, the English Chair will contact the Research Office to request an analysis to compare cohorts of students who start the back-to-back 8-week course to traditional students who enroll in the traditional courses. The analysis will review course success and progression rates. The evaluation period will begin in the 2016-17 academic year. The activity is successful if students who enrolled in the fast track courses achieve a success and progression rate that is equal if not higher than traditional students; and, if there is little to no disproportionate impact between student groups in the fast track cohorts.

## C.3

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| C.3 | Individuals with disabilities | 65 |
| | African American | 216 |
| | Hispanic/Latino | 566 |

- *Activity Implementation Plan*

Expand the existing Math and English Bootcamps designed to accelerate students into a higher level English and Math courses. Students who participate in the First Year Experience (refer to activity B.5) will be offered the opportunity to enroll in the Bootcamp after taking the

placement test. Once they complete the Bootcamp, students will be permitted to take the placement test again and place into higher level English and Math courses based on their test results.

| ID | Planned Start and End Date(s) | Student Equity Funds (2015 – 2016 allocation) | Other Funds** |
|---|---|---|---|
| C.3 | Redesigned curriculum for the Math and English Bootcamps will be developed during Spring 2016 semester. Bootcamps will be offered starting Summer 2016 and will be ongoing through June 2018. | $26,000 = 40% of release time for a Math and an English faculty to develop curriculum and coordinate the summer program | |
| | | $20,000 = Stipends for Math and English faculty to teach in the summer program | |
| | | $10,000 = Course material and supplies for Bootcamp including a software program to assist with the delivery ($5,000) | |
| | | | SSSP = $5,000 Student tutors |
| | | $8,000 = (5%) Associate Dean of Equity to provide oversight | |

- *Link to Goal*

The Math and English Bootcamps are designed to help students progress to the next level course in a shorter timeframe, eliminating the need to spend one or more semesters in lower level/Basic Skills courses.  This activity will also provide access to college level English and Math courses to more students in the target groups.

- *Evaluation*

At least three weeks prior to the summer term, Math Boot Camp and Summer Bridge Faculty will contact the Research Office to gather evaluation results of success and progression data in their respective math and English courses. Among other things, the two parallel evaluations will determine: the number of students who participated, the student characteristic profile of the students, the percentage of student who were successful in accessing a higher level math or English course, and their success rate in the subsequent courses compared to peers who did not participate in the summer courses.  An annual report will be provided to the Boot Camp and Summer Bridge instructors. The

activity is successful if students' success rates in their subsequent Math or English course are equal to if not higher than non-Boot Camp/Summer Bridge students.

## C.4

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| C.4 | Hispanic/Latino | 100 |
| | African American | 72 |

- *Activity Implementation Plan*

Evaluate and expand accelerated ESL and Basic Skills Math and English courses. Ensure that African American and Hispanic/Latino students are enrolling in accelerated courses.

According to the 2013 Hanover Research, "Acceleration is one strategy of addressing the apparent shortfalls of a more traditional developmental education program. As the data gathered by various studies show, developmental student attrition stems from failure to enroll in the next course in the sequence rather than course failure. In other words, most community college students never enroll in their remedial courses or drop out in between courses in the sequence. The more lengthy and complex that process, the more opportunity there is to fail to move on to the next level. In addition, it seems that remedial students who do not enroll in remedial courses, but who enroll directly in college-level courses, might have a better overall chance of completing those college-level courses." *Models of Accelerated Developmental Education, October 213.*

| ID | Planned Start and End Date(s) | Student Equity Funds (2015 – 2016 allocation) | Other Funds** |
|----|-------------------------------|-----------------------------------------------|---------------|
| C.4 | January 2016 – December 2016 | $30,000 = 30% of Research Analyst | |

- *Link to Goal*

Accelerated courses provide students a unique opportunity to complete multiple basic skills courses in the same semester, which leads to an increase in the number of students who complete basic skills in a shorter timeframe and attempt a degree applicable course.

- *Evaluation*

Faculty responsible for implementation of the accelerated courses will track student progression through modules in the accelerated course. Additionally, they will contact the Research Office to develop an end-of-term evaluation survey. Elements of this survey may include: an assessment of ESL, English and Math preparedness, an assessment of each student's likelihood of enrolling in the next level of course, a question for providing general feedback, etc. The tracking data and completed surveys will be provided to the Research Office at the end of the term for collation and analysis. If accelerated courses are successful, then students in the program will progress at higher rates than comparable students in the standard ESL and Basic Skills sequence. Students will also indicate that they were more prepared as a result of taking accelerated course.

## C.5

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|----|--------------|------------------------|
| C.5 | Students with disabilities | 602 |
| | African American | 552 |
| | Hispanic/Latino | 924 |

- *Activity Implementation Plan*

Provide professional development opportunities for Math, English and ESL faculty to learn student success strategies designed to improve the success rate of students who enroll in Basic Skills and ESL courses and successfully complete a degree applicable Math and English courses. This activity includes sending a group of Math faculty to attend the American Mathematical Association of Two-Year Colleges (AMATYC) Conference. The AMATYC Conference is the premier conference for mathematics educators at the two-year college level and is a veritable warehouse of resources unmatched by any other conference in the nation.

> "Ongoing professional development is a fundamental component of supporting the systemic change that will improve student success. Without a sustained and focused approach to professional development, individual institutions, let alone an entire educational system, cannot expect to change attitudes, help faculty and staff rethink how their colleges approach the issue of student success, and implement a continuous assessment process that brings about iterative improvement." (CCC Student Success Task Force Report, 2010)

> "One constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development." Thomas Guskey (2000, p.4)

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|----|-------------|----------------------|---------------|
| C.5 | 2015 – 2016 | $10,000 for Travel and Conference for ESL and Basic Skills faculty | |

- *Link to Goal*

This activity will create opportunities for faculty to learn pedagogical strategies that will lead to an increase in the number of students who successfully complete Basic Skills and ESL courses and advance to college level. In addition, faculty will also learn specific ways to redesign the ESL and Basic Skills curriculum to provide students access to a degree applicable course in a shorter timeframe.

- *Evaluation*

At least three weeks prior to the beginning of the academic year, individuals overseeing professional development opportunities for Math, English, and ESL faculty will contact the Research Office in order to design an assessment survey. The survey will ask attendees to share the best practices learned, individual implementation of success strategies learned from the PD opportunities, to assess whether they believe the strategies are working or can work in their classrooms, and if they would recommend more faculty participation in the PD opportunity. The survey will be administered at the end of each semester and the results will be analyzed by the Research Office. The activity is successful if faculty are able to successfully implement new, classroom strategies that reduce equity gaps in course completion. The Research Office can also provide faculty with historical, success rate data reviewing courses' success rates before and after implementing new strategies. The evaluation period will begin in the 2016-17 academic year.

# Success Indicator: Degree and Certificate Completion

*D.*  **Degree and Certificate Completion**

*The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor[2].*

**District**: <u>Los Rios Community College District</u>   **College**: <u>Cosumnes River College</u>

These data were generated from a cohort of new students that started in 2010-2011 with a declared goal that involved earning a degree or certificate. Students from this cohort were given until Spring 2014 to complete. Veteran and Foster youth status were not tracked for this cohort (we only started tracking foster youth/veteran status in Fall, 2012). Additionally, we chose a cohort from 2010-2011 because it gave students 4 years to transfer, and the application changed in 2010-2011 such that more complete ethnicity information was available.

| Target Population(s): 2010-2011 new student cohort with a declared goal of attaining degree and/or certificate. | The # of first-time students who enrolled in the base year with the goal of obtaining a degree or certificate | The number of students out of ← (the denominator) who earned a degree or certificate within one or more years. | The rate of degree or certificate completion | Total (all student average) completion rate* | Comparison to the all student average (Percentage point difference with +/- added)* |
|---|---|---|---|---|---|
| African American | 600 | 11 | 1.8% | 4.7% | -2.9% |
| Asian | 574 | 30 | 5.2% | 4.7% | 0.5% |
| Filipino | 100 | 5 | 5.0% | 4.7% | 0.3% |
| Hispanic/Latino | 733 | 39 | 5.3% | 4.7% | 0.6% |
| Multi-Race | 180 | 8 | 4.4% | 4.7% | -0.2% |
| Other Non-White/Unknown | 519 | 28 | 5.4% | 4.7% | 0.7% |
| Native American | 17 | 0 | 0.0% | 4.7% | -4.7% |
| Pacific Islander | 70 | 1 | 1.4% | 4.7% | -3.3% |
| White | 767 | 45 | 5.9% | 4.7% | 1.2% |
| Female | 1788 | 91 | 5.1% | 4.7% | 0.4% |
| Male | 1733 | 73 | 4.2% | 4.7% | -0.5% |
| Unknown Gender | 39 | 3 | 7.7% | 4.7% | 3.0% |
| Current or Former Foster Youth* | 12 | 0 | 0.0% | 4.7% | **-4.7%** |
| Individuals with disabilities | 80 | 2 | 2.5% | 4.7% | -2.2% |
| Low-income students | 2566 | 114 | 4.4% | 4.7% | -0.2% |
| Veterans | — | — | — | — | — |
| First generation | 1614 | 73 | 4.5% | 4.7% | -0.2% |
| Primary Language is <u>not</u> English | 649 | 41 | 6.3% | 4.7% | 1.6% |
| *Grand Total* | *3,560* | *167* | 4.7% | | |

*Identified as active/served in 2010-11 in Enriched Scholars Program - Foster Youth Services*

| Equity Gap | Student Group | Gap in Comparison to the Average, Expressed as Percentage | Percentage expressed as decimal | | The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree | | Number of Students "Lost" |
|---|---|---|---|---|---|---|---|
| --- | | | | | | | |
| Largest Gap | Current or Former Foster Youth* | 4.7% | 0.047 | x | 12 | = | 1 |
| Second Largest | Pacific Islander | 3.3% | 0.033 | x | 70 | = | 2 |
| Third Largest | African American | 2.9% | 0.029 | x | 600 | = | 17 |
| Fourth Largest | Individuals with disabilities | 2.2% | 0.022 | x | 80 | = | 1 |

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

**GOAL D.**

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

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| Foster Youth | -4.7%, 2015 | No gap | 2019 |
| Pacific Islander | -3.3%, 2015 | No gap | 2019 |
| African American | -2.9%, 2015 | No gap | 2019 |
| Individuals with disabilities | -2.2%, 2015 | No gap | 2019 |

**ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION**

**D.1**

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| D.1 | Foster Youth | 60 |
|   | Pacific Islander | 138 |
|   | African American | 1083 |
|   | Individuals with disabilities | 150 |

- *Activity Implementation Plan*

Examine the assessment preparation materials currently available for students. Design study materials that include guidance about how to prepare for the exam and make them available to students, particularly those who are disproportionately impacted.

　　According to a study conducted by Community College Research Center (CCRC), many students who go on to enroll in developmental math are unlikely to prepare for the math placement exam, although most students know ahead of time that they are required to take the exam and many colleges make test preparation materials available. Lack of preparation may undermine students' exam performance and negatively affect the accuracy of their placement. We identify four interconnected reasons why students tend to not prepare for the exam: (1) misperceptions about the stakes of the assessment and placement process, (2) lack of knowledge about preparation materials, (3) misunderstandings about why and how to prepare for a college placement exam, and (4) a deep lack of math confidence. *Maggie P. Fay, Susan Bickerstaff, and Michelle Hodara, CCRC Research Brief, December 213. Why Students Do Not Prepare for Math Placement Exams: Student Perspectives*

| ID | Planned Start and End Date(s) | Student Equity Funds (2015 – 2016 allocation) | Other Funds** |
|----|-------------------------------|-----------------------------------------------|---------------|
| D.1 | January 2016 – May 2016 | $5,000 = Print and software program ($2,500 each) | $5,000 = SSSP |
| | | | |

- *Link to Goal*

This activity will increase the level of preparedness and understanding of the placement test among new students. Students who take the placement test when they are prepared and fully understand the implications of the test tend to place higher, which will reduce or completely eliminate the need to take remedial courses, significantly improving their chances of completing a degree/certificate or transfer in a reasonable timeframe.

- *Evaluation*

In the 2016 spring semester, the Assessment Center and individuals responsible for providing the additional resources and preparation materials will contact the Research Office to identify the different types of resources a student might use to prepare for the assessment tests and to develop a short survey which will be administered to students who completed their assessment each term.  The short survey will ask students if they used the additional resources and preparation materials prior to taking the assessment tests, if no then why not and if yes then they will be asked if they felt the resources helped them with taking the assessment tests. Additionally, students who did use the

resources will be asked to identify what type of resources and materials they used (i.e., college-provided or help from tutor, family, or friend, etc.). The Research Office will compare the placements of survey respondents based on whether or not they used the additional resources. The activity is successful if students who indicate they used the resources place higher than the students who indicated they did not. The evaluation will occur throughout the academic year and the Research Office will provide an annual report at the end of the year, starting with 2016-17.

## D.2

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| D.2 | Foster Youth | 170 |
| | Pacific Islander | 265 |
| | African American | 1815 |
| | Individuals with disabilities | 675 |

- *Activity Implementation Plan*

Implement degree audits with a primary focus on targeted students. This activity will include auditing student transcripts to ensure that they are taking courses related to their program of study. We will conduct degree audits of students in the target populations starting with those who have 50 units or more.

"Audits traditionally have been used with college juniors, but institutions now commonly conduct them earlier by having advisers work with students to develop improvement/graduation plans. The goal is to eliminate unfortunate surprises that may have a negative effect on student success — such as when students accumulate far more credits than they need or haven't chosen the right sequence, which could lead them to a dead end when a course they need isn't offered that semester." *Promoting a Culture of Student Success, How Colleges and Universities Are Improving Degree Completion. Southern Reginal Education Board (SREB).*

| ID | Timeline(s) | Student Equity Funds (2015 – 2016 allocation) | Other Funds** |
|---|---|---|---|
| D.2 | January 2016 – June 2018 | $75,000 = Degree Auditor to evaluate transcripts of students and provide information to counselors and student success specialists | $170,000 = Counseling support, General Funds<br>$75,000 = DSPS |

- *Link to Goal*

This activity is designed to proactively communicate with students so they stay on the right track to complete a degree or certificate in a reasonable timeframe. This activity will also help students avoid taking unnecessary courses that are not related to their program of study.

- *Evaluation*

Program Coordinators implementing a degree audit component will track students' identity, the number of students contacted and the percentage of students who actually met with a counselor. The Program Coordinators will provide that information to the Research Office and request a student characteristic profile and tracking of degree/certification completion between the students who were contacted and met with a counselor and the students who were contacted and did not meet with the counselor. The activity is successful if a larger percentage of students who met with counselors completed their degree/certificate than their peers who did not. The evaluation will begin in 2016-17, with a final brief report provided to the Program Coordinators.

## D.3

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| D.3 | Foster Youth | 170 |
| | Pacific Islander | 265 |

| | | |
|---|---|---|
| | African American | 1815 |
| | Individuals with disabilities | 675 |

### • *Activity Implementation Plan*

Provide individualized advising for career and educational planning for Pacific Islander, Foster Youth, African American and DSPS students, and Foster Youth with 30 units or more who do not have a comprehensive educational plan, including participants from this group who identify as veterans. Student Success Specialists and Counselors will proactively contact students without comprehensive educational plans.

| ID | Timeline(s) | Student Equity Funds (2015 – 2016 allocation) | Other Funds** |
|---|---|---|---|
| D.3 | January 2016 – June 2018 | $64,000 = 75% DSPS Counselor to work with DSPS students develop a comprehensive educational plan | $240,000 = General Fund (3 counselors) $85,000 = DSPS |
| | | $21,000 = 25% of Counselor | |
| | | $42,500 = 25% of Student Success Specialist positions | |

### • *Link to Goal*

This activity helps students create a realistic and specific educational and career plan. Students without a comprehensive plan risk taking courses they do not need, which prolongs the time to degree or certificate completion.

### • *Evaluation*

Program Coordinators implementing individualized assistance will track the number of students contacted and the percentage of students who actually met with a counselor and obtained a comprehensive educational plan. The Program Coordinators will also track student identity (using Student Ids) and provide the data to the Research Office to request a student characteristic profile and tracking of degree/certification completion between students who were contacted and the students who were contacted and met with their counselor. The activity is successful if a larger percentage of students who met with counselors completed their degree/certificate than their peers who did not. The evaluation will begin in 2016-17, with a final brief report provided to the Program Coordinators.

## D.4

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| D.4 | Foster Youth | 25 |
| | Pacific Islander | 25 |
| | African American | 150 |
| | Individuals with disabilities | 50 |

- *Activity Implementation Plan*

Develop and implement outreach services to connect Pacific Islander, African American, Foster Youth and DSPS students (including veterans from those particular student groups) to career and internship experience/opportunities. CRC will work with Work Experience, Internships and Careers Division as well as the Career Center to increase the number of students from disproportionately impacted groups who participate in Career and Internship programs. This activity will also help students identify a specific career track. A research analysis conducted by CRC's Research and Planning department show that students who participate in work experience program (Internship) have higher fall to spring persistence rates; higher term GPA; take more units and have above average course success rates.

| ID | Timeline(s) | Student Equity Funds (2015 – 2016 allocation) | Other Funds** |
|---|---|---|---|
| D.4 | January 2016 – June 2018 | $15,000 = Temp SPA<br>$3,000 = Supplies for career and internship workshops | $10,000 = General Fund |

.

• *Link to Goal*

This activity will provide guidance to help students identify a career pathway and provide opportunities to participate in internships, which will increase their level of motivation to persist and complete a degree/certificate program. Identifying a career path will enable students to stay focused on completing required courses leading to a degree/certificate completion within a reasonable timeframe.

• *Evaluation*

At least three weeks prior to the start of the academic year, the Work Experience, Internships, and Careers division and the Career Center will contact the Research Office to develop methodologies to identify students (preferably using student ids) participating in the two programs. The activity is successful if there is an increase in the target student populations. The evaluation will occur over the course of the academic year, starting in 2016-17 and an annual brief report will be provided to the two departments.

## D.5

• *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| D.5 | Pacific Islander | 100 |
| | African American | 722 |
| | Foster Youth | 50 |

• *Activity Implementation Plan*

Institute alignment with the top feeder high schools to better prepare students, particularly African American, Foster Youth and Pacific Islander, for expectations of college. This activity includes dual enrollment programs, curriculum alignment (Math and English), and offering specific career and academic workshops for high school students.

> "Partnerships between community colleges and high schools that may make it more likely for students to complete three important milestones on the road to college completion: 1. Enrollment in college – In order for students to complete college, they must first enroll. Colleges work with high schools to increase the likelihood that students will view college matriculation as an option. 2. College readiness at enrollment – Many students enter college in need of remediation; participation in remedial (also called developmental) education is associated with lower rates of degree completion. 3. Persistence in college – Students often enter college only to leave before completing a degree, frequently during the first year. Their success can depend on the extent to which they make a smooth transition from high school to college." *Elisabeth Barnett and Katherine Hughes, Community College and High School Partnerships; Community College Research Center.*

| ID | Timeline(s) | Student Equity Funds (2016 – 2017 allocation) | Other Funds** |
|---|---|---|---|
| D.5 | This project will commence in August 2016 and will continue through June 2018 | $50,000 | |

• *Link to Goal*

This activity will increase the academic success of students by preparing them for college before they leave high school. Students would know and understand expectations of college, including academic and non-academic resources available for them, which will increase the likelihood of successfully completing a degree/transfer program within three years.

• *Evaluation*

At least three weeks prior to program implementation, Program Coordinators will contact the Research Office to discuss the feasibility of tracking incoming, fall-term cohorts from feeder high schools that math and English course alignment with CRC, determine a comparable cohort, and develop a pre/post survey to assess the students' gains in committing to college, confidence in ability to do college level work, and understanding of the realities/expectations of college life. The activity is successful if students show an increase in their commitment, confidence, and understanding. The activity is also successful if time to completion decreases for students from the feeder high schools with college course alignment and there is little to no disproportionate impact between student groups at each school.

# Transfer

E. **Transfer**
*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, compared to the number of students in that group who actually transfer after one or more (up to six) years.*

**District:**   Los Rios Community College District          **College:**   Cosumnes River College

These data were generated from a cohort of new students that started in 2010-2011, completed 12 or more units, and completed a transfer level math or english. Students from this cohort were given until Spring 2014 to transfer. Veteran and Foster youth status were not tracked for this cohort (we only started tracking foster youth/veteran status in Fall, 2012). Additionally, we chose a cohort from 2010-2011 because it gave students 4 years to transfer, and the application changed in 2010-2011 such that more complete ethnicity information was available.

| Target Population(s): 2010-2011 New Student Cohort, who completed 12 or more units, and completed a transfer level math or english. | The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English. | The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years. | The transfer rate | Total (all student average) pass rate* | Comparison to the all student average (Percentage point difference with +/- added)* |
|---|---|---|---|---|---|
| African American | 127 | 22 | 17.3% | 23.0% | **-5.7%** |
| Asian | 324 | 99 | 30.6% | 23.0% | 7.5% |
| Filipino | 62 | 17 | 27.4% | 23.0% | 4.4% |
| Hispanic/Latino | 308 | 52 | 16.9% | 23.0% | **-6.2%** |
| Multi-Race | 84 | 22 | 26.2% | 23.0% | 3.1% |
| Native American | 4 | 1 | 25.0% | 23.0% | 2.0% |
| Other Non-White/Unknown | 207 | 42 | 20.3% | 23.0% | -2.8% |
| Pacific Islander | 28 | 6 | 21.4% | 23.0% | -1.6% |
| White | 288 | 69 | 24.0% | 23.0% | 0.9% |
| Female | 730 | 175 | 24.0% | 23.0% | 0.9% |
| Male | 686 | 152 | 22.2% | 23.0% | -0.9% |
| Unknown Gender | 16 | 3 | 18.8% | 23.0% | -4.3% |
| Current or Former Foster Youth | — | — | — | — | — |
| Individuals with disabilities | 31 | 3 | 9.7% | 23.0% | **-13.4%** |
| Low-income students | 911 | 205 | 22.5% | 23.0% | -0.5% |
| Veterans | — | — | — | — | — |
| First generation | 588 | 107 | 18.2% | 23.0% | -4.8% |
| Primary Language is <u>not</u> English | 270 | 53 | 19.6% | 23.0% | -3.4% |
| *Grand Total* | *1,432* | *330* | *23.0%* | | |

**District:**   Los Rios Community College District          **College:**   Cosumnes River College

| Equity Gap | Student Group | Gap in Comparison to the Average, Expressed as Percentage | Percentage expressed as decimal | | The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English | | Number of Students "Lost" |
|---|---|---|---|---|---|---|---|
| --- | | | | | | | |
| Largest Gap | Individuals with disabilities | 13.4% | 0.134 | x | 31 | = | 4 |
| Second Largest | Hispanic/Latino | 6.2% | 0.062 | x | 308 | = | 19 |
| Third Largest | African American | 5.7% | 0.057 | x | 127 | = | 7 |

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

**GOAL E.**

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

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| Individuals with disabilities | -13.4%, 2015 | -8% | 2019 |
| Hispanic/Latino | -6.2%,  2015 | -3.2% | 2019 |
| African American | -5.7%,  2015 | -2.7% | 2019 |

**ACTIVITIES: E. TRANSFER**

**E.1**

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| E.1 | Individuals with disabilities | 155 |
| | Hispanic/Latino | 1540 |
| | African American | 635 |

• *Activity Implementation Plan*

Implement targeted transfer workshops that incorporate college tours (in state as well as out of state) for Hispanic/Latino, African American, and students with disabilities.

| ID | Planned Start and End Date(s) | Student Equity Funds (2015 – 2016 allocation) | Other Funds** |
|----|-------------------------------|-----------------------------------------------|---------------|
| E.1 | January 2016- June 2018 | $25,000 = College Tours for targeted students during the 2015 – 2016 year. | |

• *Link to Goal*

This activity helps connect students, who intend to transfer, to local and national 4-year colleges and universities. This activity will also provide students opportunities to learn about expectations and requirements needed to fulfil in order to transfer.  In addition, this activity will motivate students to stay focused on completing the transfer curriculum.

• *Evaluation*

At least three weeks prior to the activity's implementation, individuals responsible for the transfer activities/workshops will contact the Research Office to develop a method of tracking students who were invited/participated and develop a short assessment survey. The data will be used to determine the student characteristic profile (those invited, those who attended, campus overall). Elements of this survey might include: rating the quality and level of satisfaction with the activity/workshop, indication of more commitment to transferring as a result of participating in the activity, level of understanding the transfer requirements of preferred program/institution, and share feedback about areas that could be improved. Evaluations will be collected over the course of the activities/workshops' calendar, with a summary report provided to the coordinator at the end of the year. This activity is successful if students indicate they are more committed to transferring, have a better understanding of their transfer requirements after attending the activity/workshop, and if the representation of the students who were invited and those who attended reflect the target populations.

## E.2

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| E.2 | Individuals with disabilities | 155 |
| | Hispanic/Latino | 1540 |
| | African American | 635 |

- *Activity Implementation Plan*

Provide transfer advice and counseling to individuals with disabilities, Hispanic/Latino, and African American students, who indicated an interest in transferring on their application. Ensure each student has a Transfer Plan. This activity will include auditing students' transcripts to ensure they are making progress towards their goal. Transfer students tend to delay taking a Math 300 course, which is required for transfer. Therefore, this activity will include a concerted effort to encourage targeted students to enroll in and complete Math 300 and provide academic support.

| ID | Timeline(s) | Student Equity Funds (2015 – 2016) | Other Funds** |
|---|---|---|---|
| E.2 | This activity is already underway. It is an ongoing activity throughout the academic year. | $5,000 = Transfer workshops supplies and materials | |
| | | $42,500 = 50% Transfer Specialist | |
| | | $21,000 = 25% DSPS Counselor | |
| | | $8,500 = 10% Counselor | |

- *Link to Goal*

This activity will provide individualized transfer-related counseling to targeted students. This will help ensure students understand the requirements they need to fulfil to successfully complete their courses and transfer. Students often do not understand the complexity of the transfer process. This activity provides proactive and personalized communication to targeted students, which will increase the transfer rate among the targeted groups.

- *Evaluation*

Program Coordinators implementing individualized assistance will track the number of students who were contacted and the percentage of students who actually met with a counselor and obtained a comprehensive educational plan. The Program Coordinators will also track student identity (using Student IDs) and provide the data to the Research Office to request a student characteristic profile and tracking of degree/certification completion between students who were contacted and the students who were contacted and met with their counselor. The activity is successful if a larger percentage of students who met with counselors completed their degree/certificate than their peers who did not. The evaluation will begin in 2016-17, with a final brief report provided to the Program Coordinators.

## E.3

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| E.3 | Hispanic/Latino | 150 |
| | African American | 150 |

- *Activity Implementation Plan*

Enhance Puente and Diop programs by providing funding for outreach activities focused on transfer-related services. Currently, Puente and Diop students are provided services during their first year in the program. This activity will extend services during their second year. This

activity will also include funding for professional development opportunities for Diop and Puente faculty and staff to continue  to provide effective and ongoing support for students.

| ID | Planned Start and End Date(s) | Student Equity Funds (2015 – 2016 allocation) | Other Funds** |
|---|---|---|---|
| E.3 | Ongoing activity starting January 2016- June 2018 | $3,000 for supplies and materials $5,000 for travel and conferences | $100,000 General Funds. |

- *Link to Goal*

The Puente program serves Hispanic/Latino transfer students while the Diop program serves African American transfer students. Both programs work with students during their first year at CRC. This activity will further strengthen these programs and improve the transfer rate of Hispanic/Latino and African American students through the extension of services beyond the students' first year.

- *Evaluation*

At least three weeks prior to the start of the academic year, individuals responsible for implementing Puente and Diop's outreach activities will contact the Research Office to develop a method of tracking students' participation in outreach activities, cultural events, other team building activities, and other workshop and outreach services, and develop a short assessment survey. Elements of this survey might include: rating the quality and level of satisfaction with the activity/workshop, indication of more commitment to transferring as a result of participating in the activity, their understanding of the transfer requirements of preferred program/institution, and shared feedback about areas that could be improved. Evaluations will be collected over the course of the activities/workshops' calendar, with a summary report provided to the coordinator at the end of the year. This activity is successful if students indicate they're more committed to transferring, have a better understanding of their transfer requirements after attending the activity/workshop. Furthermore, a long term study will track and compare transfer rates of Puente and Diops students before and after the implementation of this activity. The activity will also be successful if transfer rates after implementation increase.

**E.4**

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| E.4 | Hispanic/Latino | 3,585 |
| | African American | 1,817 |

- *Activity Implementation Plan*

Promote Ethnic Studies courses for targeted groups and offer these courses every year. African American and Hispanic/Latino students are the target population.

"Ethnic studies curricula are supported by a body of research documenting the relationship between racial/ethnic identity of students of color and academic achievement. Studies using different research methodologies, investigating students at middle school through university levels, in different regions of the U.S. consistently find a relationship between academic achievement, high level of awareness of race and racism, and positive identification with one's own racial group." *Christine E. Sleeter. The Academic and Social Value of Ethnic Studies, A research Review, National education Association.*

| ID | Timeline(s) | Student Equity Funds (2016 – 2017 allocation) | Other Funds** |
|---|---|---|---|
| E.4 | July 2016 – June 2018 | $2,000 | |

- *Link to Goal*

African American and Hispanic/Latino students who take ethnic studies courses have high level of awareness of race and racism, and positive identification of their racial identity, which will translate to academic success.

- *Evaluation*

At the end of each term, individuals responsible for the implementation of the Ethnic Studies courses will contact the research office for an end-of-the-semester demographic breakdown. If implementation of ethnic studies courses is successful, then students who are African American/Hispanic Latino will be equally or over-represented within these courses.

# Summary Budget

# 2015-16 Student Equity Plan Summary Budget
## for fiscal year July 1, 2015 - June 30, 2016

**District:** Los Rios CCD
**College:** Cosumnes River College

**Multi-college districts that use any portion of the Student Equity allocation to conduct equity-related activities at the district level must incorporate a description of those activities into at least one of their colleges' plan narrative, and also include related expenditures in that college's Summary Budget spreadsheet.**

**Attach the completed Summary Budget to the Student Equity Plan narrative. Email a copy of the entire plan (narrative and budget spreadsheet) and send two printed copies of the entire plan (one with original signatures) by mail, postmarked no later than Monday, November 23, 2015.**

**Email to:**
studentequity@cccco.edu
**Mail to:**
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4400
Sacramento, CA 95811-6539

For technical questions related to adding lines to the spreadsheet or other format or entry questions, contact:
Barbara Kwoka at bkwoka@cccco.edu

For questions related to allowable expenditures, contact:
Debra Sheldon - dsheldon@cccco.edu

**This workbook contains 3 protected spreadsheets in the following order:**
  1 Do First
  2 Part I: Student Equity Funding
  3 Part II: Planned Student Equity Expenditures
**Basic instructions:**
You may enter data in spreadsheets 2-3. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other Instructions. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II, you can unlock the spreadsheet by entering the *password* **budget1516**, and add additional rows. *However, care must be taken to insert rows in a way to ensure that the formulas in the totals and subtotals are correct and intact.* Please contact Barbara Kwoka at bkwoka@cccco.edu with any questions about the spreadsheet format.

Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.

Blue colored cells indicate a pre-populated cell and cannot be modified.

Gray colored cells indicate a formula and cannot be modified.

**To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided. You do not need to include this instruction page with the plan.**

## 2015-16 Student Equity Plan Summary Budget
## Los Rios CCD
## Cosumnes River College

**Part I: Student Equity Funding**                                        *Enter whole numbers only*

**Total 2015-16 College Student Equity Allocation**    $    1,212,208

**If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level**

**Part II: 2015-16 Planned Student Equity Expenditures**    $    1,212,208

**Balance 2015-16 College Student Equity Allocation**    $    -

### 2014-15 Student Equity Plan Summary Budget.
### Part I: Funding
### Specific Entry Instructions

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

**cell:**

F9    Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their *college* allocation from the district office.

F12    Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a mult-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.

F14    This cell will populate once the Part II Planned SE Expenditures section has been completed.

F17    This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.

0    If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.

+    If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.

-    If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

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**2015-16 Student Equity Plan Summary Budget**

Los Rios CCD

Cosumnes River College

## Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Stduent Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the $ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx

| BAM Codes | Classification | | Activity ID | Outreach | Student Services & Categoricals 63000 | Research and Evaluation 61900 | SE Coordination & Planning | Curriculum/ Course Dev. & Adaptation 60200 | Professional Development 67500 | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **1000** | **Academic Salaries: Position Title(s)** | **# of Hours** | | | | | | | | | | |
| | Associate Dean Student Success & Equity 1205-50% | 116 | A1 | | | | $ 6,024 | | | | | 6,024 |
| | Associate Dean of Student Success and Equity | 231 | B2 | | | | $ 12,048 | | | | | 12,048 |
| | Associate Dean of Student Success and Equity | 231 | B4 | | | | $ 12,048 | | | | | 12,048 |
| | Associate Dean of Student Success and Equity | 231 | B5 | | | | $ 12,048 | | | | | 12,048 |
| | Associate Dean of Student Success and Equity | 116 | B6 | | | | $ 6,024 | | | | | 6,024 |
| | Associate Dean of Student Success and Equity | 116 | C3 | | | | $ 6,024 | | | | | 6,024 |
| | Counselor (1203) | 201 | A1 | $ 6,070 | $ 3,794 | | | | | | | 9,864 |
| | Counselor (1203) | 324 | B4 | $ 4,552 | $ 11,381 | | | | | | | 15,933 |
| | Counselor (1203) | 324 | B5 | $ - | $ 11,381 | | | $ 4,552 | | | | 15,933 |
| | Counselor (1203) | 324 | D3 | $ 6,829 | $ 9,105 | | | | | | | 15,934 |
| | Counselor (1203) | 131 | E2 | $ 3,794 | $ 2,656 | | | | | | | 6,450 |
| | Counselor (DSPS) 1203 | 983 | D3 | $ 24,279 | $ 24,279 | | | | | | | 48,558 |
| | Counselor (DSPS) 1203 | 322 | E2 | $ 9,863 | $ 6,070 | | | | | | | 15,933 |
| | .20 First Year Experience Program Developer | 216 | B5 | | | | | $ 9,863 | | | | 9,863 |
| | .40 Classroom Instructional Support Coordinator | 432 | B2 | | | | | | | $ 19,727 | $ - | 19,727 |
| | Adjunct Counselor .5 1403 | 826 | B4 | | $ 33,058 | | | | | | | 33,058 |
| | .40 Faculty Professional Development Coordinator | 432 | B6 | | | | | | $ 19,727 | | | 19,727 |
| | .2 Multiple Measures Assessment Coordinator | 216 | C1 | | | | | $ 9,863 | | | | 9,863 |
| | .2 Back-to-Back 8-week Course Development | 216 | C2 | | | | | $ 9,863 | | | | 9,863 |
| | .4 Math and English Boot Camp Redesign | 432 | C3 | | | | | $ 19,727 | | | | 19,727 |
| | Faculty stipends | 142 | B6 | | | | | | $ 4,959 | | | 4,959 |
| | Faculty stipends | 472 | C3 | | | | | | | $ 16,529 | | 16,529 |
| | **Subtotal** | | | $ 55,387 | $ 101,724 | $ - | $ 54,216 | $ 53,868 | $ 24,686 | $ 36,256 | $ - | **$ 326,137** |
| **2000** | **Classified and Other Nonacademic Salaries: Position Title(s)** | **# of Hours** | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adptation | Professional Development | Instructional Support | Direct Student Support | Total |
| | Research Analyst 1.0 | 416 | B2 | | | $ 13,486 | | | | | | 13,486 |
| | Research Analyst | 1,040 | B5 | | | $ 33,715 | | | | | | 33,715 |
| | Research Analyst | 624 | C4 | | | $ 20,229 | | | | | | 20,229 |

# 2015-16 Student Equity Plan Summary Budget
## Los Rios CCD
## Cosumnes River College

**Part II: Planned Student Equity (SE) Expenditures**

| Item | Units | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adptation | Professional Development | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Degree Auditor/Transcript Evaluator | 2,080 | D2 | $ 12,812 | $ 37,761 | | | | | | | 50,573 |
| Student Success Specialsits (2) | 1,040 | A1 | $ 14,160 | $ 14,160 | | | | | | | 28,320 |
| Student Success Specialsits (2) | 1,040 | B4 | $ 14,160 | $ 14,160 | | | | | | | 28,320 |
| Student Success Specialsits (2) | 1,040 | B5 | $ 14,160 | $ 14,160 | | | | | | | 28,320 |
| Student Success Specialsits (2) | 1,040 | D3 | $ 14,160 | $ 14,160 | | | | | | | 28,320 |
| Student Personnel Assistant (SPA) .5 | 1,040 | E2 | $ 17,195 | $ 11,463 | | | | | | | 28,658 |
| Student Personnel Assistant (SPA) | 564 | A4 | $ 12,812 | | | | | | | | 12,812 |
| Student Personnel Assistant (SPA) | 1,516 | B3 | $ 34,390 | | | | | | | | 34,390 |
| .5 Clerk - New 25% | 520 | B5 | $ 5,394 | $ 4,720 | | | | | | | 10,114 |
| .5 Clerk - New 25% | 520 | B6 | $ 5,394 | $ 4,720 | | | | | | | 10,114 |
| Temporary Student Personnel Assistant (SPA) | 1,054 | A1 | $ 14,151 | | | | | | | | 14,151 |
| Temporary Student Personnel Assistant (SPA) | 1,054 | B2 | | | | | | | $ 14,151 | | 14,151 |
| Temporary Student Personnel Assistant (SPA) | 1,054 | B4 | $ 7,547 | $ 6,604 | | | | | | | 14,151 |
| Temporary Student Personnel Assistant (SPA) | 1,054 | B4 | $ 7,547 | $ 6,604 | | | | | | | 14,151 |
| Temporary Student Personnel Assistant (SPA) | 1,054 | D4 | $ 7,547 | $ 6,604 | | | | | | | 14,151 |
| Student Help | 551 | A1 | $ 4,960 | | | | | | | | 4,960 |
| Student Help | 882 | B2 | | | | | | | $ 7,937 | | 7,937 |
| | | | | | | | | | | | - |
| **Subtotal** | | | $ 186,389 | $ 135,116 | $ 67,430 | $ - | $ - | $ - | $ 22,088 | $ - | **$ 411,023** |

| 3000 | Employee Benefits | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adptation | Professional Development | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Certificated Assoc Dean/Counselor Benefits | A1 | $ 1,930 | $ 1,206 | | $ 1,976 | | | | | 5,112 |
| | Certificated Assoc Dean/Support Coord Ben | B2 | | | | $ 3,952 | | | $ 6,273 | | 10,225 |
| | Certificated Benefits | B4-7 | $ 1,448 | $ 14,180 | | $ 9,880 | $ 4,585 | $ 7,314 | $ - | | 37,407 |
| | Certificated Benefits | C1-3 | | | | $ 1,976 | $ 12,547 | | $ 3,471 | | 17,994 |
| | Certificated Benefits | D3 | $ 9,893 | $ 10,615 | | | | | | | 20,508 |
| | Certificated Benefits | E | $ 4,342 | $ 2,775 | | | | | | | 7,117 |
| | Classified Benefits | A1 A4 | $ 13,917 | $ 6,840 | | | | | | | 20,757 |
| | Classified Benefits | B2-6 | $ 36,408 | $ 19,032 | $ 22,799 | | | | $ 912 | | 79,151 |
| | Classified Benefits | C4 | | | $ 9,771 | | | | | | 9,771 |
| | Classified Benefits | D2-D4 | $ 13,481 | $ 25,475 | | | | | | | 38,956 |
| | Classified Benefits | E2 | $ 8,305 | $ 5,537 | | | | | | | 13,842 |
| | | | | | | | | | | | - |
| | | | | | | | | | | | - |
| | | | | | | | | | | | - |
| | **Subtotal** | | $ 89,724 | $ 85,660 | $ 32,570 | $ 17,784 | $ 17,132 | $ 7,314 | $ 10,656 | $ - | **$ 260,840** |

| 4000 | Supplies & Materials | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adptation | Professional Development | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Supplies and materials | A1 | $ 10,000 | | | | | | | | 10,000 |

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## 2015-16 Student Equity Plan Summary Budget
## Los Rios CCD
## Cosumnes River College

### Part II: Planned Student Equity (SE) Expenditures

| | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adptation | Professional Development | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Supplies and materials | A4 | $ 7,000 | | | | | | | | 7,000 |
| Supplies and materials | A5 | $ 3,000 | | | | | | | | 3,000 |
| Supplies and materials | B2 | | | | | | $ 6,000 | | | 6,000 |
| Supplies and materials | B4 | $ 4,000 | $ 5,000 | | | | | | | 9,000 |
| Supplies and materials | B5 | $ 5,000 | | | | | | | | 5,000 |
| Supplies and materials | B5 | $ 10,000 | | | | | | | | 10,000 |
| Supplies and materials | B5 | $ 8,000 | | | | | | | | 8,000 |
| Supplies and materials | B6 | | | | | | $ 5,000 | | | 5,000 |
| Supplies and materials | C3 | | | | | | | $ 5,000 | | 5,000 |
| Supplies and materials | D1 | $ 2,500 | | | | | | | | 2,500 |
| Supplies and materials | D4 | $ 3,000 | | | | | | | | 3,000 |
| Supplies and materials | E2 | $ 2,500 | $ 2,500 | | | | | | | 5,000 |
| Supplies and materials | E3 | $ 1,500 | $ 1,500 | | | | | | | 3,000 |
| Supplies and materials | E4 | $ 2,000 | | | | | | | | 2,000 |
| Software | D1 | $ 2,500 | | | | | | | | 2,500 |
| Software | C3 | | | | | | | $ 5,000 | | 5,000 |
| **Subtotal** | | $ 61,000 | $ 9,000 | $ - | $ - | $ - | $ 11,000 | $ 10,000 | $ - | 91,000 |

| 5000 | Other Operating Expenses and Services | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adptation | Professional Development | Instructional Support | Direct Student Support | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Travel and conferences for faculty prof. dev | B6 | | | | | | $ 8,000 | | | 8,000 |
| | Travel and conferences for faculty, prof. dev | C5 | | | | | | $ 10,000 | | | 10,000 |
| | Travel and conferences for students | E1 | $ 15,000 | $ 15,000 | | | | | | | 30,000 |
| | Travel and conferences for faculty & staff (Diop/Pue | E3 | | | | | | $ 5,000 | | | 5,000 |
| | Travel and conferences for staff & non-instrucl facult | B8 | | | | | | $ 10,000 | | | 10,000 |
| | Postage | A1 | $ 3,000 | | | | | | | | 3,000 |
| | Postage | A4 | $ 2,000 | | | | | | | | 2,000 |
| | Postage | B4 | $ 1,000 | | | | | | | | 1,000 |
| | Postage | B5 | $ 2,000 | | | | | | | | 2,000 |
| | **Subtotal** | | $ 23,000 | $ 15,000 | $ - | $ - | $ - | $ 33,000 | $ - | $ - | $ 71,000 |

| 6000 | Capital Outlay | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adptation | Professional Development | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | - |
| | | | | | | | | | | | - |
| | | | | | | | | | | | - |
| | | | | | | | | | | | - |
| | **Subtotal** | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ |

Part II: Planned Student Equity (SE) Expenditures

| 7000 | Other Outgo | Activity ID | Outreach | Other Student Services | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adptation | Professional Development | Instructional Support | Direct Student Support | Total |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Transportation Vouchers | B4 | | | | | | | | $ 3,000 | 3,000 |
| | Transportation Vouchers | B5 | | | | | | | | $ 3,000 | 3,000 |
| | Textbook vouchers | B5 | | | | | | | | $ 27,000 | 27,000 |
| | Child care vouchers | B4 | | | | | | | | $ 2,500 | 2,500 |
| | Meal Vouchers | B4 | | | | | | | | $ 10,000 | 10,000 |
| | Meal Vouchers | B5 | | | | | | | | $ 6,708 | 6,708 |
| | Subtotal | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 52,208 | $ 52,208 |
| | Grand Total | | $ 415,500 | $ 346,500 | $ 100,000 | $ 72,000 | $ 71,000 | $ 76,000 | $ 79,000 | $ 52,208 | $ 1,212,208 |

## Student Equity Plan 2015-16 Budget
## Part II: Planned SE Expenditures
## Other Instructions

**A complete list of eligible and ineligible uses of student equity funds is available on the CCCCO website at http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx.** Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

**Eligible expenditures:**
1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; 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.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

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| 2015-16 Student Equity Plan Summary Budget |
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## Part II: Planned Student Equity (SE) Expenditures

**Ineligible Expenditures:**

1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.

2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.

3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.

4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture – Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)

5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity 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.

6. Political or Professional Dues, Memberships, or Contributions – Student Equity funds cannot be used for these fees or expenses.

7. Rental of Off-Campus Space -- Student Equity funds may not be to pay for off-campus space.

8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.

9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.

10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.

11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.

12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).

13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.

14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.

15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

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**Goals**

- A    Access
- B    Course Completion
- C    ESL & Basic Skills Completion
- D    Degree & Certificate Completion
- E    Transfer
- F    Activities Affecting Several Goals

# Summary Evaluation

The evaluation component of the Equity Plan includes a methodical approach to assessing progress towards achieving the goals set for each success indicator. The Associate Dean of Student Success and Equity, who is tasked with the implementation of the plan, will meet with the Research and Planning department to create a general framework that includes specific timelines, responsible person for each activity (initiative), method to track student participation in those activities, and a procedure to track overall progress towards the goals.

Once the framework is created, the Associate Dean and the Research and Planning staff will meet with each initiative leader to provide training, clarify expectations, define roles, responsibilities and timelines by which ongoing reports will be provided. Each activity leader will be provided the information they need to track and report out their progress. Initiative leaders will submit a written progress report once a month to the Associate Dean using a template that will be developed and provided by the Research and Planning department.

At the end of each semester, initiative leaders will be expected to submit the End of the Semester Report to the Associate Dean detailing their work and accomplishments. The Associate Dean along with the Research and Planning staff will work together to compile the reports and analyze them. The Research and Planning staff will pull student data of the target population groups - Access, Course Completion, ESL and Basic Skills Completion, Degree or Certificate Completion and Transfer – to measure the impact of the activities on the goals.

It is expected that the data collected to support the assessment of SEP activities will be utilized to inform outcomes assessment and program reviews in the relevant programs in several ways.  For example, programmatic changes (such as the implementation of Foster Youth College Day for Foster Youth) made in support of the Student Equity Plan will be entered in the "Look Back" section of the Program Review for the Foster Youth Program.  In addition, data about the impact of changes made in support of the SEP (such as data about the impact of supplemental instruction in math) will be entered into the data review section of program review for mathematics to inform their ongoing planning efforts.  In addition, it is anticipated that the current data analysis prompts with regard to equity will become mandated discussion prompts in the next edition of program review.  Furthermore, Strategy 1 and 2 in the College's current Strategic Plan are directly related to student equity – and data about equity gaps is collected and analyzed every year in the college's annual reports, which are available online.  In addition, although the college's current benchmarks (see pages 18 and 19 of the 2014-15 Annual Report) do not currently address equity gaps, it is anticipated that in the future, the SEP benchmarks will be incorporated into this college wide document.  Finally, as the relationship between the Cultural Competence and Equity

Committee (CC and E) and the Student Equity Plan is further clarified and codified, it is likely that the CC and E Strategic Plan will more explicitly include and track progress with regard to student equity.

*Folsom Lake College*
**Student Equity Plan 2015 - 2017**

**Fall 2015**

# Folsom Lake College - Student Equity Plan Signature Page

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

**College President:**
**Rachel Rosenthal**_____ Date: _____

**Vice President of Administration (Chief Business Officer):**
**Kathleen Kirklin**_____ Date: _____

**(Interim) Vice President of Student Services (Chief Student Services Officer):**
**Melanie Dixon**_____ Date: _____

**Vice President of Instruction (Chief Instructional Officer):**
**Monica Pactol** _____ Date: _____

**Academic Senate President:**
**Carlos Lopez**_____ Date: _____

**Student Equity Coordinator:**
**Bernard Gibson**_____ Date: _____

**Classified Senate President:**
**Rochelle Franco**_____ Date: _____

**Associated Student Body President:**
**Stephen Mayfield**_____Date: _____

# Executive Summary

Folsom Lake College (FLC) is the one 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's main campus is 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.
Our three sites are unique and the students served have differing needs. Main campus located in Folsom focuses on basic skills, EDC focuses on basic skills, low income, students with disabilities, foster youth, and veterans. RCC focuses on basic skills, low income, foster youth, and completion for students of color.

The Student Equity Plan affords FLC the opportunity to grow support services and programs in place to meet the needs of our diverse student body across all three sites.  College data analysis and planning efforts focused on continuing and expanding upon existing efforts, while identifying additional goals and activities to address gaps in access and achievement.  The overarching equity goal at Folsom Lake College is to provide a learning environment that is accessible to all participants, regardless of ethnicity, culture, nationality, religion, sexual orientation, gender, language, socio-economic background or station in life and ensures an equal opportunity for academic success.

Goals:
A.  **Access:**
The College has established three major goals with respect to access.  The **first** is to continue refining scheduling practices to place emphasis on eliminating gaps in pathways in an effort to facilitate successful completion of academic goals in a reasonable time frame. The **second** is to continue identifying and remediating the issues that are causing a disproportionate enrollment in the college for African American, male, veteran and foster youth populations. 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 & disproportionately impacted groups
- Increased percentage of students in the target groups who complete the pre-enrollment steps

Key activities in this area include strengthening and expanding the Early Alert/Program for Academic Student Success, increasing outreach efforts to African American, male, veteran and foster youth populations, holistic counseling, Peer Mentoring Program as well as a Best Instructional Practices repository and implementing pre enrollment workshops that

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emphasize culturally responsive strategies.  We will also utilize information gathered from Annual Department Plans and Program Reviews to identify and implement course and/or department specific success strategies.

Key contacts include Carlos Lopez, Academic Senate President; Molly Senecal, Dean of OIR; Monica Pactol, VPI;  Bernard Gibson, Dean Student Services; Melanie Dixon, (Interim) VPSS; Sarah Aldea, Outreach Specialist; and Bobby Gosal, EOPs/CalWORKs Supervisor.

**B.   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, American Indian/Alaskan Native and veterans.  The college anticipates that as a result of these efforts there will be:

- Reduced 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 utilizing culturally responsive teaching methodologies

Key activities in this area include strengthening and expansion of the Early Alert/Program for Academic Student Success, Peer Mentoring, as well as development of a Best Instructional Practices repository and implementation of workshops that emphasize culturally responsive teaching strategies.  We will also utilize information gathered from Annual Department Plans and Program Review to identify and implement course and/or department specific success strategies.

Key contacts include Parrish Geary, (Interim) Dean of Student Success; Bernard Gibson, Dean of Student Services; Monica Pactol, VPI; Melanie Dixon, (Interim) VPSS; Renee Hyder, Assessment; Juan Flores, Coordinator; and Rebecca Mendell, Librarian.

**C.   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 the result of these efforts there will be:

- Increased percentage of under-represented students who successfully complete
  - Basic Skills Math (African American, Hispanic /Latino and veterans); English (American Indian/Alaskan Native, veterans and individuals with disabilities); and ESL courses (male, individuals with disabilities, and Hispanic /Latino students).
- Increased student utilization and satisfaction with support systems available, including SOAR (Success Opportunities and Resources) Central.

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Key activities in this area include continuance of successful activities / workshops available in SOAR Central, along with expansion of activities in this area; and creation of additional support services and programs such as First Year Experience.   Piloting of Embedded Intervention model in selected Basic Skills course(s); implementation of Math Boot Camps designed to provide students who meet prescribed criteria the opportunity to assess into higher level Math course on initial placement following a short-term skill development workshop.

Key contacts include Parrish Geary, (Interim) Dean of Student Success; Bernard Gibson, Dean of Student Services; Melanie Dixon, (Interim) VPSS; David Williams, Dean of Languages and Literature; Gary Hartley, Dean of Math, Science, and Engineering; Kevin Pipkin, Math faculty; Tina Royer, English faculty;  and Sam Raskin, Learning Skills Coordinator.

**D.   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 the 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 (Peer Mentoring/ Clubs/Faculty Lecture Series)
- Increased percentage of under-represented students who earn degrees and certificates (African American, veterans, multi-race, American Native/Alaskan Native, low income and individuals with disabilities.

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. We will target Counseling efforts to support veterans and individuals with disabilities with educational planning and increased services; Instruction and Student Services will collaborate on development and implementation of Faculty Speaker series for students; and implementation of  First Year Experience programs.

Key contacts include Bernard Gibson, Dean Student Services; Melanie Dixon, (Interim) VPSS; Monica Pactol, VPI; and Parrish Geary, (Interim) Dean of Student Success.

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**E. 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 the result of these efforts there will be:

- Developed and promoted pathways to students or Associate Degrees for Transfer (ADT)
- Developed professional partnerships, promoted pathways for engagement of 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 individuals with disabilities, American Indian/Alaskan Native, and veterans.

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 and collaborative development and implementation of Faculty Speakers series that introduce students to Major Fields of Study and highlight Career Pathways for students in specific disciplines. We will focus on 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. We chartered the Multicultural Diversity 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. Finally continue to increase marketing and outreach for year-end celebrations of success for African American and Hispanic /Latino students.

Key contacts include Bernard Gibson, Dean of Student Services; Melanie Dixon, (Interim) VPSS; Monica Pactol, VPI; Diane Carlson, Multicultural and Diversity Committee Tri-Chair and faculty; Genevieve Siwabessy, Student Life Supervisor; and Christine Wurzer, Admissions & Records Supervisor.

**F. Affecting Several Indicators:**

The College's goal with respect to affecting several indicators is to take a holistic perspective of the previous listed goals; review and address additional gaps that may exist; as well as focus on "high-touch" activities in conjunction with Instruction to deliver a higher percentage of students who transfer to a four-year college or university. There will be particular emphasis on increasing the percentage of under-represented and disproportionately impacted groups who transfer to a four-year institution.

Key contacts include Bernard Gibson, Dean of Student Services; Melanie Dixon, (Interim) VPSS; Monica Pactol, VPI; Diane Carlson, Multicultural and Diversity Committee Tri-Chair and faculty; Genevieve Siwabessy, Student Life Supervisor; and Christine Wurzer, Admissions & Records Supervisor.

# Planning Committee and Collaboration

**Overview**

Folsom Lake College's overall student population is relatively small with limited demographic information, so actionable data is sometimes difficult to secure. That stated, our efforts in building a collaborative and inclusive culture on campus have been robust and representative of all areas of the college. The integration of our equity planning into the college's master planning process has been deliberate and vetted through faculty, classified staff, administration, local community and most importantly our student population.

The Student Services and Success Program (SSSP) at Folsom Lake College is integrated with the Student Equity Plan to achieve better leveraging and maximizing resources (funding ) to promote student success and completion.

While the First Year Experience, Summer Bridge, Math Boot Camp plans took root in the SSSP planning process for the college, these programs are designed to be institutionalized through the support and funding of the Student Equity Plan.

## Student Equity Plan Committee Membership List

| Member Name | Title | Organization(s), Program(s) or Role(s) Represented |
|---|---|---|
| Melanie Dixon | (Interim) VPSS | Student Services |
| Monica Pactol | VPI | Instruction |
| Parrish Geary | (Interim) Dean of Student Success | Student Services |
| Bernard Gibson | Dean of Student Services | Student Services |
| Diane Carlson | Faculty, MDC Tri-Chair | Instruction/Faculty, Multicultural & Diversity Committee |
| Gen Siwabessy | Student Life Supervisor, MDC Tri-Chair | Student Services, Multicultural & Diversity Committee |
| Ali Padash | Financial Aid Supervisor | Student Services |
| Christine Wurzer | Admissions & Records Supervisor | Student Services |
| Sarah Aldea | Outreach Coordinator | Student Services |
| Molly Senecal | Office of Instructional Research | Administration |
| Carol Reisner | Department Chair- Counseling | Faculty |
| David Lagala | Professional Development Chair | Faculty |
| Kevin Pipkin | Math Professor | Faculty |
| Rochelle Franco | Classified Senate President | Classified Senate |
| Sherry Rogers | Science Professor | Faculty |
| Rebecca Mendell | Librarian | Faculty |
| Linda Abraham | Science Professor | Faculty |
| Christa Oberth | Science Professor | Faculty |
| Eric Wada | Science Professor | Faculty |
| Tina Royer | English Professor | Faculty |
| Danny Siegfried | English Professor | Faculty |
| Kim Toledo | (Interim) EOPS Coordinator | Faculty |

# Access

Student Success Indicator

Compare the percentage of each population group enrolled to the percentage of each group in the adult population within the community served.

Note: While the percentage point difference is highest for white students enrolled at FLC, this is due to the fact that the city of Folsom is predominately white and is fairly homogenous. The college does not intend to replicate the homogeneity of the city of Folsom and instead wishes to foster diversity for underrepresented minorities on its campus, thus this student group is not included in the top three largest equity gaps table above.

| | ACCESS | | | |
|---|---|---|---|---|
| Target Population(s) | # of your college's total enrollment in Fall 2014 – Spring 2015 | % of your college's total enrollment (proportion) | % of adult population within the community served (proportion) | Gain or loss in proportion (Percentage point difference with +/- added) |
| American Indian / Alaska Native | 106 | 0.97% | 0.58% | 0.39% |
| Asian | 926 | 8.48% | 7.47% | 1.02% |
| Black or African American | 310 | 2.84% | 3.91% | -1.07% |
| Hispanic or Latino | 1835 | 16.81% | 13.64% | 3.17% |
| Native Hawaiian or other Pacific Islander | 239 | 2.19% | 0.35% | 1.84% |
| White** | 6634 | 60.77% | 70.41% | -9.64% |
| Some other race | 172 | 1.58% | 0.18% | 1.40% |
| More than one race | 620 | 5.68% | 3.46% | 2.22% |
| Total of 8 cells above (Orange cells should = 100%) | 10,917 | 100% | 100% | |
| Males | 4533 | 41.52% | 50.9% | -9.4% |
| Females | 6161 | 56.43% | 49.1% | 7.3% |
| Unknown | 223 | 2.04% | n/a | n/a |
| Total of 3 cells above (Orange cells should = 100%) | 10,917 | 100% | 100% | |
| Current or former foster youth | 5 | 0.05% | 5.44% | -5.40% |
| Individuals with disabilities | 666 | 6.10% | 9.09% | -2.99% |
| Low-income students | 2934 | 26.88% | 0.29% | 26.59% |
| Veterans | 172 | 1.58% | 8.22% | -6.65% |

| Equity Gap | Student Group | Percentage Difference |
|---|---|---|
| Largest Gap | Males | -9.40% |
| Second Largest Gap | Veterans | -6.65% |
| Third Largest Gap | Foster Youth | -5.40% |

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

### A.1

**GOAL: A.1** The goal is to improve access for all students and specifically veteran and foster youth groups by increased emphasis pathways scheduling.

**ACTIVITIES:**

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| **A.1** | Veterans | 172 |
| | Foster Youth | 5 |

- *Activity Implementation Plan*

This effort is a mixture of an ongoing focus (resource textbooks, supplies and materials) as well as enhanced efforts (specific counselor and SPA activities for these students groups.  There is no supplanting in this area.  See the budgeting spreadsheet below. Additional focus in this area would include:

- Develop strategies to eliminate  additional gaps in pathways including year-long course scheduling and timely program completion

| ID | Planned Start and End Date(s) | Student Equity Fund Sources | Amount | Other Fund Sources** | Amount |
|---|---|---|---|---|---|
| **A.1** | 2015-16 | Veteran Center/Foster Youth SPA | $15000 | EOPS | $3000 |

| | | | | |
|---|---|---|---|---|
| 2015-16 | Veteran/Foster Youth Counselor | $10000 | | |
| 2015-16 | Resource Textbooks | $4000 | | |
| 2015-16 | Supplies & Materials | $3000 | | |
| 2016-17 | Further Research on Foster Youth advocacy | TBD | | |
| 2016-17 | Events & activity coordination with the Veteran Service Offices in El Dorado & Sacramento Counties | TBD | | |

- *Link to Goal*

With the further development of our Veteran's Resource Center (VRC) offerings, the expansion of the college counseling and outreach resources and the development of embedded mentoring programs, we will have the capability to engage our most impacted students with services and access through high touch and virtual access specifically designed to support them. This approach enhances their learning how to better navigate class scheduling and course completion, as well as a better understanding of the skills pathways that exists that provide them with transfer courses and certificates.

- *Evaluation*

Obtaining accurate and truly meaningful participation rates from census data compared to the impacted population enrollment 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 veteran students would be interested in attending college (and having high achievement rates) while foster youth as a whole can appear almost invisible within our over student population. The timeline for review is set for the close of each semester as well an annual review during Annual Unit Plan development periods for the division. Foster youth service organizations in Amador, El Dorado, Sacramento, and Placer counties have been contacted and over 96 foster youth (in those areas) touched to attend nine outreach activities at the college. Of great interest is that we have seen improvements in outreach to the veteran populations. Our opportunity lies in our ability to scale our efforts for these students into our Rancho Cordova and El Dorado centers.

**Expected Outcomes:**

1) **Student Awareness:**  Strengthen participation and overall awareness in these populations as it relates to specific program support and services
2) **Math, Science & English Placement:**  Insure access to all areas of study with greater attention and focus in placement level in math, science and English

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

### A.2

**GOAL: A.2 The goal is to increase the percentage of disproportionately impacted populations (particularly student veterans and foster youth) attending Folsom Lake College to be more reflective of the percentage of these populations in the service area.**

**ACTIVITIES: A. ACCESS**

**A.2**

- *Activity Type(s)*

| | | | | | |
|---|---|---|---|---|---|
| X | Outreach | | Student Equity Coordination/Planning | | Instructional Support Activities |
| X | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | X | Multicultural & Diversity Committee |

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| **A.2** | Veterans | 172 |
| | Foster Youth | 5 |

- *Activity Implementation Plan*

This effort is a focused on providing temporary classified SPA assistance for veteran/foster youth outreach as well as transportation for these groups for special events to the college.  There is no supplanting in this area.  The budgeting spreadsheet is listed below. Additional focus in this area would include:

- Develop outreach calendar targeting activities that assist these targeted populations
- Develop outreach videos series and survey to better orient and welcome these students of diverse backgrounds

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| ID | Planned Start and End Date(s) | Student Equity Fund Sources | Amount | Other Fund Sources** | Amount |
|---|---|---|---|---|---|
| **A.2** | 2015-16 | Veteran/Foster Youth SPA (Outreach) | $10736 | | |
| | 2015-16 | Travel (Outreach – Vet/Foster Youth) | $3500 | | |
| | 2016-17 | Learning Skills Center & Coord. | TBD | | |

- *Link to Goal*

By providing specialized direction, via SPA, and potential transportation to the college or college related events, we have provided exposure to these groups in a manner that supports recruiting, outreach and their physical presence on campus. Once attention to their specific needs is established these students are introduced to the registration and entry process with the support of potentially like students.

- *Evaluation*

Obtaining accurate and truly meaningful participation rates from census data compared to the impacted population enrollment 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 veteran students would be interested in attending college (and having high achievement rates) while foster youth as a whole can appear almost invisible within our over student population. The timeline for review is set for the close of each semester as well an annual review during Annual Unit Plan development periods for the division. Of great interest is that we have seen improvements in outreach to the veteran populations. Our opportunity lies in our ability to scale our efforts for these students into our Rancho Cordova and El Dorado centers.

**Expected Outcomes:**

1) **Welcome and Student Success Center**:  Increase in the number of foster youth, veteran and disproportionately impacted students who utilize the services located in the center

2) **Specialized Presentations**:  Increase the number of foster youth, veteran and disproportionately impacted students who attend and then request information, services and registration as a result of these presentations

3) **Veteran Resource Center Expansion**:  Increase the capacity for connecting veterans  to DSPS, EOPS and counseling through these programs as well as sourcing a new location for the center

4) **Veteran & Foster Youth Counseling**:  Provide resources to connect these students with student support services and closely monitored academic progress

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS**

**A.3**

**GOAL: A.3 The goal is to increase the percentage of all students completing pre-enrollment steps to ensure proper placement and course selection, with an emphasis on disproportionately impacted populations, particularly student veterans and foster youth.**

**ACTIVITIES:**

- *Activity Type(s)*

| X | Outreach | | Student Equity Coordination/Planning | | Instructional Support Activities |
|---|---|---|---|---|---|
| X | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | | Direct Student Support |
| | Research and Evaluation | | Professional Development | | Multicultural & Diversity Committee |

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| **A.3** | Veterans | 172 |
| | Foster Youth | 5 |

- *Activity Implementation Plan*

This effort is a focused on providing temporary classified SPA assistance for veteran/foster youth outreach as well as transportation for these groups for special events to the college.  There is no supplanting in this area.  The budgeting spreadsheet is listed below.  Additional focus in this area would include:

- Develop strategies that determine whether certain groups are more likely to register late in the semester
- Focus on the efforts at our Rancho Cordova Center to refine scheduling, Academic Planning Sessions(APS) as well as implement additional strategies to address gaps in complete pre-enrollment steps

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| ID | Planned Start and End Date(s) | Student Equity Fund Sources | Amount | Other Fund Sources** | Amount |
|---|---|---|---|---|---|
| **A.3** | 2015-16 | Veteran Speakers/Training | $1000 | | |
| | 2016-17 | Veteran Speakers/Training | TBD | | |

- *Link to Goal*

By providing these specialized speakers and training, we have enhanced pertinent information and guidance to these groups in a manner that supports their ability to better complete pre-enrollment steps to success prior to coming on campus.  These students benefit from having access to the VA Intake process, online registration as well as completion of APS (VA credit) as support options that assist in taking them through the pre-enrollment steps.

- *Evaluation*

Obtaining accurate and truly meaningful participation rates from census data compared to the impacted population enrollment 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 veteran students would be interested in attending college (and having high achievement rates) while foster youth as a whole can appear almost invisible within our over student population. The timeline for review is set for the close of each semester as well an annual review during Annual Unit Plan development periods for the division.

Of great interest is that we have sought improvements in outreach to the veteran & foster youth populations.  Our opportunity lies in our ability to scale our efforts for these students into our Rancho Cordova and El Dorado centers.

**Expected Outcomes**:

1) **Pre-Enrollment Steps**:  Increase percentage of all students completing pre-enrollment steps, and a lowering of disproportionate impacted for targeted populations.

# Course Completion

Student Success Indicator

Ratio of the number of credit courses which 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.

| Course Completion - Credit | | | | | |
|---|---|---|---|---|---|
| Rate | Denominator | Numerator | | | |
| **Rate of Course Completion** | The # of courses students enrolled in and were present in on census day in the base term. | The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term. | | | |
| **Target Population(s)** | the # of courses students enrolled in & were present in on census day in base year | The # of courses in which students earned an A, B, C, or credit out of ← | The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year | Total (all student average) pass rate | Comparison to the all student average (Percentage point difference with +/- added) |
| American Indian / Alaska Native | 331 | 196 | 59.2% | **72.4%** | -13.2% |
| Asian | 3,307 | 2,541 | 76.8% | **72.4%** | 4.4% |
| Black or African American | 919 | 522 | 56.8% | **72.4%** | -15.6% |
| Hispanic or Latino | 6,423 | 4,412 | 68.7% | **72.4%** | -3.7% |
| Native Hawaiian or other Pacific Islander | 196 | 129 | 65.8% | **72.4%** | -6.6% |
| White | 23,907 | 17,608 | 73.7% | **72.4%** | 1.2% |
| Some other race | 775 | 587 | 75.7% | **72.4%** | 3.3% |
| More than one race | 2,213 | 1,582 | 71.5% | **72.4%** | -0.9% |
| *All Students* | **38,071** | **27,577** | **72.4%** | | 72.4% |
| Males | 16,432 | 11,435 | 69.6% | **72.4%** | -2.8% |
| Females | 20,847 | 15,586 | 74.8% | **72.4%** | 2.3% |
| Unknown | 792 | 556 | 70.2% | **72.4%** | -2.2% |
| Current or former foster youth** | 13 | 1 | 7.7% | **72.4%** | -64.7% |
| Individuals with disabilities | 2,336 | 1,663 | 71.2% | **72.4%** | -1.2% |
| Low-income students | 4,026 | 3,533 | 87.8% | **72.4%** | 15.3% |
| Veterans | 1,544 | 956 | 61.9% | **72.4%** | -10.5% |

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| Equity Gap | Student Group | 1<br>Gap in comparison to the Average, Expressed as Percentage | 2<br>Percentage expressed as decimal | Multiply | 3<br>the # of courses students enrolled in & were present in on census day in base year | = | 4<br>Number of Students "Lost" |
|---|---|---|---|---|---|---|---|
| Largest Gap | Black or African American | 15.60% | 0.16 | x | 919 | = | 143 |
| Second Largest | American Indian/Alaskan Native | 13.20% | 0.13 | x | 331 | = | 43 |
| Third Largest | Veterans | 10.50% | 0.11 | x | 1544 | = | 162 |
|  |  |  |  |  |  |  |  |

**Note: While Foster Youth have the largest equity gap at -64.7%, this cohort only has 13 students. Thus the number of students "lost" would be 9. Due to the small cohort size, this group is not included in the top three largest equity gaps. However, Folsom Lake College is fully cognizant of the need to reach and serve foster youth and has (fill in the blank) plans to increase enrollment and success of this group.

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

### B.1

**GOAL: B.1 The goal is to identify and implement strategies designed to increase course success rates for all students with emphasis on reducing the gap for successful course completion of disproportionately impacted groups, in particular African-American males, American Indian/Alaskan Indians and veterans.**

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

| Target Population(s) | Current gap (as a %), year | Goal | Goal Year |
|---|---|---|---|
| African-American Males | 16% | >8% | 2018 |
| American Indian/Alaskan Indian | 13% | >5% | 2018 |
| Veterans | 11% | >10% | 2018 |

**ACTIVITIES:**

- *Activity Type(s)*

|  | Outreach | X | Student Equity Coordination/Planning | X | Instructional Support Activities |
|---|---|---|---|---|---|
| X | Student Services or other Categorical |  | Curriculum/Course Development or | X | Direct Student Support |

| | Program | | Adaptation | | |
|---|---|---|---|---|---|
| | Research and Evaluation | X | Professional Development | X | OIR |

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| **B.1** | African-American Males | 143 |
| | American Indian/Alaskan Indian | 43 |
| | Veterans | 162 |

- *Activity Implementation Plan*

This effort is a focused on providing persistence marketing campaigns, completion recognition and reward activities as well as support programs and services through the multicultural and diversity committee. There is no supplanting in this area. The budgeting spreadsheet is listed below. Additional focus in this area would include:

- Develop strategies that determine whether certain groups involved in college activities
- Focus on the efforts at our Rancho Cordova Center to refine scheduling, APS sessions as well as implement additional strategies to address gaps in completion
- Good Ideas For Teaching Strategies (G.I.F.T.S.) – gathering ideas and creating a repository on the Student Services D2L site that lists best practices and sharing of creative and culturally proficient and responsive teaching ideas and methodologies to support multiple learning styles.

| ID | Planned Start and End Date(s) | Student Equity Funds | Amount | Other Funds** | Amount |
|---|---|---|---|---|---|
| **B.1** | 2015-2017 | Multicultural & Diversity Cmte | $1000 | | |
| | 2015-16 | African American Graduation Cele | $2000 | | |
| | 2015-16 | Community Persistence Marketing | $1000 | | |
| | 2015-16 | G.I.F.T.S. | $4000 | | |
| | 2016-17 | Expansion of Peer Mentoring programs | TBD | | |
| | 2016-17 | Fully implement Good Ideas for | | | |

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| | | | | |
|---|---|---|---|---|
| | Teaching Strategies (G.I.F.T.S.) | TBD | | |

• *Link to Goal*

By providing these specialized activities and events, we have provide a pathway to completion for these groups in a manner that supports their ability to completion, transfer and/or certification.  These students benefit from having access to these types of programs to support their options that assist in taking them through the course workload.

• *Evaluation*

These students and their progress is closely monitored through joint work with the division and the office of institutional research. The timeline for review is set for the close of each semester as well an annual review during Annual Unit Plan development periods for the division. Of great interest is that we have sought (through extensive outreach) connections to these populations.  Our opportunity lies in our ability to scale our efforts for these students (particularly) into our Rancho Cordova and El Dorado centers.

**Expected Outcomes:**

1) **Success Rates**:  Increase overall for targeted underperforming groups, with all groups performing at or above the .80 index by the end of year three.

# ESL and Basic Skills Completion

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Student Success Indicator

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

| ESL and Basic Skills | | | | | |
|---|---|---|---|---|---|
| **ESL** | | | | | |
| Rate | Denominator | Numerator | | | |
| **Rate of ESL Completion** | The # of students who complete a final ESL basic skills course with an A, B, C or credit in the base year | The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year | | | |
| | | | | | |
| **Target Population(s)** | **The # of students who complete a final ESL basic skills course with an A, B, C or credit** | **The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit** | **The rate of progress from ESL to degree-applicable course completion** | **Total (all student average) completion rate** | **Comparison to the all student average (Percentage point difference with +/- added)** |
| American Indian / Alaska Native | 0 | 0 | n/a | n/a | n/a |
| Asian | 140 | 17 | 12.1% | 8.5% | 3.6% |
| Black or African American | 3 | 1 | 33.3% | 8.5% | 24.8% |
| Hispanic or Latino | 136 | 10 | 7.4% | 8.5% | -1.2% |
| Native Hawaiian or other Pacific Islander | 4 | 0 | 0.0% | 8.5% | -8.5% |
| White | 715 | 62 | 8.7% | 8.5% | 0.1% |
| Filipino | 8 | 0 | 0.0% | 8.5% | -8.5% |
| Unknown | 83 | 3 | 3.6% | 8.5% | -4.9% |
| *All Students* | **1089** | **93** | **8.5%** | | |
| Males | 324 | 16 | 4.9% | 8.5% | -3.6% |
| Females | 758 | 76 | 10.0% | 8.5% | 1.5% |
| Unknown | 6 | 1 | 16.7% | 8.5% | 8.1% |
| Current or former foster youth** | 0 | 0 | n/a | n/a | n/a |
| Individuals with disabilities | 21 | 1 | 4.8% | 8.5% | -3.8% |
| Low-income students | 965 | 83 | 8.6% | 8.5% | 0.1% |
| Veterans** | 0 | 0 | n/a | n/a | n/a |
| Source: Scorecard 2004-05 to 2008-09 Cohorts | | | | | |
| | | | | | |
| ** California community colleges did not start collecting and submitting veterans and foster youth data until summer 2012, thus this cohort is 2012-13 to 2013-14. Thus these cohorts are not comparable to the other cohorts. | | | | | |

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## ESL AND BASIC SKILLS COMPLETION (Remedial Math & English)

| Equity Gap | Student Group | 1<br>Gap in comparison to the Average, Expressed as Percentage | 2<br>Percentage expressed as decimal | Multiply | 3<br>The # of students who complete a final ESL or basic skills course with an A, B, C or credit | = | 4<br>Number of Students "Lost" |
|---|---|---|---|---|---|---|---|
| Largest Gap | Individuals with Disabilities | 3.80% | 0.04 | x | 21 | = | 1 |
| Second Largest | Males | 3.60% | 0.04 | x | 324 | = | 12 |
| Third Largest | Hispanic or Latino | 1.20% | 0.01 | x | 136 | = | 2 |
| | | | | | | | |

*Note: While race unknown and Hawaiian/Pacific Islander and Filipino have the large equity gaps, we are not able to identify and target unknown race students and the H/PI/F cohorts are very small. Thus due to the small cohort size, these group is not included in the top three largest equity gaps. However, College is fully cogizant of the need to reach and serve H/PI/F and has (fill in the blank) plans to increase enrollment and success of this group. Additionally, FLC will take (fill in the blank) steps to decrease the number of students with an unknown race.

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| ESL and Basic Skills | | | | | |
|---|---|---|---|---|---|
| **Remedial Math** | | | | | |
| Rate | Denominator | Numerator | | | |
| **Rate of Math Basic Skills Completion** | The # of students who complete a final math basic skills course with an A, B, C or credit in the base year | The # of students out of ←(the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year | | | |
| | | | | | |
| Target Population(s) | The # of students who complete a final Math basic skills course with an A, B, C or credit | The number of students out of ←(the denominator) that complete a degree applicable course with an A, B, C, or credit | The rate of progress from math Basic Skills to degree-applicable course completion | Total (all student average) completion rate | Comparison to the all student average (Percentage point difference with +/- added)* |
| American Indian / Alaska Native | 18 | 6 | 33.3% | **33.7%** | -0.4% |
| Asian | 34 | 12 | 35.3% | **33.7%** | 1.6% |
| Black or African American | 28 | 6 | 21.4% | **33.7%** | -12.3% |
| Hispanic or Latino | 118 | 32 | 27.1% | **33.7%** | -6.6% |
| Native Hawaiian or other Pacific Islander | 7 | 2 | 28.6% | **33.7%** | -5.1% |
| White | 991 | 348 | 35.1% | **33.7%** | 1.4% |
| Filipino | 18 | 5 | 27.8% | **33.7%** | -5.9% |
| Unknown | 152 | 50 | 27.8% | **33.7%** | -5.9% |
| *All Students* | **1366** | **461** | **33.7%** | | |
| Males | 553 | 155 | 28.0% | **33.7%** | -5.7% |
| Females | 794 | 296 | 37.3% | **33.7%** | 3.6% |
| Unknown | 19 | 10 | 52.6% | **33.7%** | 18.9% |
| Current or former foster youth** | 2 | 1 | 50.0% | **33.7%** | 16.3% |
| Individuals with disabilities | 113 | 27 | 23.9% | **33.7%** | -9.8% |
| Low-income students | 623 | 190 | 30.5% | **33.7%** | -3.2% |
| Veterans** | 21 | 3 | 14.3% | **33.7%** | -19.4% |
| Source: Scorecard 2008-2009 | | | | | |

** California community colleges did not start collecting and submitting veterans and foster youth data until summer 2012, thus this cohort is 2012-13 to 2013-14. Thus these cohorts are not comparable to the other cohorts.

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| Equity Gap | Student Group | 1<br>Gap in comparison to the Average, Expressed as Percentage | 2<br>Percentage expressed as decimal | Multiply | 3<br>The # of students who complete a final ESL or basic skills course with an A, B, C or credit |
|---|---|---|---|---|---|
| Largest Gap | Veterans | 19.40% | 0.19 | x | 21 |
| Second Largest | Black or African American | 12.30% | 0.12 | x | 28 |
| Third Largest | Hispanic or Latino | 6.60% | 0.07 | x | 118 |

| ESL and Basic Skills |
|---|

| Remedial English | | |
|---|---|---|
| Rate | Denominator | Numerator |
| **Rate of English Basic Skills Completion** | The # of students who complete a final English basic skills course with an A, B, C or credit in the base year | The # of students out of ←(the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year |

| Target Population(s) | The # of students who complete a final English basic skills course with an A, B, C or credit | The number of students out of ←(the denominator) that complete a degree applicable course with an A, B, C, or credit | The rate of progress from English Basic Skills to degree-applicable course completion | Total (all student average) completion rate* | Comparison to the all student average (Percentage point difference with +/- added)* |
|---|---|---|---|---|---|
| American Indian / Alaska Native | 23 | 9 | 39.1% | **51.8%** | -12.7% |
| Asian | 49 | 24 | 49.0% | **51.8%** | -2.8% |
| Black or African American | 29 | 13 | 44.8% | **51.8%** | -7.0% |
| Hispanic or Latino | 93 | 42 | 45.2% | **51.8%** | -6.6% |
| Native Hawaiian or other Pacific Islander | 10 | 4 | 40.0% | **51.8%** | -11.8% |
| White | 609 | 327 | 53.7% | **51.8%** | 1.9% |
| Filipino | 14 | 8 | 57.1% | **51.8%** | 5.3% |
| Unknown | 96 | 51 | 53.1% | **51.8%** | 1.3% |
| *All Students* | **923** | 478 | **51.8%** | | |
| Males | 374 | 179 | 47.9% | **51.8%** | -3.9% |
| Females | 543 | 296 | 54.5% | **51.8%** | 2.7% |
| Unknown | 6 | 3 | 50.0% | **51.8%** | -1.8% |
| Current or former foster youth** | 1 | 1 | 100.0% | **51.8%** | 48.2% |
| Individuals with disabilities | 95 | 38 | 40.0% | **51.8%** | -11.8% |
| Low-income students | 445 | 208 | 46.7% | **51.8%** | -5.1% |
| Veterans** | 33 | 3 | 9.1% | **51.8%** | -42.7% |
| Source:  Scorecard 2008-2009 | | | | | |

** California community colleges did not start collecting and submitting veterans and foster youth data until summer 2012, thus this cohort is 2012-13 to 2013-14. Thus these cohorts are not comparable to the other cohorts.

| Equity Gap | Student Group | 1<br>Gap in comparison to the Average, Expressed as Percentage | 2<br>Percentage expressed as decimal | Multiply | 3<br>The # of students who complete a final ESL or basic skills course with an A, B, C or credit |
|---|---|---|---|---|---|
| Largest Gap | Veterans | 42.70% | 0.43 | x | 33 |
| Second Largest | American Indian/Alaskan Native | 12.70% | 0.13 | x | 23 |
| Third Largest | Individuals with Disabilities | 11.80% | 0.12 | x | 95 |

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

### C.1

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

| Target Population(s) | Current gap, Year | Goal* | Goal Year |
|---|---|---|---|
| Veterans | 42%, 2012- 2014 | >20% | 2018 |
| DSPS | 12%, 2012- 2014 | >10% | 2018 |
| African American | 12%, 2012- 2014 | >10% | 2018 |
| Hispanic | 6%, 2012- 2014 | >3% | 2018 |

**GOAL: C.1 The goal is to increase support systems available for ESL and Basic Skills students and increase student utilization and satisfaction with these services.**

**ACTIVITIES:**

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| C.1 | Veterans | 54 |
| | DSPS | 208 |
| | African American | 54 |
| | Hispanic | 211 |

*(Includes remedial English and math combined)*

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- *Activity Implementation Plan*

This primary effort is a focused on providing increase student utilization and satisfaction of services. There is no supplanting in this area. The budgeting spreadsheet is listed below. These primary focus areas include:

- Summer Bridge follow-up activities
- Expansion of the First Year Experience , including services at our  Rancho Cordova and El Dorado centers
- Expansion of Math Boot Camp at all three locations
- Piloting of English Boot Camp
- Expanding of embedded instruction and Peer Mentoring

| ID | Planned Start and End Date(s) | Student Equity Funds | Amount | Other Funds** | Amount |
|---|---|---|---|---|---|
| C.1 | 2015-2017 | Peer Mentoring (FYE) | $13,000 | DSPS | $3000 |
| | 2015-16 | First Year Experience | $5000 | | |
| | 2015-16 | First Year Experience (Text Books Loaner Program) | $25000 | | |
| | 2016-17 | Implementation of a video resource center & repository for marketing, training, completion & educating | TBD | | |
| | 2016-17 | Institutionalize First Year Experience, Summer Bridge and English & Math Boot camp | TBD | | |

- *Link to Goal*

By providing specialized instruction and "high-touch" engagement to students at this basic skill level, we provide them sustained opportunities over the course of their time with the college.  Once a presence and attention to their specific needs is established, these students are introduced to the vast resources that allow them increase utilization and their skill level.

- *Evaluation*

Increase in successful course completion rates, by discipline, in basic skills and ESL for all students.

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**Expected Outcomes:**

1) **Completion Rates**: The cohort completion rate for under-represented groups will increase by at least 2% in math, English and Basic Skills by the end of year three of this plan.

**GOAL: C.2** **The goal is to increase English language & Basic Skills support for disproportionately impacted populations attending Folsom Lake College and allow for enhanced learning as well as higher level of completion.**

**ACTIVITIES:**

*Indicators/Goals to be affected by the activity*

| | | | |
|---|---|---|---|
| X | Access | X | Degrees and Certificate Completion |
| X | Course Completion | | Transfer |
| X | ESL and Basic Skills Course Completion | | |

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| C.2 | Basic Skills and ESL Students | 3378 |

- *Activity Implementation Plan*

This effort is a focused on providing ESL and Basic Skills students with hands on and high touch student interaction through embedded instruction and peer mentoring.  There is no supplanting in this area.  The budgeting spreadsheet is listed below.

| ID | Planned Start and End Date(s) | Student Equity Funds | Amount | Other Funds** | Amount |
|---|---|---|---|---|---|
| **C.2** | 2015-17 | Tutoring & Mentoring Center | $79000 | | |
| | 2015-16 | English Embedded Instruction | $14783 | | |
| | 2016-17 | Development of supplemental learning workshops (pilot) | TBD | | |

- *Link to Goal*

The primary design of this effort is to provide Peer Mentoring and Embedded Instruction for our ESL and basic skills students in a high-touch personalized environment.  We are also focusing on extending these services to our Rancho Cordova and El Dorado centers.  This intervention-embedded instruction will meet students where they are, in the classroom.  While our ESL Peer Mentoring Program will utilize faculty to organize and guide our ESL student population who will then serve as per mentors.

- *Evaluation*

ESL and Basic Skills activities evaluations are conducted through our college Learning Skills Coordinator (LSC) with additional support from Student Services division management.  The LSC will have purview of these and related tutoring/mentoring work efforts.  The timeline for review is set for the close of each semester as well an annual review during Annual Unit Plan development periods for the division. Of great interest is that we have sought improvements in how to best support and guide our Basic Skills and ESL student population through access, completion and transfer. Our opportunity lies in our ability to scale our efforts for these students into our Rancho Cordova and El Dorado centers.

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**Expected Outcomes:**

1) **Course Sequencing:** Alignment of Basic Skills curriculum and course sequencing to provide a clearer pathway for student success and completion

**GOAL: C.3 The** goal is to increase participation from disproportionately impacted segments of the student population including low-income, Basic Skills, ESL, African-American male, and Hispanics through the Science Skills Center and related programs.

**ACTIVITIES**

- *Indicators/Goals to be affected by the activity*

| X | Access | | Degrees and Certificate Completion |
|---|---|---|---|
| X | Course Completion | | Transfer |
| X | ESL and Basic Skills Course Completion | | |

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| **C.3** | Basic Skills and ESL Students | 3378 |
| | African-American Male | 310 |
| | Hispanics | 1835 |
| | Low-Income | 2934 |

- *Activity Implementation Plan*

This effort is a focused on providing ESL and Basic Skills students with hands on and "high touch" student interaction through the science skills center.  There is no supplanting in this area.  The budgeting spreadsheet is listed below.

| ID | Planned Start and End Date(s) | Student Equity Funds | Amount | Other Funds** | Amount |
|----|-------------------------------|----------------------|--------|---------------|--------|
| **C.3** | 2015-17 | Science Skills Center | $18000 | | |
| | 2015-16 | Science Skills Center (Temp Help) | $3050 | | |
| | 2015-16 | Science Skills Center (Student Help) | $2600 | | |
| | 2015-16 | Science Skills Center (ESA) | $14373 | | |
| | 2016-17 | | | | |

- *Link to Goal*

The primary design of this effort is to provide a pathway for our African-American male, Hispanic, ESL, and Basic Skills students in a high-touch personalized Science Skills Center.  This Science Skills Center instruction will meet students where they are, in the classroom and the center itself.  There would also be synergy with programs connected to UC Davis (Big Scientist/Little Scientist) that promote transfer to California UC's as an objective for students.

- *Evaluation*

Science Skills Center activities evaluations are conducted through our instructional faculty with additional support from Student Services division management.  The Science faculty will have purview of these and related tutoring/mentoring work efforts in conjunction with the Learning Skills Center.  The timeline for review is set for the close of each semester as well an annual review during Annual Unit Plan development periods for the division.

**Expected Outcomes:**

1) **Increase in Enrollment**:  Increased participation and enrollment in science courses, labs, and mentoring/tutoring opportunities by the targeted populations.
2) **Expansion of Supplemental Instruction and Tutoring:**  Increase mentoring/tutoring capacity across the college  and provide specific resources to promote utilization of support services

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# Degree and Certificate Completion

Student Success Indicator

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

| Degree and Certificate Completion | | | | | |
|---|---|---|---|---|---|
| Rate | Denominator | Numerator | | | |
| **Degree and Certificate Completion** | The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard. | The number of students out of (the denominator) that earned a degree or certificate within one or more years, as decided by the college. | | | |
| **Target Population(s)** | **The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree** | **The number of students out of ß (the denominator) who earned a degree or certificate within one or more years.** | **The rate of degree and certificate completion** | **Total (all student average) completion rate** | **Comparison to the all student average (Percentage point difference with +/- added)** |
| American Indian / Alaska Native | 14 | 4 | 28.6% | **44.3%** | -15.7% |
| Asian | 58 | 31 | 53.4% | **44.3%** | 9.1% |
| Black or African American | 25 | 8 | 32.0% | **44.3%** | -12.3% |
| Hispanic or Latino | 117 | 42 | 35.9% | **44.3%** | -8.4% |
| Native Hawaiian or other Pacific Islander | 15 | 7 | 46.7% | **44.3%** | 2.4% |
| White | 988 | 445 | 45.0% | **44.3%** | 0.7% |
| Filipino | 21 | 9 | 42.9% | **44.3%** | -1.4% |
| More than one race | 135 | 34 | 25.2% | **44.3%** | -19.1% |
| *All Students* | **1373** | **608** | **44.3%** | | |
| Males | 571 | 238 | 41.7% | **44.3%** | -2.6% |
| Females | 785 | 364 | 46.4% | **44.3%** | 2.1% |
| Unknown | 17 | 2 | 11.8% | **44.3%** | -32.5% |
| Current or former foster youth** | 1 | 1 | 100.0% | **44.3%** | 55.7% |
| Individuals with disabilities | 108 | 42 | 38.9% | **44.3%** | -5.4% |
| Low-income students | 730 | 285 | 39.0% | **44.3%** | -5.3% |
| Veterans** | 46 | 0 | 0.0% | **44.3%** | -44.3% |
| Source: Scorecard 2008-2009 | | | | | |

** California community colleges did not start collecting and submitting veterans and foster youth data until summer 2012, thus this cohort is 2012-13 to 2013-14. We would not expect to see graduates in less than two years.

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| Equity Gap | Student Group | 1 Gap in comparison to the Average, Expressed as Percentage | 2 Percentage expressed as decimal | Multiply | 3 The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal |
|---|---|---|---|---|---|
| Largest Gap | Veterans | 44.30% | 0.44 | x | 46 |
| Second Largest | More than one race | 19.10% | 0.19 | x | 135 |
| Third Largest | American Indian/Alaskan Native | 15.70% | 0.16 | x | 14 |

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

**D.1**

**GOAL:  D.1** The goal is to improve degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact.  Specifically**,** 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 who identify in more than one race, African American Indian American, veterans, Hispanic/Latino students, economically disadvantaged, and first generation student populations.

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| Veterans | 44%, 2012-14 | >25% | 2018 |
| More Than One Race | 19%, 2012-14 | >10% | 2018 |
| Amer Indian/Alaskan Native | 16%, 2012-14 | >8% | 2018 |

**ACTIVITIES:**

*Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| D.1 | Veterans | 46 |
| | Students of more than one race | 135 |
| | Alaska Native/American Indian | 14 |

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- *Activity Implementation Plan*

This primary effort is a focused on providing increased degree and certificate completion.  There is no supplanting in this area.  The budgeting spreadsheet is listed below. These primary focus areas include:

- Increase the number of students with an comprehensive Educational Plan without an identified goal to be contacted after the Academic Planning Sessions by Career and Transfer Center staff
- Develop the Multicultural Peer Educator Program to create ongoing support for students that navigate their education/world through their cultural and/or ethnic lens.
- Increase participation and student program development in the Multicultural and Diversity Committee
- Connect the Multicultural club and committee to college outreach, Summer Bridge, and First Year Experience to establish a foundation for incoming students with diverse backgrounds
- Submit a proposal to request space to develop a Multicultural Center that would house various students organizations invested in creating a more inclusive learning environment for all students.

| ID | Planned Start and End Date(s) | Student Equity Funds | Amount | Other Funds** | Amount |
|---|---|---|---|---|---|
| D.1 | 2015 – 16 | Welcome & Student Success Center | | | |
| | 2015 - 16 | Multicultural Peer Educator Program | | | |
| | 2016 - 17 | Career Center | | | |
| | 2016 - 17 | Multicultural Center Proposal Request | | | |

- *Link to Goal*

By connecting these specific students early in the process to students who have ventured this path currently/previously we develop a bridge that allows students to better visualize that college is not only obtainable but degree and certificate completion is realistic.

- *Evaluation*

These students and their progress are closely monitored through joint work with the office of institutional research and through our monitored work with Instruction through the division D2L site and blog. The timeline for review is set for the close of each

semester as well an annual review during Annual Unit Plan development. Of great interest is that we have sought (through admission and records) connections to these populations and our opportunity lies in our ability to scale our efforts for these students (particularly) into our Rancho Cordova and El Dorado centers.

**Expected Outcomes:**

1) **Program Evaluation**:  Focus on the impact activities had on reducing equity gaps. Scaling those programs with the most potential for success for students.
2) **Instructional Collaboration**:  Increase the communication and engagement with faculty across departments through our planned pro-grams and activities as well as through FLEX activities and the Student Services/Success D2L web presence.
3) **Degrees and Certificates**:  Gradually increase the percentage of students from under-represented groups who earn degrees and certificates.  In particular, increase the number of economically disadvantaged, veteran, Hispanic and first generation students achieving a degree by 10% (at the close of the three-year period).

# Transfer

## Student Success Indicator

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.

| Transfer | | | | | |
|---|---|---|---|---|---|
| Rate | Denominator | Numerator | | | |
| **Transfer** | The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English | The number of students out of ←(the denominator) who actually transfer after one or more years. | | | |
| | | | | | |
| **Target Population(s)** | **The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English.** | **The number of students out of ←(the denominator) who actually transfer after one or more (up to six) years.** | **The transfer rate** | **Total (all student average) pass rate*** | **Comparison to the all student average (Percentage point difference with +/- added)*** |
| American Indian / Alaska Native | 7 | 1 | 14.3% | **27.3%** | -13.0% |
| Asian | 44 | 17 | 38.6% | **27.3%** | 11.3% |
| Black or African American | 12 | 3 | 25.0% | **27.3%** | -2.3% |
| Hispanic or Latino | 71 | 17 | 23.9% | **27.3%** | -3.4% |
| Native Hawaiian or other Pacific Islander | 7 | 3 | 42.9% | **27.3%** | 15.5% |
| White | 684 | 181 | 26.5% | **27.3%** | -0.9% |
| Some other race | 18 | 5 | 27.8% | **27.3%** | 0.5% |
| Unknown | 94 | 29 | 30.9% | **27.3%** | 3.5% |
| *All Students* | **937** | **256** | **27.3%** | | |
| Males | 379 | 114 | 30.1% | **27.3%** | 2.8% |
| Females | 547 | 141 | 25.8% | **27.3%** | -1.5% |
| Unknown | 11 | 1 | 9.1% | **27.3%** | -18.2% |
| Current or former foster youth** | 3 | 2 | 66.7% | **27.3%** | 39.3% |
| Individuals with disabilities | 69 | 10 | 14.5% | **27.3%** | -12.8% |
| Low-income students | 416 | 87 | 20.9% | **27.3%** | -6.4% |
| Veterans** | 106 | 6 | 5.7% | **27.3%** | -21.7% |
| Source:  Scorecard 2008-2009 | | | | | |

** California community colleges did not start collecting and submitting veterans and foster youth data until summer 2012, thus this cohort is 2012-13 to 2013-14.   We would not expect to see many, if any, transfers in less than two years.

| Equity Gap | Student Group | Gap in comparison to the Average, Expressed as Percentage | Percentage expressed as decimal | Multiply | The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal. | = | Number of Students "Lost" |
|---|---|---|---|---|---|---|---|
| Largest Gap | Veterans | 21.70% | 0.22 | x | 106 | = | 23 |
| Second Largest | American Indian/Alaskan Native | 13.00% | 0.13 | x | 7 | = | 1 |
| Third Largest | Individuals with Disabilities | 12.80% | 0.13 | x | 69 | = | 9 |
| | | - | | | | | |
| | | | | | | | |

*Note: While unknown gender showed a large equity gap, we are not able to identify and target unknown gender students. Folsom Lake College will take (fill in the blank) steps to decrease the number of students with an unknown gender.

**GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER**

**E.1**

**GOAL: E.1** The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| Veterans | 22%, 2012-14 | >10% | 2018 |
| American Indian/Alaskan Native | 13%, 2012-14 | >5% | 2018 |
| DSPS | 13%, 2012-14 | >5% | 2018 |

**ACTIVITIES:**

- **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 low-income group, DSP&S students, and veterans, American Indian/Alaska Native students.**

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| E.1 | Veterans | 106 |
| | American Indian/Alaskan Native | 7 |
| | DSPS | 69 |

▪*Activity Implementation Plan*

This primary effort is a focused on increasing the number of students who transfer. There is no supplanting in this area. The budgeting spreadsheet is listed below. These primary focus areas include:

- Develop a training manual for the Peer Educator Program in collaboration with student organizations engaging in social justice activities
- Refine and provide modified and content specific workshops to support DSPS students
- Develop mini-kiosks equipped with support material and technology targeting access by DSPS and veteran students located at all three college locations
- Increase efforts in targeting/intervention to students with 70 (+) units to assist them in completion to transfer

| ID | Planned Start and End Date(s) | Student Equity Funds | Amount | Other Funds** | Amount |
|----|-------------------------------|----------------------|--------|---------------|--------|
| **E.1** | 2015-16 | Categorical Counselor | $9550 | | |
| | 2015-16 | Veteran Counselor (Vet/Foster/Intrusive) | $10000 | | |
| | 2016-17 | Training Manual for Peer Educator Program | | | |
| | 2016-17 | Refining of our DSPS workshops | | | |

- *Link to Goal*

By building the connection between counselors and students early in the process to students, we will provide clarity to the pathway designed by them and necessary for transfer.

- *Evaluation*

These students and their progress are closely monitored admissions and records and counseling for sustained periods to insure success. The timeline for this process occurs on a regular (weekly) basis and monitored by Instruction as well.

**Expected Outcomes:**

1) **Transfers**: Increase by 5% the number of under-represented students who transfer by the end of year three, particularly in the Veteran, DSPS and Alaskan native/American Indian targeted group.

# Other College- or District-wide Initiatives Affecting Several Indicators

| Table 1. CCCCO Data Sources for Student Categories and Success Indicators | | | | | | |
|---|---|---|---|---|---|---|
| **Success Indicator** | **Student Category** | | | | | |
| | **Gender** | **Ethnicity** | **Foster Youth** | **Disabled** | **Low-Income** | **Veterans** |
| **Course Completion** | DM[a] Course Retention/ Success Rate | DM Course Retention/ Success Rate | | | | |
| | DOD[b] Scorecard Remedial English | DOD Scorecard Remedial English | | DOD Scorecard Remedial English | DOD Scorecard Remedial English | |
| | DOD Scorecard Remedial ESL | DOD Scorecard Remedial ESL | | DOD Scorecard Remedial ESL | DOD Scorecard Remedial ESL | |
| | DOD Scorecard Remedial Math | DOD Scorecard Remedial Math | | DOD Scorecard Remedial Math | DOD Scorecard Remedial Math | |
| **Degree and Certificate Completion** | DOD Scorecard Completion (Associate Degree) | DOD Scorecard Completion (Associate Degree) | | DOD Scorecard Completion (Associate Degree) | DOD Scorecard Completion (Associate Degree) | |
| | DOD Scorecard Completion (Certificate) | DOD Scorecard Completion (Certificate) | | DOD Scorecard Completion (Certificate) | DOD Scorecard Completion (Certificate) | |
| **Transfer** | DM Transfer Velocity | DM Transfer Velocity | | DM Transfer Velocity | DM Transfer Velocity | |
| | DOD Scorecard Completion (Transfer) | DOD Scorecard Completion (Transfer) | | DOD Scorecard Completion (Transfer) | DOD Scorecard Completion (Transfer) | |
| [a] Data Mart | | | | | | |
| [b] Data-On-Demand | | | | | | |

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# Budget – Sources of Funding

The sources of funding for the proposed activities include both internal and external sources.  Funding resources include:

- Categorical funding
- Grants
- General fund allocations for support programs
- General fund allocations for salaries of educational administrators, faculty, and student services/success and support staff
- General fund allocation for faculty and staff development
- Other

# Evaluation Schedule and Process

Evaluation will consist of an annual review cycle involving two key components. The first component will be to evaluate the actual results in implementing all proposed activities while the second component will focus on assessing the student equity goals:

- Access
- Course Completion
- Basic Skills/ESL Completion
- Degree and Certificate Completion
- Transfer rates
- Other Activities Affecting Goals

# Summary Budget

**Folsom Lake College Student Equity Plan 2015/16 Budget**

| Account | Description | FTE | Expense | Total |
|---|---|---|---|---|
| **1203** | **Regular Counselor Salaries** | | | |
| | PASS Counselor | 0.50 | $28,936 | |
| | Subtotal | | | $28,936 |
| **1205** | **Management** | | | |
| | Dean Student Success | 0.50 | $66,320 | |
| | Subtotal | | | $66,320 |
| **1206** | **Regular Coordinator Salaries** | | | |
| | RAS Tina Royer (English) | 0.20 | $6,783 | |
| | Subtotal | | | $6,783 |
| **1301** | **Non-Regular Instructional Salaries** | | | |
| | Advise 5 | | $1,500 | |
| | Good Ideas for Teaching Strategies | | $4,000 | |
| | Subtotal | | | $5,500 |
| **1403** | Non-Regular Counselor | | | |
| | Veterans Counselor (Vets/Foster/Intrusive/<15 units - 1 person for each) | | $20,000 | |
| | Categorical Counselor | | $9,550 | |
| | Subtotal | | | $29,550 |
| **1408** | **Non-Regular Other Non-Inst. Salaries** | | | |
| | Bootcamps | | $4,000 | |
| | FYE ESAs (Price; Jensen;Kroencke;Siegfried;Rauschkold;Flores;Beda) | | $8,873 | |
| | Subtotal | | | $12,873 |
| **2102** | **Regular Classified Salaries** | | | |
| | Assessment SPA | 0.25 | $11,448 | |
| | PASS SPA | 0.50 | $26,699 | |
| | Outreach Specialist for disproportionately impacted students | 1.00 | $27,546 | |
| | Student Success & Support Program Specialist | 1.00 | $27,546 | |
| | Subtotal | | | $93,240 |
| **2164** | **Vacation Accrual** | | | |
| | Dean Student Success | | $995 | |
| | Classified | | $1,399 | |
| | Subtotal | | | $2,393 |
| **2302** | **Non-Regular/Temporary Classified** | | | |
| | Veterans Center SPA | | $15,000 | |
| | Research Analyst (OIR) | | $1,000 | |
| | Fin. Aid SPA (conduct workshops) $13.42*50 days*8 hr | | $5,368 | |
| | SPA (Outreach Veterans/Foster Youth) $13.42*100days*8hr | | $10,736 | |

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| | | | | |
|---|---|---|---|---|
| | Educational Media & Web Design Spec.(incl. video duties) $19.30*80days*8 hr | | $12,352 | |
| | SEP Clerk | | $10,000 | |
| | Science Center | | $10,000 | |
| | Subtotal | | | $64,456 |
| 2303 | **Student Help Wages** | | | |
| | Peer Mentoring (FYE) | | $26,000 | |
| | Embedded Tutoring (Peer mentoring in Eng $8000 & Sci Center $2600) | | $10,600 | |
| | Subtotal | | | $36,600 |
| 2305 | **ESA** | | | |
| | Eric Wada - Sci Center | | $4,000 | |
| | Sherry Rogers - Sci Center | | $1,500 | |
| | | | | |
| | Subtotal | | | $5,500 |
| 3908 | **Employee Benefits** | | | |
| | Management 24.20% (1205) | | $16,049 | |
| | reg. faculty 31.80% (applies to "1206" and "1203" salaries) | | $11,359 | |
| | non. Reg. faculty 21% (applies to "1301" and "1403" totals) | | $7,360.50 | |
| | Non-Reg Other Non-Inst. 11.20% (applies to "1408" total) | | $1,442 | |
| | reg. 12 month classified 48.30% (applies to "2102" total) | | $45,035 | |
| | Temp Classified 6.00% (applies to "2302" and "2401" and "2305 totals) | | $5,517 | |
| | Student help / FWS 0.80% (applies to "2303" total) | | $293 | |
| | Subtotal | | | $87,055 |
| 2401 | **Non-Regular Temporary I/A** | | | |
| | Science Center | | $22,000 | |
| | Subtotal | | | $22,000 |
| 4304 | **Non-Instructional Resource Books** | | | |
| | FYE books Loader Program | | $37,111 | |
| | Subtotal | | | $37,111 |
| 4500 | **Supplies & Materials** | | | |
| | Summer Bridge | | $0 | |
| | First Year Experience | | $5,000 | |
| | Orientation Supplies (Disproportionately impacted) | | $0 | |
| | MDC | | $1,000 | |
| | Celebrations | | $2,000 | |
| | PASS / Early Alert | | $770 | |
| | Program Pathways Presentations | | $0 | |
| | Veterans | | $3,000 | |
| | Community Posters; SP16 RCC& EDC Persistence Postcard Printing | | $1,000 | |
| | Subtotal | | | $12,770 |
| 4504 | **Non-Instructional Resource Books** | | | |
| | Veterans | | $ 4,000 | |
| | Subtotal | | | $4,000 |

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| 5100 | **Contracts - Personal Services** | | |
|---|---|---|---|
| | Contracts - Personal Services (MDC/BHM/Training/Veteran Speakers) | $4,000 | |
| | Subtotal | | $4,000 |
| **5200** | **Travel & Conference** | | |
| | Professional Development incl webinars & Dean Travel | $1,161 | |
| | African American Celebration (MDC) | $1,000 | |
| | Latino/Latina Celebration (MDC) | $2,000 | |
| | Social Justice Week / Black History Month (MDC) | $1,000 | |
| | Outreach Disproportionately impacted (busses, etc.) | $3,500 | |
| | LSC Mentoring Program | $79,000 | |
| | Subtotal | | $87,661 |
| **5201** | **In-District Mileage** | | |
| | Dean's Travel | $424 | |
| | Subtotal | | $424 |
| **5810** | **Postage** | | |
| | EDC & RCC SP16 Persistence Postcards | $1,225 | |
| | Subtotal | | $1,225 |
| **6490** | Equipment Capitalized | | |
| | Welcome & Student Success Center computers | $31,321 | |
| | Subtotal | | $31,321 |
| | **Expenses Total** | $639,718 | |
| | **Allocation** | $639,718 | |

# Summary Evaluation

**SUMMARY 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, Basic Skills Committee, Multicultural and Diversity Committee, and 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 in Fall 2014. The plan was presented to the Academic Senate, Multicultural and Diversity Committee, Student Services Steering Committee, 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 December 9, 2015.

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 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 was 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 Unit 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.

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**Sacramento City College**

**Student Equity Plan**

**[December 18, 2015]**

# SACRAMENTO CITY COLLEGE STUDENT EQUITY PLAN

**Table of Contents**

# Signature Page

## *Sacramento City College Student Equity Plan*

**District**:  Los Rios Community College          **Board of Trustees Approval Date**:  Dec. 9, 2015

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

*[Signature]*

[Kathryn E. Jeffery, Ph.D., President]          Email: jefferk@scc.losrios.edu

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

*[Signature]*

[Laduan Smedley, VP Administration, College          Email: smedle3@scc.losrios.edu
Chief Business Officer]

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

*[Signature]*

[Michael Poindexter, VP Student Services, Chief          Email: poindem@scc.losrios.edu
Student Services Officer]

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

*[Signature]*

[Mary K. Turner, Ed.D., VP Instruction, Chief          Email: turnerm@scc.losrios.edu
Instructional Officer]

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

*[Signature]*

[Virginia "Ginni" May, Academic Senate          Email:mayv@scc.losrios.edu
President]

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

*[Signature]*

[Sandra Belmares, Classified Senate President]        Email: belmars@scc.losrios.edu


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

*[Signature]*

[Marianna Sousa, Student Associated Council President]        Email: sccasgp@scc.losrios.edu


*[Signature]*

[Gerri Scott, Student Equity Coordinator/Contact]        Email: scottg@scc.losrios.edu        Phone (916) 650-2740

# Executive Summary

Sacramento City College views the Student Equity Plan as essential to our 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 and value the contributions and experience of our diverse student community and of our campus as a whole.

The 2015-16 Sacramento City College Student Equity Plan continues to focus on five priorities to address inequities for student populations which have been historically disproportionately impacted:

- **Outreach and Access**. This will include establishing partnerships with community groups with a primary emphasis on serving these individuals such as community based organizations, businesses, and social service programs.
- **Basic Skills Completion**. English, writing, mathematics are essential to educational completion and success.
- **Scale Up of successful SCC programs** which have demonstrated success in achieving positive outcomes for these students.
- **Direct Student Support**. Low income students represent the single largest disproportionately impacted group of students at Sacramento City College and are represented in every other disproportionately impacted student population. Direct student support enables these students the opportunity to persist and complete.
- **Professional Development** for faculty, staff and administration.

SCC campus-based research identified our disproportionately impacted student populations for the CCCCO Success Indicators of Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer. Gaps and greatest immediate concerns were identified .

Over the next six years, Sacramento City College plans to close equity gaps for impacted groups by improving all indicator scores by five percentage points or until they no longer meet the three percentage point difference metric for determining disproportionate impact. This method will allow us to ensure that our interventions are creating positive impacts for access and course completion, while also giving us enough time to move the needle for long-term goals of basic skills progress, awards, and transfers. Interventions will be assessed in a variety of ways, either on a semester or annual timeline.

Our efforts to achieve these goals and to lift up our most at-risk students cannot be left to a few in our community, nor responsibility delegated to a specific division or unit within our college. Student equity will be achieved by accepting it as a central value of our college culture and as our responsibility, whatever our institutional role. Our entire college community must be dedicated to student equity.

During the past year, Sacramento City College has taken several intentional steps to integrate, align, and infuse student equity into our college community as a whole through the college planning process, the delivery of services and integration of activities, and through professional development opportunities for the entire college.

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**SCC College Planning Process.**

- The SSSP and Student Equity Plans are now identified as "institutional plans", i.e. campus master plans.  This enables the basic foundation unit of planning, the operational unit plan, to identify equity goals and develop activities for individual units that are in alignment with and supportive of the institutional equity plan.
- The Student Equity, SSSP and Basic Skills Initiative plans and activities are aligned and integrated.  Weekly meetings between these three groups have been held specifically to ensure integrated planning between Student Equity, SSSP, and BSI.

**Delivery of Services and Integration of Activities.**

- Because the goals of BSI and Student Equity are integrated and aligned, there are several programs which are delivered and supported  collaboratively : the Developmental Writing Assistance program , the Language Acquisition Mentorship program, and "just-in-time" interventions such as the basic math skills boot camp "I've Got to Pass This Class!"
- Structured integration of SSSP and Student Equity: SSSP's services are now structured in a service delivery model known as the Student Success and Support Network or SSSNet. The SSSNet model strategically organizes SCC's services, programs, and people around a student-centered approach to success.
- The Village Community is a cornerstone to our Student Equity plan and is integrated with SSSP services.  The Village Community serves as an initial point of entry for any student, but strategically targets students from disproportionately impacted groups with the goal of increasing their access, retention, persistence, and success. The Village Community is a key component to the SSSNet structure.
- The core elements of the Village Community integrate and coordinate the activities of various student service programs, initiatives, community learning and other happenings related to student engagement. Deeply connected to SCC's SEqP, the Student Success and Support Plan (SSSP) it provides key support through orientation, assessment, educational planning, and follow-up services, targeting at-risk populations.  These SSSP activities are integrated with additional wrap-around Student Services Programs (RISE, DSPS, EOPS, CalWORKs, ESTEEM, Umoja-SBA, Veterans Center, Cultural Awareness Center, Tutoring Services, First Year Experience and Puente Project) to enhance coordination and maximize service contact with targeted student groups.

**Professional Development Opportunities**

- Professional Development has provided two significant activities which include braiding equity and student services with instruction and administrative services college wide. Dr. Robert Johnstone with the National Center for Inquiry and Improvement to provide a four part series in developing an institutional pathway to completion using the Completion by Design and Clear Pathway models.  Dr. Veronica Neal, Executive Director of the Equity Office at De Anza College is providing a three part series on Equity, building Equity Core Teams, and addressing cultural equity across campus. These are major milestones which advance professional development for all SCC personnel and which will also be offered to faculty as a Flex opportunity.
- The Village Community will coordinate and collaborate to provide enhanced support for students, faculty, and staff practitioners in the delivery of best practices in student equity. Creating a community of practice that is directed towards achieving educational justice and access upholds the highest principles of student service, educational excellence and equity.

The following provides a summary of the success indicators, impacted students for each success indicator, and the primary SCC activities for closing the gap. Additional detail and data are included in the body of the SCC Student Equity Plan.

**CCCCO Success Indicators, SCC Disproportionately Impacted Students, and Activities for SCC 2015-16 Student Equity Plan**

**Success Indicator:  ACCESS**

**Disproportionately Impacted Students:**  The SCC Student Equity Plan addresses all disproportionately impacted populations.  1) Males, 2) Students with Disabilities, 3) Asian, 4) Veterans,   5) Hispanic/Latino, 6) Black/African American

**Activities:**
- Work with "Sacramento Pathways to Success," an existing partnership between SCC, Sacramento City Unified School District, and CSU Sacramento to transition senior high school students into SCC SSSP Steps to Success process and activities . This program targets disproportionately impacted students who are first in their family to attend college.
- Each spring semester, Sacramento City College DSPS counselors will teach Career Development Class HCD 110 to students with learning disabilities, in their high schools.  The course provides success strategies and support services to entry level students, preparing them for entering SCC in the following fall semester.
- Expand current SCC Outreach program in order to conduct more outreach activities in the local community over and above high school recruitment.  Form relationships with community based organizations and other entities primarily serving disproportionately impacted groups resulting in increased number of under-represented students and facilitating their successful transition into college.
- STEM Collaborative between four SCC divisions with CTE and STEM programs.  Emphasis is on outreach to Hispanic/Latino, Black/African American, and female students to encourage enrollment in STEM courses.

**Success Indicator:  COURSE COMPLETION**

**Disproportionately Impacted Students:**  1) Foster Youth, 2) Black/African American, 3) Hispanic/Latino

**Activities:**
- Man Up Peer Mentoring Program is now in its third year of helping African American and Latino men succeed and persist. This peer mentoring program assists peer mentors as well as mentees to improve student outcomes.
- A structured case management approach will be used with students with psychological disabilities.  An improved website, and dedicated DSPS counseling and coaches for these students will decrease the gap of course completion.
- Fostering Futures Outreach and Retention for Educational Success and Transfer (FFOREST) – Project. Dedicated case management type support, intervention, and direct student support will engage these foster youth students and provide the resources necessary to address the challenges to course completion and persistence.

**Success Indicator:** **ESL AND BASIC SKILLS COMPLETION**

**Disproportionately Impacted Students:** For this success indicator, SCC disaggregated the student population into English, Math and ESL for purposes of clarity and precision. This data is explained and detailed in the Student Equity Plan section for Basic Skills. The identification of student populations here are the result of combined ESL and Basic Skills Completion data. 1) Black/African American, 2) Hawaiian/Pacific Islander, 3) Students with Disabilities, 4) Hispanic Latino

**Activities:**
- Sacramento Pathways to Success partners SCC English faculty with the English departments at feeder high schools in Sacramento Unified School District to implement the new Expository Reading and Writing Curriculum (ERWC). Students arrive at SCC more prepared to succeed in basic skills English, as well as assisting incoming students to place into the transfer-level English courses.
- Writing Center Assistance enables additional SCC faculty to support basic skills English students seeking one-on-one help in the Writing Center. Instructors in basic skills courses will be able to require students to attend one-on-one sessions with experienced faculty members, thus increasing the success rate in these courses.
- Writing Intervention Workshops will provide exam preparation workshops for basic skills writing courses for students identified by instructors as at risk of failing.
- Piloting an accelerated basic skills English Writing courses to increase student completion of transfer-level English courses.
- The Developmental Writing Assistance Program pairs an additional faculty member with a section of basic skills English Writing course. The faculty member provides mentoring to students. This program has been funded primarily through Basic Skills Initiative, but will be able to double the number of disproportionately students served through additional student equity funding. Over the past two years, students in this program have had higher pass rates in all sections than those without.
- English Writing for students with psychological, mobility or other disabilities will provide additional counseling time for students on probation and will increase retention of students in their courses. Utilization of High Tech Center software and tools and providing a full time instructional assistant will increase the ratio of instructor to student time to ensure students can be successful and move to the next level of courses.
- ESL Language Acquisition Mentoring Program allows an ESL course to have an additional professor (mentor) as support throughout the semester to guide students through assignments, language, feedback, etc. The mentor will also meet with students one-on-one to discuss issues affecting class performance.
- ESL Tutoring. Student tutors will provide additional support and attention for students in ESL classrooms
- Math Basic Skills Assistance Program pairs an additional faculty member with a basic skills Math course to provide mentoring to students. This would include follow up regarding attendance, assignments, and study strategies.
- Math Textbook Lending Program. Provides students with financial need the option to borrow textbooks for basic math courses.
- Math Evening Online Tutoring Expand current online evening tutoring program for basic skills math classes from two evenings per week to 7, thereby increasing availability of help for students.

- Second Chance Mathematics Boot Camp for students failing final exams for basic skills math courses. Intensive one week course after end of the semester, allowing students to then retake the exam.

**Success Indicator:  DEGREE AND CERTIFICATE COMPLETION**

**Disproportionately Impacted Students:**  1) Students with Disabilities, 2) Black/African American, 3) Hawaiian/Pacific Islander, 4) Hispanic/Latino

**Activities:**
- Degree and Certificate Completion for DSPS Students.  DSPS counselors will work closely with Financial Aid Office to research and analyze financial aid impacts for specific DSPS populations and strategies that would be most successful and appropriate for those populations.  Increased scrutiny of student goals and financial aid impacts will lead to more students with disabilities obtaining degrees and certificates.

**Success Indicator:  TRANSFER**

**Disproportionately Impacted Students:**  1) Students with Disabilities, 2) Black/African American, 3) Hispanic/Latino

**Activities:**
- Transfer Center Equity Push.  Improve transfer for the disproportionately impacted student populations by establishing a direct referral and priority appointment program with existing SCC programs which serve these populations.  Additional staffing will increase the capacity of the Transfer Center to accommodate ore students and allow for more direction interaction with students.  Tis will reinforce the SSSP Educational Planning process and build relationships and accountability to help students stay on track to transfer.
- Transfer for DSPS Students.  Research and collaboration with CSUS, UCD disability offices to identify obstacles to transfer for students with disabilities.   Work with Sacramento Pathways to establish transition support for these students between CSUS, UCD and SCC. A support staff will act as a liaison between DSPS offices of SCC, UCD and CSUS to build transition paths and prepare students to utilize transfer services at each campus.

**Success Indicator:  OTHER COLLEGE-WIDE OR DISTRICT-WIDE INITIATIVES AFFECTING MULTIPLE INDICATORS**

**Disproportionately Impacted Students:**  1) Males, 2) Students with Disabilities,  3) Asian,  4) Veterans, 5) Hispanic/Latino,  6) Black/African American

**Activities:**
- Professional Development activities and workshops for faculty, staff and management increase the general awareness of situations of disproportionately impacted students and reinforce the importance of equity across the campus.  Faculty and staff acquire skills and strategies through coordinated professional development that will result in improved outcomes for all disproportionately impacted students and our general population across all five metrics. Professional development activities will provide the support needed to implement the activities outlined in this Student Equity Plan. Professional Development has engaged the college with two major activities braiding equity and student services with instruction and administrative

services college wide. The college has contracted with Dr. Robert Johnstone with the National Center for Inquiry and Improvement to consult with the college across a four part series in developing an institutional pathway to completion using the Completion by Design and Clear Pathway models. We have also hired Dr. Veronica Neal, Executive Director of the Equity Office at De Anza College to provide us a three part series on Equity, building Equity Core Teams, and addressing cultural equity across campus. These are major milestones being embedded into both advancing professional development opportunities to all personnel as well as offering it as Flex for faculty.

- Scale Up of Existing Programs which Serve Disproportionately Impacted Students. Sacramento City College currently operates a number of existing and successful program which are achieving positive outcomes for many of the disproportionately impacted student groups. To capitalize on the strengths of existing models, SCC will expand the non-categorically funded Umoja and Puente projects by providing additional staffing, counseling services, and direct student support. The Get Assistance Program (GAP) will be implemented based upon the CalWORKS delivery model. These expanded programs will collaborate and coordinate directly with the existing programs and services of the college.

- Fostering Futures Outreach and Retention for Educational Success and Transfer (FFOREST) – Project. Foster Youth show the highest disproportionate impact among all groups. Targeted outreach to identify this group combined with dedicated case management type support, intervention, and direct student support will engage these students and provide the resources necessary to address the challenges to course completion and persistence.

## RESOURCES BUDGETED

The budget for Sacramento City College has been categorized by object code as follows:

| | | |
|---|---|---|
| 8600 State | $1,979,603 | |

Expenditures:

| | | |
|---|---|---|
| 1000 | Academic Salaries | $718,293 |
| 2000 | Non Academic Salaries | $483,725 |
| 3000 | Employee Benefits | $251,883 |
| 4000 | Supplies and Materials | $207,640 |
| 5000 | Other Operating Expenditures | $312,127 |
| 6000 | Library Books and Other Media | $5,935 |

## College Contact

The Student Equity Plan contact for Sacramento City College is Gerri Scott. She can be reached at 916-650-2740 or ScottG@scc.losrios.edu.

# Planning Committee and Collaboration

The Student Equity Committee is a standing governance committee of the college and serves as what the CCCCO defines as the Student Equity Planning Committee. This committee includes representation from all of the following groups:

| | | |
|---|---|---|
| EOPS | Allied Health Learning | Information Technology |
| PUENTE | Community | Student Equity Coordinator |
| RISE | Counseling | English Writing |
| UMOJA | Cohort Models/Learning | ESL |
| CalWORKs | Communities | English Reading |
| Transfer | Basic Skills Initiative | Financial Aid |
| MESA | Culture Awareness Center | Math |
| DSPS | International Studies | Research |
| ESTEEM | Staff Development | Library and Learning |
| | Ethnic Studies | Resources Division of the |
| | Public Information Office | Learning Resource Center |

The charge of the Student Equity Committee is as follows:

> The Student Equity Committee will help the college successfully serve the educational needs of the adult population who seek higher education regardless of their social, educational, ethnic, or cultural backgrounds. The committee will maintain and implement the Student Equity Plan that measures student access, course completion rates, ESL and Basic Skills completion rates, degree and certificate completion rates, transfer rates, employment rates, and the supportiveness of the campus environment for all students. The committee will make recommendations and offer strategies for action through the shared governance structure to address discrepancies that exist for under-represented students compared to the rest of the student body.

Information on the operation of the 2014-15 Student Equity was reported and discussed at every meeting of the Student Equity Committee during the Academic Year (7 meetings). This provided a forum for evaluation of the current plan and an opportunity to propose new ideas and strategies to incorporate into the 2015-16 plan. In April a joint coordination meeting was held with the Matriculation and Student Success Committee to discuss collaboration and coordination between the two programs.

The SCC 2014-15 Student Equity Plan included the formation of a Community of Practice that became known as the Student Equity Academy. The intention of the SEA was to develop and implement a community of practice aligned with SCC's Student Equity Plan. The community of practice would initiate efforts to improve existing practices and create new ones to support equity among its various student populations. Members would: (1) attend SEA meetings, (2)

evaluate and amend current student equity practices, (3) develop and implement innovative practices, and (4) communicate and work with others in the college and broader community in support of Student Equity efforts. The SEA was made up of representatives as follows:

| | | |
|---|---|---|
| EOPS | Allied Health Learning Community | Information Technology |
| PUENTE | Cohort Models/Learning | Student Equity Coordinator |
| RISE | Communities | English Writing |
| UMOJA | Basic Skills Initiative | ESL |
| CalWORKs | Culture Awareness Center | English Reading |
| Transfer | International Studies | Math |
| MESA | Staff Development | Research |
| DSPS | Ethnic Studies | |

Due to numerous logistical constraints the potential of this group was not fully realized in the first year of operation. However, several highly innovative recommendations were made and are reflected in principle and/or strategies in both of the 2015-16 Student Equity and SSSP plans.

In May, June and September the Interim Dean of Student Services and AVP for Enrollment and Student Services conducted eight Equity and SSSP program overviews and updates for constituents of the college including faculty, classified staff and management.

The new Student Equity template was released by the CCCCO on August 24th[th]. An initial administrative analysis was done to compare the new template with the 2014-15 plan. This was followed by a meeting with the Research staff to review the previous disproportionate impact study and to analyze the data needed for inclusion in the 2015-16 plan. In September, at the first meeting of the Student Equity Committee, a workgroup was established to draft the new Student Equity plan. This workgroup has been meeting bi-weekly and includes the following:

| | | |
|---|---|---|
| EOP&S/CARE | Student Success | English Reading |
| UMOJA | Library/Learning Resource Center | Math |
| CalWORKs | Culture Awareness Center | Research |
| DSPS | Staff Development | Learning Skills and Tutoring |
| BSI | Student Equity Coordinator | English Writing |
| ESL | | |

The Student Equity Faculty Coordinators in the Basic Skills met twice a month throughout the previous academic year and continued to meet beginning in September as part of the planning effort. Disproportionate impact data and performance data from the 2014-15 program activities as well as CCCCO guidelines and regulations were provided to the workgroup and discussed in planning meetings. Smaller subgroups drafted responses to various sections of the plan which were then shared with the larger workgroup for further discussion and revision.

Numerous projects were proposed by various constituent groups for funding consideration during development of the 2015-16 plan. A work group of the Student Equity committee

members was created to rate and rank the various proposals for funding recommendations. This process is modeled after the college wide Program Planning resource allocation process. Recommendations from the group were then advanced to an administrative level of review including the Student Equity tri-chairs. These recommendations form the basis for priorities, goals and activities in the 2015-16 Student Equity Plan.  Questions/answers and suggestions are circulated electronically between meetings and developmental information resides on a shared computer drive.  The final draft was shared with the campus Student Equity Committee as well as the Classified Senate, Academic Senate, Senior Leadership Team, Student Associated Council, Student Equity Committee, the BSI Steering Committee and the Matriculation and Student Success Committee.

At the college wide level: SCC Family of Plans - There are four different types of plans included within this comprehensive master plan framework: institutional, program, operational unit, and resource allocation. These four types of plans are described as the "family of plans." The institutional plans define the context and the scope of planning in major functional areas of the college. The program plans define the work of cross-divisional programs that engage in one major type of activity (e.g. tutoring, staff development, etc.) that occurs across college areas. They identify the college objectives and initiatives, the outcome measures, and the resource requirements for achieving those outcomes. The operational unit plans define the work of individual college departments or units. They address both new initiatives and maintenance of effort and define the objectives, outcome measures, and resources needed to accomplish objectives at the unit level that support the college strategic directions and goals. The resource plans define the process for obtaining input, criteria for prioritizing, and the recommendation for resource allocation.

The SSSP and Student Equity Plans are now identified as "institutional plans" at SCC, i.e. campus *master plans*. As such, both plans are now included in the framework (template) of the unit plans.  When the operational unit plans are completed and entered into the Strategic Planning System there is a column to identify unit plan objectives related to SSSP and/or Student Equity. SSSP and Student Equity also appear as choices on the drop down menu for unit plan funding requests.  As described above these operational unit plans are thus linked directly to the institutional level of planning.  Objectives from program plans can also be indicated as linked to SSSP and/or Student Equity institutional plans.  Each December, every program does a presentation of their plan to the Executive Cabinet as part of the college wide resource allocation process.

| | |
|---|---|
| **Strategic Master Plan** | The Strategic Master Plan describes the college framework for planning, resource allocation, implementation, and evaluation. |

| **Institutional Plans** | Plans that include a broad range of activities or processes acting across the college. Identify resources and provide funding at the college-level. | | | | |
|---|---|---|---|---|---|
| | Educational Master Plan | Resource Management & Capital Outlay Plan | Student Support Services Master Plan | SSSP Plan | Student Equity Plan |

| **Program Plans** | Plans for a single type of activity or process that acts across departments or divisions. These plans link directly to resource allocation through "Above the line" funding. Examples include: Distance Education, Tutoring, Information Technology, Staff Development, Marketing, etc. |
|---|---|

| **Unit Plans** | Department-level action plans that guide the daily work of college units. These plans link directly to resource allocation through unit base budgets and Budget Committee funding. |
|---|---|

| **Resource Plans** | Financial | Facilities | Faculty | Classified Staff | Information Technology |
|---|---|---|---|---|---|

| **Program Reviews** | Program Reviews review 3 to 6 years of data and planning work and project the future resource needs of Instructional, Administrative Services, Student Services, and President's College Service Areas. |
|---|---|

At the operational level: To provide direct coordination, Student Equity and SSSP fall under the oversight the newly established Dean of Student Equity and Success, focusing on the coordination of SSSP, Basic Skills and Equity planning. This Dean is a member of the Senior Leadership Team, the Joint Deans Council, the Matriculation and Student Success Committee and the Student Equity Committee to represent the interests of both programs in these planning groups. Under the Student Equity program we have established a Student Equity Faculty Coordinators Group in the Basic Skills which includes the Dean, the faculty Student Equity Coordinator, the Basic Skills Initiative Coordinator and faculty leads from all of the basic skill disciplines. This provides for direct planning and coordination of services with the Instructional division and the Basic Skills Initiative. This year we are adding a faculty Instructional Activity Coordinator (.50-.60 FTE) for more direct coordination with the

Instructional Division and communication with the Academic Senate. This position is reassigned time between 50-60% and will be shared by SSSP and Equity. This reassigned time coupled with the increased reassigned time for the BSI Coordinator will ensure true collaboration of BSI, Student Equity and SSSP efforts.

Regular Student Services Meetings [Enrollment Management, Manager's meetings, Supervisor's meetings, District Student Services Deans and VPSS, Student Services Area Representatives, categorical budget meetings, etc.] are structured to offer the optimal opportunity to discuss campus initiatives and planning, district updates and State Chancellor's Office updates. For example at the Student Services Area Rep monthly meetings key student services unit staff are present to be briefed on the various plans and campus initiatives in order for our collective efforts to stay aligned with the overall strategic planning and processes that are occurring at the college.  Agenda items serve to offer opportunities to report out, discuss updates on activities that intersect with the overall college efforts on increasing access, student success and retention.  This coordination increases communication and integration of services to build a continuum of student support that maximizes resources, reduces duplicative efforts and invites collaboration on initiatives.

Communication is fluid and opportunities to provide input on the various plans is actively solicited and welcomed.  Administration, faculty and classified staff are valued members of the planning process with the goal of establishing a well-coordinated and integrated system of support within the instructional and student service arena.

Standing committee members of the key planning and initiative groups meet periodically in an effort to increase coordination and establish a clear planning process that has a goal of integrating activities and supports as much as possible.

Program Collaboration between SSSP, Student Equity and BSI

| Service/Pop. | SSSP | Student Equity | BSI | Notes |
|---|---|---|---|---|
| Outreach/Access | | ✓ | | Disproportionately impacted populations. Pathways to Success (SCUSD, CSUS, SCC). Clear transition to SSSP Core Services |
| Orientation | ✓ | | | Core Service |
| Assessment | ✓ | | | Core Service |
| Counseling/Advising | ✓ | | | Core Service |
| Ed. Planning | ✓ | ✓ | | Core Service. Collaboration with target population Equity programs. |

| | | | | |
|---|---|---|---|---|
| Student progress monitoring & intervention | ✓ | ✓ | | Teams of SSSP and/or Equity classified staff and faculty monitoring academic progress. Intervention and follow-up as needed. |
| Students on Probation/Dismissal | ✓ | | | At-risk. Dedicated classified staff and faculty. |
| Students having no goal/program of study | ✓ | ✓ | | At-risk. Dedicated classified staff and counseling faculty. Equity resources to support completion of Degrees, certificates and transfer. |
| Students enrolled in Basic Skills | ✓ | ✓ | ✓ | At-risk. Dedicated classified staff and counseling faculty. Basic Skills Faculty Coordinators Group. Lead Coordinator and faculty from each area of Basic Skills. Planning and service delivery coordination. |
| Instructional Support | | ✓ | ✓ | Instructional support activities funded entirely through Student Equity and BSI. |
| Mentoring | | ✓ | | Overarching program with diversity in cohorts. Partner with Student Leadership Development. |
| Direct Student Support | | ✓ | | Books, materials, transportation and food etc. |
| Professional Development | ✓ | ✓ | ✓ | .25 fte SSSP/.25 fte Equity faculty coordinator. Common themes. College-wide coordination. |

## Student Equity Plan Committee Membership List

| Member Name | Title | Organization(s), Program(s) or Role(s) Represented |
|---|---|---|
| Marybeth Buechner | Dean, Planning, Research & Institutional Effectiveness | Planning, Research & Institutional Effectiveness |
| Debra Luff | Associate Vice President, Enrollment and Student Services | Student Services, SSSP Coordinator |
| Michael Poindexter | VP, Student Services | Student Services |
| Kayla Anaya | Student Personal Assistant | Language & Literature, Assessment Essay Coordinator |
| Gurpreet Bhatia | Administrative Assistant I | West Sacramento Center |
| Angela Davis | Instructional Assistant | Writing Center |
| Alisa Foreman | Financial Aid Clerk II | Financial Aid |
| Andrea Galang | Administrative Assistant I | Planning, Research & Institutional Effectiveness |

| Member Name | Title | Organization(s), Program(s) or Role(s) Represented |
|---|---|---|
| Janice Hans | Administrative Assistant I | Language & Literature |
| Deborah Knowles | Counseling Supervisor | Counseling & Student Success |
| Tara Loschiavo | Student Personnel Assistant | Basic Skills Initiative, ESTEEM |
| Katherine Zoloty | Research Analyst | Planning, Research & Institutional Effectiveness |
| Vera Alino | Adjunct Assistant Professor | Science & Allied Health |
| Marisa Avendano | Professor | Kinesiology, Health & Athletics |
| Riad Bahhur | Professor | Behavioral & Social Science, ISP Coordinator |
| Victoria Cornelius | Professor / Counselor | Counseling & Student Success, Athletic Counseling |
| Kris Janssen | Professor / Counselor | Counseling & Student Success, Dept. Chair |
| Sheley Little | Professor, CIS | Business & CIS |
| Antonio Lopez | Librarian | Library Resources |
| Norman Lorenz | Professor / Staff Development Coordinator | Behavioral & Social Science | Staff Development |
| Brian Mom | Assistant Professor | Business & CIS |
| Tsz Ngai | Assistant Professor | Mathematics, Statistics & Engineering |
| Laurie Perry | Professor/Coordinator | Behavioral & Social Science, ECE |
| Holly Piscopo | Professor/Coordinator | Basic Skills Initiative | Behavioral & Social Science, History |
| Gerri Scott | Professor / Counselor | Umoja | Counseling & Student Success , Student Equity Faculty Coordinator |
| Travis Silcox | Professor | Puente | Language & Literature |
| Ken Times | Counselor | EOP&S/CARE, Counseling & Student Success |
| Donnetta Webb (Administrative Tri-Chair) | Dean | Advanced Technology |
| Mary-Sue Allred (Faculty Tri-Chair) | Professor/Counselor | Counseling & Student Success, Veteran's |
| Shawn Ledet (Classified Tri-Chair) | Library Media Technical Assistant | Learning Resources | Instructional Media |
| Crystal Lee | Public Relations Technician | Public Information Office |
| Woubejig Shiferaw | Student Success and Support Specialist | Counseling & Student Success |

# Access

## CAMPUS-BASED RESEARCH: ACCESS

**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.

| Target Population(s) | # of your college's total enrollment in Fall 2014 – Spring 2015 | % of your college's total enrollment (proportion) | % of adult population within the feeder HS community served (proportion) | Gain or loss in proportion (Percentage point difference with +/- added) |
|---|---|---|---|---|
| American Indian / Alaska Native | 191 | 1% | 1% | 0% |
| Asian | 6739 | 21% | 25% | -4% |
| Black or African American | 3977 | 12% | 14% | -2% |
| Hispanic or Latino | 9003 | 28% | 31% | -2% |
| Native Hawaiian or other Pacific Islander | 405 | 1% | 2% | 0% |
| White | 8896 | 28% | 23% | 5% |
| Some other race | 687 | 2% | 1% | 2% |
| More than one race | 1921 | 6% | 4% | 2% |
| **Total of 8 cells above (Orange cells should = 100%)** | **31819** | **100%** | **100%** | |
| Males | 13540 | 43% | 52% | -9% |
| Females | 17630 | 55% | 48% | 7% |
| Unknown | 649 | 2% | ◊ | ◊ |
| **Total of 3 cells above (Orange cells should = 100%)** | **31819** | **100%** | **100%** | |
| Current or former foster youth | 151 | 1% | 0% | 0% |
| Individuals with disabilities | 1798 | 6% | 13% | -7% |
| Low-income students | 19786 | 62% | 28% | 34% |
| Veterans | 1005 | 3% | 7% | -4% |

◊ Data not collected/reported

Notes: Feeder High Schools are used as community comparison group, as SCC supports more than just Sacramento or Sacramento County with centers in West Sacramento and Davis. Cells with less than sixty are not eligible for impact analysis.

Source: EOS Profile, CDE DataQuest, CalPassPlus, US Census

The Student Equity Committee has prioritized all student groups experiencing a negative percentage point difference for this metric.

| Access | | | |
|---|---|---|---|
| Rank | Population | Number | Percent |
| 1. | Males | 13540 | -9 |
| 2. | Students w/Disabilities | 1798 | -7 |
| 3. | Asian | 6739 | -4 |
| 4. | Veterans | 1005 | -4 |
| 5. | Hispanic | 9003 | -2 |
| 6. | Black /African American | 3977 | -2 |

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

### GOAL A.

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

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| *Example Group* | *-6, 2014* | *No gap* | *2020* |
| Males | -9, 2014-15 | 4% | 2021 |
| Students w/Disabilities | -7, 2014-15 | 2% | 2021 |
| Asian | -4, 2014-15 | No gap | 2021 |
| Veterans | -4, 2014-15 | No gap | 2021 |
| Hispanic | -2, 2014-15 | No gap | 2021 |
| Black /African American | -2, 2014-15 | No gap | 2021 |

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

The Student Equity Committee has prioritized all student groups experiencing a negative percentage point difference for this metric.

### ACTIVITIES: A. ACCESS

**A.1** Sacramento Pathways to Success:  Road to College…Road to Life

- *Activity Type(s)* (Mark an X in all that apply.  See Student Equity Expenditure Guidelines for more information.)**:**

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

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

| ID | Target Group | # of Students Affected |
|----|--------------|------------------------|
| A.1 | Males | 280 |
| | Students w/Disabilities | 100 |
| | Asian | 110 |
| | Hispanic | 280 |
| | Black /African American | 265 |

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity and Implementation Plan*

Sacramento Pathways to Success:  Road to College…Road to Life outreach and access project:
*"Sacramento Pathways to Success"* is an existing partnership between Sacramento City Unified
School District, Sacramento City College, and CSU Sacramento to provide Sacramento students and
their families a clearer, simpler road to college and career success. The intent of the Pathways to
Success Partnership is to provide all students and their parents and families with a seamless local
educational pathway through College to Career.  This Road to College…Road to Life project is designed
specifically to improve the successful transition of SCUSD students to Sacramento City College.
Students predicted to matriculate to SCC would be identified before their senior year of high school
with special attention to the recruitment of students who are first in their family to attend college,
GPAs in the 1.8 – 2.7 range, socioeconomically disadvantaged, and Special Education. Through
participation in a series of seven college success preparation workshops, these senior year students
will:

- Explore their Community College options as well as explore career opportunities available to
  individuals with higher education or direct work experience.
- Receive instruction in decision making, planning, goal setting and successful student behavior in
  order to be successful at SCC.
- Be introduced to Sacramento Community College programs and degree/certificate
  opportunities,
- Receive information and guidance on current college preparedness and readiness expectations
  as well as senior year options to better prepare for college, and
- Transition into the SSSP Steps to Success including SCC registration processes:  admissions,
  assessment preparation and assessment, orientation, development of their Education Plans,
  registration, eServices, financial aid, transfer, and information on student support programs.

The Road to College…Road to Life project transitions seniors directly into the SCC SSSP Step to
Success process and activities for first time in college students that continue through their first year
in college.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|----|-------------------------------|----------------------|---------------|
| A.1 | July, 2015 – June 2018 | $38,143/year | SCUSD & SSSP |

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

- *Link to Goal*

The recruitment of high school students in this project targets the disproportionately impacted
groups identified above and students who are first in their family to attend college, GPAs in the 1.8 –
2.7 range, socioeconomically disadvantaged, and Special Education.  The early identification of these

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students combined with preparation workshops and continuous personal attention through the college enrollment process will reduce the enrollment gap for the targeted groups.

- *Evaluation*
  As described in the Evaluation Summary, quantitative and qualitative data is gathered regularly by SCC to measure change in all five Equity indicators.  The indicator for Access is evaluated annually.  The Dean and Coordinator for the project review the overall outcome data each semester and annually in conjunction with the SCC college wide program planning process.

  Program staff and the Dean of Equity and Student Success will evaluate program operations each semester and annually including:
  - Counts of the number of students participating in the programs and activities.
  - Review of the number of activity objectives and outcomes that were achieved – as indicated by program staff.
  - Review of program actions: budget expenditures, materials produced, activities conducted, etc.

  - Outcome data tracked each semester will include:
    - o Successful completion of high school workshops
    - o Successful completion of Steps to Success (SSSP core services)
    - o Enrollment
    - o Persistence

## A.2 High School HCD 110
- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| A.2 | Students with Learning Disabilities | 100 |
| | | |

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*
  DSPS counselors will teach a Human Career Development 110 class each Spring semester specific to high school seniors who are in the Resource Specialist Program (RSP) in feeder high schools. The HCD 110 **Description:** *This course provides success strategies and support services to entry level students. The strategies and support services are threaded through three critical areas that enhance student success: academic skills, personal life management, and educational navigation.* DSPS counselors will add instruction related to disabilities and accommodations appropriate for a college

420

student. The differences between high school and college behavior, independence and responsibility will be stressed. Self-advocacy related to accommodations will be taught. The majority of high school students who are in RSP are students who have been identified with a learning disability by the secondary school system. One section of HCD 110 will be offered Spring of 2016, and if the pilot proves successful there will be two sections in the Spring of 2017 and 2018. Parent workshops will be a requirement when seniors attend the college class. Students will be identified as Advanced Education students and will be dually enrolled in high school and college. They will receive college credit for the class and be provided accommodations and counseling as is appropriate for DSPS college students. They will be prepared for entering SCC in the Fall.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|----|-------------|----------------------|---------------|
| A.2 | Spring 2016 | 0 | $15,972 – DSPS |

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

- *Link to Goal*

The HCD class, by preparing and supporting high school seniors with learning disabilities, will prepare these students for SCC college classes and inform them of the opportunities and support at SCC. Access to SCC for students with disabilities will be improved.

- *Evaluation*

As described in the Evaluation Summary, quantitative and qualitative data is gathered regularly by SCC to measure change in all five Equity indicators.  The indicator for Access is evaluated annually.  The Dean and Coordinator for the project review the overall outcome data each semester and annually in conjunction with the SCC college wide program planning process.

Data will be collected on each cohort, related to SCC enrollment and classes they take after the HCD 110, grades and retention each semester.

**A.3** **Targeted Community Outreach**

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|----|--------------|------------------------|
| A.3 | Males | 1927 |
| | Students w/Disabilities | 188 |
| | Asian | 542 |

421

| | | |
|---|---|---|
| | Veterans | 105 |
| | Hispanic | 1448 |
| | Black /African American | 555 |

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*

The Student Equity has prioritized increasing access for all groups showing a negative percentage point gap based on our data analysis**.** The mission of the Outreach and Recruitment office is to increase comprehensive awareness of Sacramento City College to high school students, and the community; striving to encourage a college-going culture for middle, and high school students and community members. However staffing resources for the Outreach office are limited for a campus of this size (1.0 Specialist). At the present time, outreach activities focus primarily on high school students. While this is a desirable transition process that we continue to improve, enrollment data show that the majority of new first time in college SCC students do not come directly out of high school. It is difficult for the existing staff person to maintain our commitment to high school transition outreach and address the needs of potential students in other sectors of the community. Equity resources will be used to supplement the Outreach office staffing. The additional staffing resources will allow the Outreach office to create partnerships with other community groups with a primary emphasis on those serving individuals in the disproportionately impacted groups including:

- o Community based organizations
- o Businesses
- o Churches
- o Social service programs
- o Veterans organizations

Outreach staff will also assist new students in accessing the SSSP Steps to Success and transition students into first year student support services at the college.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| A.3 | July 2015 – June 2016 | $14,819 | Gen Fund |

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

- *Link to Goal*

Equity resources will provide the necessary staffing to conduct more outreach activities in the local community over and above high schools recruitment. Targeting community based organizations and other entities primarily serving these targeted groups will increase the number of under-represented students and facilitate their successful transition into college.

- *Evaluation*

As described in the Evaluation Summary, quantitative and qualitative data is gathered regularly by SCC to measure change in all five Equity indicators. The indicator for Access is evaluated annually. The Dean and Outreach Specialist review the outcome data each semester and annually in conjunction with the SCC college wide program planning process.

Data that will be collected each semester to track progress toward eliminating the gap in access for disproportionately impacted students includes:

- Counts of community contacts

- Counts of prospective student participation
- Review of program actions: budget expenditures, materials produced, activities conducted, etc.

- Outcome data tracked each semester will include:
  - Successful completion of community based events
  - Successful access of potential students to Steps to Success (SSSP core services)
  - Enrollment
  - Persistence

# Success Indicator: Course Completion

## CAMPUS-BASED RESEARCH: COURSE COMPLETION

**B. COURSE COMPLETION.** The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. Calculate course completion rates by dividing:

| Rate | Denominator | Numerator |
|---|---|---|
| **Rate of Course Completion** | The # of courses students enrolled in and were present in on census day in the base term. | The number of courses out of ← (the denominator) in which students earned an A, B, C, or credit in the goal term. |

| Target Population(s) | the # of courses students enrolled in & were present in on census day in base year | The # of courses in which students earned an A, B, C, or credit out of ← | The % of courses passed (earned A, B, C, or credit) out of the courses students enrolled in & were present in on census day in base year | Total (all student average) pass rate | Comparison to the all student average (Percentage point difference with +/- added) |
|---|---|---|---|---|---|
| American Indian / Alaska Native | 677 | 421 | 62% | 66% | -4% |
| Asian | 22382 | 16190 | 72% | 66% | 7% |
| Black or African American | 14348 | 7352 | 51% | 66% | -14% |
| Hispanic or Latino | 34400 | 21456 | 62% | 66% | -3% |
| Native Hawaiian or other Pacific Islander | 1467 | 886 | 60% | 66% | -5% |
| White | 31505 | 22793 | 72% | 66% | 7% |
| Some other race | 2224 | 1531 | 69% | 66% | 3% |
| More than one race | 7451 | 4589 | 62% | 66% | -4% |
| *All Students* | *114454* | *75218* | *66%* | | |

| | | | | |
|---|---|---|---|---|
| Males | 50587 | 32445 | 64% | 66% | -2% |
| Females | 61712 | 41387 | 67% | 66% | 1% |
| Unknown | 2155 | 1386 | 64% | 66% | -1% |
| Current or former foster youth | 665 | 301 | 45% | 66% | -20% |
| Individuals with disabilities | 7549 | 4700 | 62% | 66% | -3% |
| Low-income students | 77003 | 48222 | 63% | 66% | -3% |
| Veterans | 3993 | 2671 | 67% | 66% | 1% |

Notes: Base year is Fall 2014 and Spring 2015.  Cells with less than sixty are not eligible for impact analysis.
Source: EOS Profile

The three student groups experiencing the greatest gaps for Course Completion:
Although Students with Disabilities showed the same Percentage point gap as Hispanic /Latino, the Equity Committee has prioritized Hispanic/Latino in this plan based upon the overall size of the cohort.  SCC has also included students having disabilities.  The Equity Committee chose not prioritize Low-income students (-3%) as a separate group for this metric. This is a large group and difficult to isolate as a distinct cohort. Low-income students are highly represented in all the other priority groups.

| | | 1 | 2 | | 3 | | 4 |
|---|---|---|---|---|---|---|---|
| Equity Gap | Student Group | Gap in comparison to the Average, Expressed as Percentage | Percentage expressed as decimal 25% becomes .25 | Multiply | the # of courses students enrolled in & were present in on census day in base year | = | Number of Students "Lost" |
| Largest Gap | Foster Youth | -20% | .20 | x | 665 | = | 133 |
| Second Largest | Black/African American | -14% | .14 | x | 14348 | = | 2009 |
| Third Largest | Hispanic/Latino | -3% | .03 | x | 34400 | = | 1032 |
| Third Largest | Students with disabilities | -3% | .03 | X | 7549 | = | 226 |

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

**GOAL B.**

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

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| *Example Group* | *-14, 2014* | *Gap no > -6* | *2020* |

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| Foster Youth | -20%, 2014-15 | -15% | 2021 |
| Black/African American | -14%, 2014-15 | -9% | 2021 |
| Hispanic/Latino | -3%, 2014-15 | No gap | 2021 |
| Students with Disabilities | -3%, 2014-15 | No gap | 2021 |

*Expressed as either a percentage or number.

**Benchmark goals are to be decided by the institution.

## ACTIVITIES: B. COURSE COMPLETION

### B.1   Man Up Peer Mentoring Program

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| B.1 | African Americans (males) | 10 |
| | Latinos (males) | 6 |

- *Activity Implementation Plan*

  Man Up Peer Mentoring program is now in its third year of helping African American and Latino men succeed and persist at Sacramento City College.  Man Up continues to improve upon its service to these men by helping members articulate the changes the program needs to make to help them succeed. Cumulative data of the Man Up program for the past two years shows that persistence and success of the participants are:

| Persistence | |
|---|---|
| Man Up mentors | 91.5% |
| Man Up protégés | 75% |
| Average African American males | 60% |
| Average Latino males | 60% |

| Success | |
|---|---|
| Man Up mentors | 70.5% |
| Man Up protégés | 63% |
| Average African American males | 51% |
| Average Latino males | 41% |

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| B.1 | 2015-2016 Academic Year | $7,580 | $7504** |

425

\*\*Contributed by the SCC Foundation.

- *Link to Goal*
    The latest research has indicated that what most benefits African American and Latino male students are relationships. Students report that "personal connections matter." They value "having a sense of belonging and someone who believes in me" (Minority Male Student Success 8). The value in Man Up is helping the men connect to students like themselves.

- *Evaluation*
    Quantitative data on course completion is collected in summer, following submission of spring final grades.

**B.2 Psychological disabilities - structured case management**
- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| B.2 | Students with Psychological Disabilities | 335 |
|  |  |  |
|  |  |  |

- *Activity Implementation Plan*

Students with psychological disabilities require a more structured case management approach than other disability groups. http://www.nami.org/collegesurvey. They need back up plans so that they don't drop out of college. "Sixty-four percent of students who experience mental health problems in college and withdraw from school do so because of their mental health issues", according to a survey report, College Students Speak, released today by the National Alliance on Mental Illness (NAMI).Of that group, 50 percent never access college mental health services.- See more at: http://www.nami.org/Press-Media/Press-Releases/2012/College-Survey-50-Percent-of-College-Students-with#sthash.jDtqOjNE.dpuf

The students with mental health disabilities who access DSPS services require more assistance than is typically available to them. In the NAMI survey respondents indicated that they dropped out because they did not find the support services on campus (lack of visibility of the DSPS), or the support services were inadequate. These students who dropped out also lost financial aid and academic standing due to their struggles to stay in classes.
SCC DSPS will enhance the DSPS website to more fully publicize the support especially for students with psychological disabilities.

DSPS counselors (adjunct and full-time) will be assigned to work with a specific group of students with psychological issues who are on probation or indicate in any way that they are struggling. The counselors will receive NAMI training on how to support the students, providing back up plans for when

medications are not working or a mental health episode obstructs education.  Regular meetings with these students will provide follow-up and support that will lead to retention and success. The possibility of out-of-class coaches will be explored (Equivalent of one full-time counselor and two ten month coaches).

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| B.2 | Spring 2016 | 0 | $33,000/semester - DSPS |

- *Link to Goal*

The provision of an improved website and dedicated DSPS counseling and coaches to the students with psychological disabilities will decrease the gap of course completion.

- *Evaluation*

As described in the Evaluation Summary, quantitative and qualitative data is gathered regularly by SCC to measure change in all five Equity indicators.  The indicator for Course Completion is evaluated annually.  The Dean and DSPS Coordinator review the overall outcome data each semester and annually in conjunction with the SCC college wide program planning process.

Students with psychological disabilities data will be extracted from the course completion data to determine the success of retention and GPA.

**B.3 For additional activities affecting Course Completion see: GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS**

# Success Indicator: ESL and Basic Skills Completion

**CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION**

C. **ESL AND BASIC SKILLS COMPLETION.**  The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course. Calculate progress rates through basic skills by dividing:

| Rate | Denominator | Numerator |
|---|---|---|
| **Rate of ESL and Basic Skills Completion** | The # of students who complete a final ESL or basic skills course with an A, B, C or credit in the base year | The # of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit in the goal year |

| Target Population(s) | The # of students who complete an | The number of students out of ← (the | The rate of progress from ESL | Total (all student average) | Comparison to the all student |
|---|---|---|---|---|---|

427

| | ESL or basic skills course with an A, B, C or credit | denominator) that complete a degree applicable course with an A, B, C, or credit | and Basic Skills to degree-applicable course completion | completion rate | average (Percentage point difference with +/- added) |
|---|---|---|---|---|---|
| American Indian / Alaska Native | 51 | 10 | 20% | 30% | -10% |
| Asian | 877 | 362 | 41% | 30% | 11% |
| Black or African American | 1096 | 185 | 17% | 30% | -13% |
| Hispanic or Latino | 938 | 277 | 30% | 30% | -1% |
| Native Hawaiian or other Pacific Islander | 132 | 33 | 25% | 30% | -5% |
| White | 1442 | 472 | 33% | 30% | 3% |
| Some other race | 532 | 186 | 35% | 30% | 5% |
| More than one race | ◊ | ◊ | ◊ | 30% | N/A |
| *All Students* | *5068* | *1525* | *30%* | | |
| Males | 2108 | 611 | 29% | 30% | -1% |
| Females | 2914 | 903 | 31% | 30% | 1% |
| Unknown | 46 | 11 | 24% | 30% | -6% |
| Current or former foster youth | ◊ | ◊ | ◊ | 30% | N/A |
| Individuals with disabilities | 432 | 109 | 25% | 30% | -5% |
| Low-income students | 3960 | 1120 | 28% | 30% | -2% |
| Veterans | ◊ | ◊ | ◊ | 30% | N/A |

◊ Data not collected/reported
Notes: Cohort is from base year 2008-2009.  Cells with less than sixty are not eligible for impact analysis.
Source: Scorecard, Data on Demand

The three student groups experiencing the greatest gaps (combined ESL and Basic Skills):  The Student Equity Committee has prioritized four impacted student groups in the plan for this metric.

| | | 1 | 2 | | 3 | | 4 |
|---|---|---|---|---|---|---|---|
| Equity Gap | Student Group | Gap in comparison to the Average, Expressed as Percentage % | Percentage expressed as decimal 25% becomes .25 | Multiply | The # of students who complete a final ESL or basic skills course with an A, B, C or credit | = | Number of Students "Lost" |
| Largest Gap | Black/African American | -13% | .13 | x | 1096 | = | 142 |
| Second Largest | Hawaiian/Pac. Islander | -5% | .05 | x | 132 | = | 7 |

| Third Largest | Students with Disabilities | -5% | .05 | x | 432 | = | 22 |
|---|---|---|---|---|---|---|---|
| Fourth Largest | Hispanic/Latino | -1% | .01 | x | 938 | = | 9 |

NOTE: The CCCCO template reflected a combined approach for examining data for Basic Skills math and English and ESL. Because the student populations in each subject area are different, and consequently the impacts, we have created distinct tables for each subject area. This allows us to see exactly where impacts exist, target activities to close those gaps and distinctly measure the impact.

**ENGLISH**

| English Target Population(s) | The # of students who complete a basic skills English course with an A, B, C or credit | The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit | The rate of progress from Basic Skills to degree-applicable course completion | Total (all student average) completion rate | Comparison to the all student average (Percentage point difference with +/- added) |
|---|---|---|---|---|---|
| American Indian / Alaska Native | * | * | * | 38% | * |
| Asian | 407 | 192 | 47% | 38% | 9% |
| Black or African American | 467 | 117 | 25% | 38% | -13% |
| Hispanic or Latino | 396 | 157 | 40% | 38% | 1% |
| Native Hawaiian or other Pacific Islander | 61 | 18 | 30% | 38% | -9% |
| White | 501 | 215 | 43% | 38% | 4% |
| Some other race | 225 | 97 | 43% | 38% | 5% |
| More than one race | ◊ | ◊ | ◊ | 38% | N/A |
| *All Students* | *2078* | *800* | *38%* | | |
| Males | 905 | 337 | 37% | 38% | -1% |
| Females | 1152 | 456 | 40% | 38% | 1% |
| Unknown | * | * | * | 38% | * |
| Current or former foster youth | ◊ | ◊ | ◊ | 38% | N/A |
| Individuals with disabilities | 200 | 62 | 31% | 38% | -7% |
| Low-income students | 1594 | 573 | 36% | 38% | -3% |
| Veterans | ◊ | ◊ | ◊ | 38% | N/A |

◊ Data not collected/reported
* Numerator cell size less than 10, data redacted
Notes: Cohort is from base year 2008-2009. Cells with less than sixty are not eligible for impact analysis.
Source: Scorecard, Data on Demand

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The three student groups experiencing the greatest gaps in English:

| | | 1 | 2 | | 3 | | 4 |
|---|---|---|---|---|---|---|---|
| Equity Gap | Student Group | Gap in comparison to the Average, Expressed as Percentage % | Percentage expressed as decimal 25% becomes .25 | Multiply | The # of students who complete a final ESL or basic skills course with an A, B, C or credit | = | Number of Students "Lost" |
| Largest Gap | Black/African American | -13% | .13 | x | 467 | = | 61 |
| Second Largest | Hawaiian/Pac. Islander | -9% | .09 | x | 61 | = | 5 |
| Third Largest | Students with Disabilities | -7% | .07 | x | 200 | = | 14 |

**ESL**

| ESL Target Population(s) | The # of students who complete an ESL course with an A, B, C or credit | The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit | The rate of progress from ESL to degree-applicable course completion | Total (all student average) completion rate | Comparison to the all student average (Percentage point difference with +/- added) |
|---|---|---|---|---|---|
| American Indian / Alaska Native | * | * | * | 43% | * |
| Asian | 198 | 103 | 52% | 43% | 9% |
| Black or African American | * | * | * | 43% | * |
| Hispanic or Latino | 82 | 27 | 33% | 43% | -10% |
| Native Hawaiian or other Pacific Islander | * | * | * | 43% | * |
| White | 87 | 31 | 36% | 43% | -8% |
| Some other race | 27 | 13 | 48% | 43% | 5% |
| More than one race | ◊ | ◊ | ◊ | 43% | N/A |
| *All Students* | *412* | *178* | *43%* | | |
| Males | 147 | 56 | 38% | 43% | -5% |
| Females | 258 | 120 | 47% | 43% | 3% |
| Unknown | * | * | * | 43% | * |
| Current or former foster youth | ◊ | ◊ | ◊ | 43% | N/A |
| Individuals with disabilities | * | * | * | 43% | * |
| Low-income students | 357 | 156 | 44% | 43% | 0% |

| | | | | 43% | N/A |
|---|---|---|---|---|---|
| Veterans | ◊ | ◊ | ◊ | 43% | N/A |

◊ Data not collected/reported
**\*** Numerator cell size less than 10, data redacted
Notes: Cohort is from base year 2008-2009.  Cells with less than sixty are not eligible for impact analysis.
Source: Scorecard, Data on Demand

The three student groups experiencing the greatest gaps in ESL:

| | | 1 | 2 | | 3 | | 4 |
|---|---|---|---|---|---|---|---|
| Equity Gap | Student Group | Gap in comparison to the Average, Expressed as Percentage % | Percentage expressed as decimal 25% becomes .25 | Multiply | The # of students who complete a final ESL or basic skills course with an A, B, C or credit | = | Number of Students "Lost" |
| Largest Gap | Hispanic/Latino | **-10%** | .10 | x | 82 | = | 8 |
| Second Largest | White | **-8%** | .08 | x | 87 | = | 7 |
| Third Largest | Males | **-5%** | .05 | x | 147 | = | 7 |

**MATH**

| Math Target Population(s) | The # of students who complete a basic skills math course with an A, B, C or credit | The number of students out of ← (the denominator) that complete a degree applicable course with an A, B, C, or credit | The rate of progress from Basic Skills to degree-applicable course completion | Total (all student average) completion rate | Comparison to the all student average (Percentage point difference with +/- added) |
|---|---|---|---|---|---|
| American Indian / Alaska Native | * | * | * | 21% | * |
| Asian | 272 | 67 | 25% | 21% | 3% |
| Black or African American | 615 | 65 | 11% | 21% | -11% |
| Hispanic or Latino | 460 | 93 | 20% | 21% | -1% |
| Native Hawaiian or other Pacific Islander | 67 | 14 | 21% | 21% | 0% |
| White | 854 | 226 | 26% | 21% | 5% |
| Some other race | 280 | 76 | 27% | 21% | 6% |
| More than one race | ◊ | ◊ | ◊ | 21% | N/A |
| *All Students* | *2578* | *547* | *21%* | | |
| Males | 1056 | 218 | 21% | 21% | -1% |
| Females | 1504 | 327 | 22% | 21% | 1% |

431

| | | | | | |
|---|---|---|---|---|---|
| Unknown | * | * | * | 21% | * |
| Current or former foster youth | ◊ | ◊ | ◊ | 21% | N/A |
| Individuals with disabilities | 220 | 45 | 20% | 21% | -1% |
| Low-income students | 2009 | 391 | 19% | 21% | -2% |
| Veterans | ◊ | ◊ | ◊ | 21% | N/A |

◊ Data not collected/reported

**\*** Numerator cell size less than 10, data redacted

Notes: Cohort is from base year 2008-2009. Cells with less than sixty are not eligible for impact analysis.

Source: Scorecard, Data on Demand

The three student groups experiencing the greatest gaps in Math:

| | | 1 | 2 | | 3 | | 4 |
|---|---|---|---|---|---|---|---|
| Equity Gap | Student Group | Gap in comparison to the Average, Expressed as Percentage % | Percentage expressed as decimal 25% becomes .25 | Multiply | The # of students who complete a final ESL or basic skills course with an A, B, C or credit | = | Number of Students "Lost" |
| Largest Gap | Black/African American | -11% | .11 | x | 615 | = | 68 |
| Second Largest | Hispanic/Latino | -1% | .01 | x | 460 | = | 5 |
| Third Largest | Males | -1% | .01 | x | 1056 | = | 11 |

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

### GOAL C.

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

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| *Example Group* | *-7, 2014* | *No gap* | *2020* |
| Black/African-American | -13%, 2014 | -8% | 2021 |
| Hawaiian/Pacific Islander | -9%, 2014 | -4% | 2021 |
| Students with Disabilities | -7%, 2014 | -2% | 2021 |

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

**ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION**

**C.1  Sacramento Pathways to Success**

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| C.1 | Black/African-American | 110 |
| | Students with disabilities | 102 |
| | Hawaiian/Pacific Islander | 16 |

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*

    Sacramento Pathways to Success partners Sacramento City College English faculty with the English departments at our feeder schools in Sacramento Unified School District.  Our English faculty works with these departments as they implement the new Expository Reading and Writing Curriculum (ERWC).  As our faculty are trained in ERWC, they can also begin to implement these strategies in their own basic skills classes.  Through this partnership, students from our feeder high schools should be able to arrive at our campus more prepared to succeed in basic skills English.  Beginning with our pilot program this year, seniors can also use their success in the ERWC course combined with their scores on the EAP as placement into our college level composition course.  The funding will support faculty participating in the program as well as related professional development.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.1 | August 2015-May 2015 | $17,977 | |

- *Link to Goal*

    Most of our incoming first-year students place into basic skills English courses, and many of these students never successfully complete our transfer-level English course.  This partnership will help more of our incoming students place into the transfer-level course.  Furthermore, the connection between the high school and college curricula will help students in the basic skills courses to succeed at higher rates because they will be more prepared with the needed skills.

- *Evaluation*

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The Pathways faculty members and coordinator will collect data on how many potential students from Sacramento Unified School District can now place into our transfer-level English course.  They will also collect data on the in-class essay scores of those seniors to be sure that they are as qualified for the transfer-level course as our other students are.

## C.2 Writing Center Assistance for ENGWR 51 Students

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| C.2 | Black/African-American | 190 |
| | Hawaiian/Pacific Islander | 8 |
| | Students with Disabilities | 98 |

<span style="color:red">* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.</span>

- *Activity Implementation Plan*

This funding will allow additional faculty members to work at the Writing Center in order to support basic skills English students seeking one-on-one help.  This increase in faculty hours provides the additional staffing needed in order for the basic skills instructors to require students to seek assistance at the writing center.  While we do not have data demonstrating the effectiveness of tutoring, on our survey of basic skills English faculty, 73% reported that writing center visits "greatly" helped students improve their writing, and 21% said that these visits "somewhat" helped improve skills.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.2 | August 2015-May 2016 | $16, 836.52 | |

<span style="color:red">** Indicate categorical program or other fund source and amount, for example: Basic Skills Initiative - $10,000, EOPS – $9,000, Financial Aid - $13,000, General Fund - $24,000, etc.</span>

- *Link to Goal*

Instructors in basic skills courses will be able to require students to attend tutoring sessions with experienced faculty members.  The help they receive through these sessions should increase the success rate in these courses.

- *Evaluation*

- At the end of each semester, we will compare the success rates of students in the sections that require writing center visits with the success rates for the other sections of the course.

## C.3 Basic Skills English Writing Intervention Workshops

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| C.3 | Black/African-American | 23 |
| | Hawaiian/Pacific Islander | 3 |
| | Students with Disabilities | 11 |

\* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*

Each semester, faculty will conduct exam preparation workshops for basic skills English Writing 51 and 101 students who are identified by their instructors as being at risk for failing the course because of the in-class writing scores. The intervention workshops will include a test preparation session led by an experienced instructor, a guided practice exam, and a follow-up session with feedback on their work. We piloted this workshop last spring and found that 60% of the students who attended the sessions passed the final exam and the course, despite the fact that they had previously failed the midterm exam.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.3 | October 2015 and April 2016 | $2012.86 | |

- *Link to Goal*

This intervention will increase the number of students who succeed in basic skills English Writing 51 and 101 courses.

- *Evaluation*
  - We will keep track of the midterm and final exam scores of each workshop participant.

## C.4 Accelerated English Writing Courses

- *Activity Type(s)*

435

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| C.4 | Black/African-American | 226 |
| | Hawaiian/Pacific Islander | 28 |
| | Students with Disabilities | 138 |

\* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*

We began accelerating the basic skills English Writing course sequence in Fall 2012. Accelerated course sequences have led to higher rates of completing the transfer-level English course at many different colleges as has been documented by the California Acceleration Project. We will continue to collect data not only on the success rates of each course but also on the eventual completion rates of the transfer-level course. In addition to this research, we are offering professional development on effective instructional practices for accelerated courses.

This fall, we are also piloting a new accelerated course based on Baltimore City College's successful Accelerated Learning Program. Basic skills English students will be placed directly into the transfer-level course and will also take English Writing 299, a co-requisite support course. This course will be offered within the Umoja learning community. In order to support this pilot, funding will be used for professional development, DWAP, and tutoring for these students.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.4 | August 2015-May 2016 | $4,578 | |

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

- *Link to Goal*

Both acceleration models should lead to increased completion of the transfer-level course. According to data from the California Acceleration Project and Baltimore's Accelerated Learning Program, acceleration also leads to decreased equity gaps.

- *Evaluation*
  - Data will be collected on long-term (two and three year) rates of basic skills students completing the transfer-level course. This will be compared to the completion rates

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before acceleration.  We will also collect data on the success rates of students in the pilot course.

## C.5 Developmental Writing Assistance Program (DWAP)

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| C.5 | Black/African-American | 108 |
|  | Hawaiian/Pacific Islander | 7 |
|  | Students with Disabilities | 54 |

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*
This program pairs an additional faculty member with a section of a basic skills English Writing course.  The faculty member works in a mentoring role to students.  Activities may include contacting students about attendance, conferencing with students about their writing assignments, helping students plan study strategies or budget their time, connecting students with additional campus resources, meeting with students in small groups to review assignments, or overseeing students as they work on assignments in the computer lab.  The English department has run this program on a limited scale (six sections per semester) for the last two years with funding from BSI, but through student equity funding, the department will double the program to reach a total of twelve sections of our basic skills English Writing course each semester.  The program will also be implemented in the piloted English Writing 299 Accelerated English Writing course.  In the first semesters of this program, the sections with DWAP had higher pass rates than those without (54% pass rate for all sections; 63% pass rate for DWAP sections in F14 and S14).

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.5 | 8/2015 to 5/2016 | 45,000 (six sections each semester) | BSI 45,000 (funding for six other sections) |

- *Link to Goal*

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Based on our English Writing faculty survey, the most important factor in student success in basic skills courses is one-on-one help for students.  This provides students with much greater access to that kind of assistance and will ultimately increase student success in our basic skills writing sequence.

- *Evaluation*

    We will continue to compare success rates of DWAP and non-DWAP sections at the end of every semester.

Overall, the Basic Skills indicator is evaluated using cohort data and will be assessed six years after the programs start to allow cohort data to capture students who have gone through equity programs, and then yearly after that.  Before the six years have passed, we will evaluate other statistics to ensure programs are moving in the right direction.

**C.6** English Writing for students with psychological, mobility or other disabilities

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| C.6 | Students with Psychological Disabilities | 86 |
| | Students with Other (includes ADHD, ASD) | 151 |
| | Students with Mobility (includes Carpal Tunnel) | 17 |

<span style="color:red">* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.</span>

- *Activity Implementation Plan*

Data show that specific groups within DSPS are most impacted by lack of progress in English writing at SCC. DSPS will require progress reports of all DSPS probation students in ENGWR 51 and ENGRD 10. These students will be required to meet with a DSPS counselor a minimum of once a month to review and monitor progress.  If a DSPS student fails ENGWR 51 they will be referred to HCD 83 which is a class geared to students with learning disabilities and approaches teaching English skills in a manner very different than that of the ENGWR 51 class. Kurzweil (Text to speech reader software for Dyslexia, English Language Learners, Blind and Vision Impaired to provide Reading, writing, and test taking accommodations) and use of the DSPS HighTech Center will be an accommodation that will be encouraged as Kurzweil has some technical support that reads out loud to the user what they have written. Students will be trained in the High Tech Center more extensively to also use a writing tool called Inspiration which helps students to organize their thoughts in a picture format to assist in writing papers. In class IA's in HCD 83 are critical to keep learning groups small. A full time IA in the High Tech Center is necessary for training and monitoring such large numbers of students. The HTC IA can also provide training to instructors on how to utilize Kurzweil and Inspiration in their classes. These would benefit many more students than just DSPS students.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|----|-------------------------------|---------------------|----------------|
| C.6 | July 2105 – June 2016 | $10,548 | $10,000/semester - DSPS |

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

- *Link to Goal*

Utilizing additional counseling time to monitor and meet with students on probation for ENGWR 51 and ENGRD 10 will increase retention of students in their courses. Utilizing more High Tech Center software and tools such as Kurzweil and Inspiration will increase success and GPA's of students in ENGWR and ENGRD classes. Providing a full time IA in the HCD 83 class will increase the ration of student/instructor time which will increase the students' successes and understanding so they can progress the next level of courses.

- *Evaluation*

Withdrawals, GPA and progress to the next level of classes of DSPS students in ENGWR 51 and ENGRD 10 will indicate the success of this model which provides more one on one focus and use of more tools.

## ESL Activities
**(ESL only)**

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|----------------------|-------------------|-------|-----------|
| *Example Group* | *-7, 2014* | *No gap* | *2020* |
| Hispanic or Latino | -10%, 2014-15 | -5% | 2021 |
| White | -8%, 2014-15 | -4% | 2021 |
| Males | -5%, 2014-15 | -3% | 2021 |

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.
Note: Three populations with the greatest gaps in ESL.

## C.7 Language Acquisition Mentoring Program (LAMP)

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|----|-----------------|------------------------|
| C.7 | Hispanic or Latino | 5 sections=25-30/semester |
|  | White | 25-30/semester |
|  | Males | 45/semester |

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*

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The Language Acquisition Mentoring Program, or LAMP, is a pilot program which allows an ESL course to have an additional professor (a mentor) as support throughout the semester. Under the directions of the primary instructor (coordinator), the mentor will guide students through assignments, language, feedback, etc. rather than explicitly instructing certain topics. The mentor will serve as another point of contact for students. The mentor will also meet with students one-on-one to discuss issues affecting class performance such as absences, late or missing assignments, non-participation in class activities, and problems outside of the classroom and refer students to college services. The amount of in-class time versus out of class time will be decided by the two professors involved, as will the actual foci of the mentoring.

LAMP is based on the English Department's Developmental Writing Assistance Program (DWAP). Data from 2014-2015 shows that students in ENGWR 51 sections that were in DWAP passed the course at a rate of 63% while students in non-DWAP ENGWR 51 sections had a 54% pass rate.

LAMP will provide a $3000.00 per semester stipend for the mentor with 5 hours of contact per week plus intermittent meetings with the primary instructor throughout the semester to ensure best mentoring practices and foci. The primary instructor will receive a stipend of $750.00 a semester for the time spent outside of the classroom setting up and organizing the mentoring for that particular course and coordinating the mentoring efforts throughout the semester.

LAMP is being piloted in Fall 2015 and Spring 2016 in ten sections each semester.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|----|-------------------------------|----------------------|---------------|
| C.7 | July 2015 to 5/18/16 | $48,098 | |

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

- *Link to Goal*

  While LAMP will provide additional support for all students in the classroom, the aim is to make sure support and attention are given to the target populations and under-performing students. The expected outcome is that the extra support and attention and referral to campus and community resources will enable more of the targeted students to persist in their courses and successfully complete them.

- *Evaluation*

  Successful course completion rates are typically good in ESL courses, so the focus will be on how well LAMP can help the target populations listed above as well as the under-performing students in the participating courses. Mentors will work closely with these students, and instructors will keep records on the progress of these students. Qualitative data and quantitative data on course completion will be collected every semester. Because the number of students affected is small, it may take several semesters of data collection to accurately measure the impact of the activity on the goal. The completion rates of students in LAMP-mentored sections will be compared to the rates of students in non-LAMP sections.

  Overall, the Basic Skills indicator is evaluated using cohort data and will be assessed six years after the programs start to allow cohort data to capture students who have gone through equity programs, and then yearly after that. Before the six years have passed, we will evaluate other statistics to ensure programs are moving in the right direction.

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### C.8  ESL Tutors

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| C.8 | Hispanic or Latino | 4 sections=20 approximately |
| | White | 20 approximately |
| | Males | 35 approximately |

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*

    Student employees will be hired to provide tutoring for ESL grammar, reading, and writing students under the direction of ESL faculty.  Tutors will meet with students at scheduled times outside of class hours.  Some tutors will also work with students during the class meeting times as determined by the instructor.  Student tutors will meet weekly with instructors to plan for the tutoring sessions.  Tutoring will occur for approximately 17 weeks in both the fall and spring semesters.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.8 | 8/24/15 to 5/18/16 | $11,630 | |

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

- *Link to Goal*

    While student tutors will provide additional support for all students in the classroom, the aim is to make sure support and attention are given to the target populations and under-performing students.  The expected outcome is that the extra support and attention inside and outside of class will enable more of the targeted students to persist in their courses, successfully complete them, and go on to complete a degree-applicable course.

- *Evaluation*

    Successful course completion rates are typically good in ESL courses, so the focus will be on how well student tutors can help the target populations listed above as well as the under-performing students in the participating courses.  Tutors will work closely with these students, and instructors will keep records on the progress of these students.  Qualitative data and quantitative data on course completion will be collected every semester.  Because the number of students affected is small, it may take several semesters of data collection to accurately measure the impact of the activity on the goal.  The completion rates of students in sections with student tutors will be compared to the rates of students in sections without student tutors.

    Overall, the Basic Skills indicator is evaluated using cohort data and will be assessed six years after the programs start to allow cohort data to capture students who have gone through equity

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programs, and then yearly after that.  Before the six years have passed, we will evaluate other statistics to ensure programs are moving in the right direction.

### C.9 ESL Mentor

- *Activity Type(s)*:

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| C.9 | Hispanic or Latino | 20 approximately |
| | White | 20 approximately |
| | Males | 35 approximately |

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*
  A faculty member will be recruited to provide a variety of types of support (e.g. educational, employment, community) for ESL students. They primary objective of this position would be to help ESL students realize the importance of persisting in their education beyond just learning enough English to get a job. The faculty member will help students understand the benefits of completing the ESL program and continuing their education beyond ESL in order to obtain a certificate or a degree. To do this, the faculty member will help students explore their educational and career possibilities, as well as navigate the requirements to accomplish their educational and career goals. The faculty member will organize a variety of presentations and workshops to guide ESL students through the educational and employment opportunities available in the Los Rios District and beyond. For example, the department could offer a series of workshops on certificates offered in the Los Rios District and the job opportunities those certificates lead to. The workshops would include guest speakers from other departments and people in the community who work in a variety of careers, as well as staff from counseling, financial aid, EOPS, and other areas on campus that can help students be successful and persist in their educational and career goals. The faculty member would work with guest speakers to make the workshop understandable to ESL students.

  Another objective of this position would be to help ESL students better navigate the intricacies of life in the U.S. For example, immigrants may not know how to help their children be successful in school or the benefits of having their children take college preparation or advanced placement courses. An ESL student may not know how to deal with an insurance company after being in a car accident and a whole host of other difficulties. These difficulties add stress to their lives and may affect their success at school. To help students deal with these difficulties, the faculty member will organize a variety of presentations and workshops which will help students function better in the U.S. The faculty member will survey students throughout the semester to determine if there are any particular needs or interests that current students have in order to help determine the foci of this set of workshops.

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A third objective of this activity would be to create a better sense of community among students and faculty in the ESL program. As students become more connected, they can better offer and obtain support from each other. The faculty member will provide opportunities for students to gather and share their experiences in the U.S. and offer each other advice on how to deal with the intricacies of U.S. culture.

The faculty member coordinating this activity will also need to advertise and promote the workshops, as well as build a website to complement the workshops and activities. Workshops/presentations will occur at least twice each month over the course of both the fall and spring semesters for a total of at least 8 workshop/presentations per semester. Other community-building activities should also be scheduled.

The faculty member will receive a $6,000 stipend for 10 hours each week during the semester to complete the duties described above.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.9 | July 2015 to 5/18/16 | $6,000/year | |

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

- *Link to Goal*
  While workshops and community-building activities will provide additional support for all students in the ESL program, the aim is to make sure support and attention are given to the target populations.  The expected outcome is that the extra support and attention will enable more of the targeted students to persist in the ESL program, to go on to complete degree-applicable courses, and to complete a certificate or degree or to transfer.

- *Evaluation*
  The number of students affected may be small because participation in the workshops will be voluntary.  It may take several semesters of data collection to accurately measure the impact of the activity on the goal.  We will not be able to assess if we have met this goal for another six years.  In the interim, we will assess course completion rates.  Student surveys may also be used to gauge the effectiveness of the activity.

  Overall, the Basic Skills indicator is evaluated using cohort data and will be assessed six years after the programs start to allow cohort data to capture students who have gone through equity programs, and then yearly after that.  Before the six years have passed, we will evaluate other statistics to ensure programs are moving in the right direction.

**MATH Activities**
**(Math only)**

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| *Example Group* | *-7, 2014* | *No gap* | *2020* |
| Black/African American | -11%, 2014-15 | -6% | 2021 |
| Hispanic/Latino | -1%, 2014-15 | No gap | 2021 |
| Males | -1%, 2014-15 | No gap | 2021 |

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.
Note: Three populations with the greatest gaps in Math.

### C.10 Math Basic Skills Assistance Program

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|------|---------------------|------------------------|
| C.10 | Black/African American | **519** |
|      | Hispanic/Latino | **885** |
|      | Males | **1004** |

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*

This program is modeled after a program run by the English department for the past 2 years with funding from BSI. This model pairs an additional faculty member with a section of a basic skills Math course.  The faculty member works in a mentoring role to students.  Activities may include contacting students about attendance, conferencing with students about their math assignments, helping students plan study strategies or budget their time, connecting students with additional campus resources, meeting with students in small groups to review assignments, or overseeing students as they work on assignments in the computer lab.  This pilot project in Math will initially involve 10 sections of basic skills math.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|------|---------------|----------------------|---------------|
| C.10 | 8/2015 to 6/2021 | $115,200/year |   |

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

- *Link to Goal*

This intervention will increase the number of targeted students who succeed in basic skills Math courses.

- *Evaluation*

Successful course completion is evaluated at the end of each semester as well as annually.  The Dean and Math faculty will compare success rates of Basic Skills Assistance Program sections and non- Basic Skills Assistance Program sections at the end of every semester.

Overall, the Basic Skills indicator is evaluated using cohort data and will be assessed six years after the programs start to allow cohort data to capture students who have gone through equity programs, and then yearly after that.  Before the six years have passed, we will evaluate other statistics to ensure programs are moving in the right direction.

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**C.11 Math Interventions: Activities and programs for direct student support**

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected (based on Fall 2014 BS in Math 27 - 104) |
|---|---|---|
| C.11 | Black/African American | **519** |
|  | Hispanic or Latino | **885** |
|  | Males | **1004** |

Activity: Textbook lending program

- *Activity Implementation Plan*
  **Textbook lending program** – provide students with financial need the option to borrow the textbook for courses from Math 27, 28, 34, 100, 103, 104. Possible implementations: $0 to $20 initial deposit to be refunded upon return at the end of the semester. Approximately $720,000 initial investment in textbooks, thereafter, an estimated $1200 for replacement per semester.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.11 | August 2015-May 2016 | $121,000 |  |

- *Link to Goal*
  Many students do not have resources from financial aid or elsewhere at the beginning of the semester, and delay or never acquire the textbook. This situation has a direct impact on student success, access, persistence, and completion.

- *Evaluation*
  All student data from those that borrow textbook will be compared to the success rates of access, persistence, and completion of all students by course.

Activity: Evening online tutoring

- *Activity Implementation Plan*
  Currently online tutoring is provided two evenings per week for participating faculty for their courses. Faculty tutor and supervise the tutoring of student instructional assistants. Expand the program to seven nights a week, 3 hours per night (8 - 11 pm), for 17 weeks per semester requires 7 faculty with 35 hours of initial training and 10 hours to the training facilitator which is 402 hours. The tutoring would serve all Math 27, 28, 34, 100, 103, 104, 120, 123, and 124 students for hours beyond those provided by the math lab.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|------|------|------|------|
| C.11 | August 2015-May 2016 | (402 hrs.) x $(hourly EAS rate) = $36,180 | |

- *Link to Goal*
  Students have many restrictions to available hours during the day. Extending hours of direct contact will benefit students and support them in access, persistence, and completion.

- *Evaluation*
  All student data from those that use the online tutoring support (to include feedback about the ease of use, quality of tutoring, etc.) will be compared to the success rates of access, persistence, and completion of all students by course and disaggregated among the disproportionally impacted student groups.

Activity: Second Chance Mathematics

- *Activity Implementation Plan*
  **Boot Camp Format** – provide students from Math 34, 100, 104, 120, 124 that were passing the course until the Final Exam resulted in a course grade of D. This is a one-week intensive course the week following the end of the semester, to improve specific skills and attempt a new final exam. Funds support a faculty stipend for 17 hours of contact and 5 hours of reporting for each set of up to 40 students.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|------|------|------|------|
| C.11 | August-May 2016 | 22 hrs. x EAS rate per 40 students | |

- *Link to Goal*
Students have the opportunity to improve their course grade to completion of the course.

- *Evaluation*
All student data from those that use the second chance opportunity will be compared to the completion rate of all students by Degree and Certificate Completion.

Activity: Summer Success Academy - Mathematics

- *Activity Implementation Plan*
  **Boot Camp Format** – provides students with a summer mathematics course (Math 14 – 1 unit) to complement the learning community, the Summer Success Academy.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|------|------|------|------|
| C.11 | June - August 2016 | 0.067 FTE | |

- *Link to Goal*
Students have the opportunity to improve their course placement outcome from assessment, and the course supports an increase in persistence and completion rates.

- *Evaluation*

    All student data from those that attend Math 14 will be compared to the completion rate of all students by course and disaggregated among the disproportionately impacted student groups.

Activity: The MathCraft Experience

- *Activity Type(s)*

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

- *Activity Implementation Plan*

    *Workshop Series Format* – provide students from Math 34, 100, 103, 104, 120, 123, 124 a series of workshops to address: common misconceptions about the nature of the mathematics field; the skills involved in the four most common content areas affecting success (fractions, percentages, graphing, problem solving); and strategies to understand mathematics, in meaning-building experiences to transform student participation in their learning of mathematics. There are 5 two-hour sessions to be available two times per semester: as an early intervention to encourage persistence and skills for completion, and at the semester midpoint to ready students for placement exams. Funds will support materials and food for students.

    *Workshop Development* – two faculty members design the sessions based on culturally responsive instructional practices (30 hrs each)

    *Workshop Presentation to Mathematics Department* – two faculty members present the series to mathematics faculty as flex workshop (6 hrs each)

    *Workshop Training* – two faculty members train faculty to conduct the series (advanced facilitation, trainees attend sessions and participate in feedback data collection and reporting – 5 hrs each)

    *Workshop Presentation to Students* – two or more faculty conduct sessions with students, collect feedback, report results to department (15 hours per series)

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.11 | August 2015 - May 2016 | $1000 (food) |   |
|   | August 2015 - May 2016 | $7380 (developer/trainers) |   |
|   | January – May 2016 | $2700 (conduct sessions) |   |

- *Link to Goal*

Students have the opportunity to improve their mathematics learning strategies, and their mindset toward learning and mathematics content. The experience is designed to increase access (through placement at higher levels), persistence (to engage students in learning throughout the semester), and completion.

- *Evaluation*

    All student data from those that participate in the experience will be compared to the completion rate of all students by course and disaggregated among the disproportionately impacted student groups.

Activity: Mathematics Support Class

- *Activity Implementation Plan*
  **Intervention in Course Format** – provide new students that are placed into Math 34, 100, 103, 120, 123 by assessment initially to attend a 1-unit course designed to augment a general education course by cohort (i.e., Psych 367 or Anth 310 with UMOJA cohort). The course would apply mathematical principles in the context of the cohort course content and build the mathematical skills of the students to prepare students to reassess at a higher-level mathematics course.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.11 | August-May 2016 | 1.5 FTE per class | |

- *Link to Goal*

The goal is for students to improve their placement in mathematics to improve access, persistence, and completion. The more intensive focus on the cohort class may also improve the completion rate in the adjacent course.

- *Evaluation*

All student data from those that enroll will compare placement results before and after the support class, and compare completion rates of all students by placement.

### C.12 EOPS Math Success Project

The Extended Opportunity Programs and Services (EOPS) Program's Math Success Project is a collaborative effort between EOPS and the Mathematics and Statistics Department. It was developed as a result of a new policy within the EOPS which requires every EOPS student to enroll in English Writing, Reading, and Math courses to reach competency before being able to enroll in courses related to his/her major. The logic is that students that meet competency in math, English and reading have a higher probability of being successful in college level courses after meeting competency in the three basic areas. The first Cohort began in the Spring of 2013 with one section of Math 28. Since that time, there have been courses offered in every Math level 28, 34, 100, 103, 104, 123, and 124.

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| **C.** 12 | All Students | **80** |

\* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

Each Math cohort enrolls up to 40 students. The student pool is highly diverse and to date has served all target groups. However, data has not been specifically collected on the breakdown.

- *Activity Implementation Plan*
  The project is a cohort support model that moves students from basic skills Math (28, 34, 103 & 104) to college level (120).  As successful completion permits, the same group of students enrolls in the math courses in sequence with the same instructor.  An EOPS Counselor is assigned to work collaboratively with the Math Instructor to offer him/her support and also tracks the student's progress.  The instructor reports to the counselor on student progress, attendance, and on any other issue that impacts completion, course success and persistence.  The Counselor attends class, has access to the Instructor's online grading system and depending on the issues and needs of the class will present "mini" workshops related to time management, study skills, organization skills etc. to help students develop strong "student" skills.   In addition to basic skills completion, the project structure lent itself to increasing community building, community learning, continuity of instruction and increasing student success.  EOPS Students participating in the Math Success Project are provided the textbooks for each of the courses, class materials as requested by the instructor such as binders, dividers, calculators, etc., and in class tutors as requested by the instructors.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|------|-------------------------------|----------------------|---------------|
| C.12 | 8/2015 to 5/2016 | $180,000 | General Fund |

- *Link to Goal*
  This intervention will increase the number of targeted students who succeed and complete their Math competency courses.

- *Evaluation*
  First measure of success is enrollment and course completion. The Coordinator monitors the enrollment of students in the class over the course of the semester. Second measure of success is final grades issued to the EOPS students participating in the project as compared to the general student population enrolled in the math courses offered during that specific semester.  This information is provided by the Dean of the Area.

To date EOPS students participating in the Math Success Project have completed at a higher rate and are passing the course at a higher rate as compared to non- EOPS students.

## C.13 EOPS ESL Completion Project
The Extended Opportunity Programs and Services (EOPS) Program's English as a Second Language (ESL) Completion Project is an activity within EOPS which provides directive counseling and directive course enrollment for students that are in need of reaching English proficiency.  Every student applying for EOPS is required to take assessment tests in all competency areas.  Potential EOPS students that assess in ESL courses are required to reach English competency before they are allowed to enroll in courses outside of ESL. Completion of the ESL sequence is written in the student contract and is monitored on a semester by semester basis.   This was developed due to ESL students being very resistant to enrolling in some of the higher level ESL reading and writing courses which eventually impacted their ability to enroll in courses related to their identified major. This policy change occurred in the Fall of 2012.

- *Activity Type(s)*

| | Outreach | | Student Equity | X | Instructional Support |
|---|----------|---|----------------|---|-----------------------|

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| | | | Coordination/Planning | | Activities |
|---|---|---|---|---|---|
| X | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| C.13 | Hispanic or Latino | 90 |
| | White | 75 |
| | Males | 180 |

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*

EOPS Counselors review the student assessments and establish an educational plan for the EOPS ESL student which first enrolls them in courses they require to meet English proficiency via ESL courses. Every contact the student has with their EOPS Counselor reviews their progress towards reaching English proficiency.  Student enrollment is monitored and if the student attempts to deviate from ESL prior to proficiency they are placed on EOPS probationary standing and are required to follow their educational plan.

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| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.13 | 8/24/15 to 5/18/16 | | EOPS 100% |

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

- *Link to Goal*

Students that reach competency will be more successful in non-ESL courses and will be better prepared for the rigor of college level courses that require English proficiency.

- *Evaluation*

The number of students that complete their ESL sequence.   Data will be collected on those students that are admitted to EOPS and have assessed in ESL.

**C.14 EOPS English Writing Success Project**

The Extended Opportunity Programs and Services (EOPS) Program's English Writing Success Project is a collaborative effort between EOPS and the Language and Literature Department.  It was developed as a result of a new policy within the EOPS which requires every EOPS student to enroll in English Writing, Reading, and Math courses to reach competency before being able to enroll in courses related to his/her major.  The logic is that students that meet competency in math, English and reading have a higher probability of being successful in college level courses after meeting competency in the three basic areas.  The first Cohort began in the Fall of 2014 with one section of English Writing 51.  In the Spring of 2015, an additional cohort was added.  To date there have been two (2) ENGWR 51 courses offered, two (2) ENGWR 101 courses offered and one (1) ENGWR 300 is in process.

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- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| C.14 | All Groups | 70 |

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

Each English cohort enrolls up to 35 students. The student pool is highly diverse and to date has served all target groups. However, data has not been specifically collected on the breakdown.

- *Activity Implementation Plan*

The project is a cohort support model that moves students from basic skills English (English Writing 51 & 101) to college level (English Writing 300).  As successful completion permits, the same group of students enrolls in all three courses with the same instructor.  An EOPS Counselor is assigned to work collaboratively with the English Instructor to offer him/her support and also tracks the student's progress.  The instructor reports to the counselor on student progress, attendance, and on any other issue that impacts completion, course success and persistence.  The Counselor attends class, has access to the Instructor's online grading system and depending on the issues and needs of the class will present "mini" workshops related to time management, study skills, organization skills etc. to help students develop strong "student" skills.   In addition to basic skills completion, the project structure lent itself to increasing community building, community learning, continuity of instruction and increasing student success.  EOPS Students participating in the English Success Project are provided the textbooks for each of the three courses, class materials as requested by the instructor such as dictionaries, binders, dividers, etc., and in class tutors as requested by the instructors.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.14 | 8/2015 to 5/2016 |   | General Funds / EOPS |

- *Link to Goal*

This intervention will increase the number of targeted students who succeed in the English Writing 51, 101, and 300 courses.

- *Evaluation*

First measure of success is enrollment and course completion. The Coordinator monitors the enrollment of students in the class over the course of the semester. Second measure of success is final grades issued to the EOPS students participating in the project as compared to the general student population enrolled in the math courses offered during that specific semester.  This information is provided by the Dean of the Area.

To date EOPS students participating in the English Success Project have completed at a higher rate and are passing the course at a higher rate as compared to non- EOPS students.

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# Success Indicator: Degree and Certificate Completion

## CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

D. **DEGREE AND CERTIFICATE COMPLETION.** The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor. Calculate degree and certificate completion rates by dividing:

| Rate | Denominator | Numerator |
|---|---|---|
| **Degree and Certificate Completion** | The # of first-time students who enrolled in the base year and named certificates and degrees as their matriculation goal in their student educational plan or by taking degree or certificate applicable course(s) using the definitions outlined in the Scorecard. | The number of students out of ← (the denominator) that earned a degree or certificate within one or more years, as decided by the college. |

| Target Population(s) | The # of first-time students who enrolled in the base year with the goal of obtaining a certificate or degree | The number of students out of ← (the denominator) who earned a degree or certificate within one or more years. | The rate of degree and certificate completion | Total (all student average) completion rate | Comparison to the all student average (Percentage point difference with +/- added) |
|---|---|---|---|---|---|
| American Indian / Alaska Native | 29 | 10 | 34% | 47% | -12% |
| Asian | 759 | 461 | 61% | 47% | 14% |
| Black or African American | 401 | 124 | 31% | 47% | -16% |
| Hispanic or Latino | 488 | 212 | 43% | 47% | -4% |
| Native Hawaiian or other Pacific Islander | 72 | 22 | 31% | 47% | -16% |
| White | 935 | 447 | 48% | 47% | 1% |
| Some other race | 284 | 118 | 42% | 47% | -5% |

| | | | | |
|---|---|---|---|---|---|
| More than one race | ◊ | ◊ | ◊ | 47% | N/A |
| *All Students* | *2968* | *1394* | *47%* | | |
| Males | 1330 | 620 | 47% | 47% | 0% |
| Females | 1614 | 761 | 47% | 47% | 0% |
| Unknown | 24 | 13 | 54% | 47% | 7% |
| Current or former foster youth | ◊ | ◊ | ◊ | 47% | N/A |
| Individuals with disabilities | 152 | 40 | 26% | 47% | -21% |
| Low-income students | 2219 | 913 | 41% | 47% | -6% |
| Veterans | ◊ | ◊ | ◊ | 47% | N/A |

◊ Data not collected/reported
Notes: Cohort is from base year 2008-2009. Cells with less than sixty are not eligible for impact analysis.
Source: Scorecard, Data on Demand

The three student groups are experiencing the greatest gaps in Degree and Certificate Completion:
Note: Although Low-income students show a -6% percentage point difference, the Equity Committee has chosen to not prioritize these students as a separate group for this metric. This is a large group and difficult to isolate as a distinct cohort. Low-income students are highly represented in all the other priority groups.

| | | 1 | 2 | | 3 | | 4 |
|---|---|---|---|---|---|---|---|
| Equity Gap | Student Group | Gap in comparison to the Average, Expressed as Percentage | Percentage expressed as decimal 25% becomes .25 | Multiply | The # of first-time students who enrolled in 2011 and named certificates and degrees as their matriculation goal | = | Number of Students "Lost" |
| Largest Gap | Students with Disabilities | -21% | .21 | x | 152 | = | 32 |
| Second Largest | Black/African American | -16% | .16 | x | 401 | = | 64 |
| Third Largest | Hawaiian/Pac. Islander | -16% | .16 | x | 72 | = | 12 |
| Fourth Largest | Hispanic/Latino | -4% | .04 | x | 488 | = | 20 |

**GOAL D.**

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

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| *Example Group* | *-4, 2014* | *No gap* | *2020* |
| Students with Disabilities | -21%, 2009 cohort | -16% | 2021 |
| Black/African American | -16%, 2009 cohort | -11% | 2021 |
| Hawaiian/Pac. Islander | -16%, 2009 cohort | -11% | 2021 |
| Hispanic/Latino | -4%, 2009 cohort | No gap | 2021 |

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.
Notes: Cohort is from base year 2008-2009

**ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION**

**D.1** Degree and Certificate Completion for DSPS students

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| D.1 | Students with Disabilities | 152 |
| | | |

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*

Data breaking down per disability group will be collected to identify more specifically the strategies that would be most appropriate and successful in supporting the population to degree and certificate completion. DSPS counselors will review with students their declared goals and majors. It is understood that financial aid often drives students declared goals and patterns of courses, rather than the true skills and desires of students. Assisting students to work more closely with financial aid so they can keep financial aid while declaring majors that are not included in "approved" financial aid lists will be the challenge. A financial aid specialist, trained on disability challenges and accommodations will be assigned to work with DSPS students.

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| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|----|------------------------------|----------------------|----------------|
| D.1 | July 2015 – June 2016 | 0 | $20,000 -SSSP; $10,000 - DSPS |

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

- *Link to Goal*

Increased scrutiny of goals, financial aid impacts and specific populations will lead to more students with disabilities obtaining degrees and certificates.

- *Evaluation*

The indicator for Degree and Certificate Completion is evaluated using cohort data and will be assessed six years after the programs start to allow cohort data to capture students who have gone through equity programs, and then yearly after that. Before the six years have passed, we will evaluate other statistics to ensure programs are moving in the right direction.

Data on DSPS students graduating with degrees and certificates will be collected and evaluated annually by the Dean and DSPS Coordinator.

### D.2 EOPS Math Success Project

Math is a major barrier for many students seeking to complete their degree. Students often put off Math competency completion until very late in their community college enrollment process. EOPS Math Success Project stems from the EOPS policy that all students must reach competency in Math early on in their college career. To reach this goal EOPS students are required to sign a contract stating that they will begin and complete their math sequence prior to enrolling in other major coursework. EOPS and the Math and Statistics Department sponsors this project which moves students through the math course sequence in a learning community model with the same instructor for continuity of Instruction.

- *Activity Type(s)*

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

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

| ID | Target Group(s) | # of Students Affected |
|----|-----------------|------------------------|
| D.2 | All Groups | 80 |

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

Each Math cohort enrolls up to 40 students. The student pool is highly diverse and to date has served all target groups. However, data has not been specifically collected on the breakdown.

- *Activity Implementation Plan*

The project is a cohort support model that moves students from basic skills Math (28, 34, 103 & 104) to college level (120). As successful completion permits, the same group of students enrolls in the math courses in sequence with the same instructor. An EOPS Counselor is assigned to work collaboratively with the Math Instructor to offer him/her support and also tracks the student's progress. The instructor reports to the counselor on student progress, attendance, and on any other issue that impacts completion, course success and persistence. The Counselor attends class, has access to the Instructor's online grading system and depending on the issues and needs of the class will present "mini" workshops related to time management, study skills, organization skills etc. to help students develop strong "student" skills. In addition to basic skills completion, the project structure lent itself to increasing community building, community learning, continuity of instruction and increasing student success. EOPS Students participating in the Math Success Project are provided the textbooks for each of the courses, class materials as requested by the instructor such as binders, dividers, calculators, etc., and in class tutors as requested by the instructors.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|------|-------------------------------|----------------------|---------------|
| D.2 | 8/2015 to 5/2016 | $60,000 | General Fund |

- *Link to Goal*
  This intervention will increase the number of targeted students who successfully complete their degrees and certificates.

- *Evaluation*

First measure of success is enrollment and course completion. The Coordinator monitors the enrollment of students in the class over the course of the semester. Second measure of success is final grades issued to the EOPS students participating in the project as compared to the general student population enrolled in the math courses offered during that specific semester. This information is provided by the Dean of the Area.

To date EOPS students participating in the Math Success Project have completed at a higher rate and are passing the course at a higher rate as compared to non- EOPS students. This in turn will impact the degree completion as Math completion will be addressed and achieved.

**D.3** Fast-Track Mathematics Curriculum Development

- *Activity Type(s)*

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

- *Activity Implementation Plan*

Mathematics faculty are proposing curriculum to shorten the path to the transfer level courses Math 300 and Stat 300. The courses include more units than the current courses in the pathway to transfer, additional student support features, and culturally responsive instructional practices. Proposed

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curriculum will be written and approved by Mathematics Department and ready for the Fall 2016 Curriculum Cycle. Pilot sections can be included in the course schedule as early as Spring 2017.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|----|-------------------------------|----------------------|---------------|
| D.3 | August 2015 - September 2016 | $0 | Gen Fund |

- *Link to Goal*

Fast-track courses shorten the number of semesters and the number of courses to complete requirements of degrees and certificates. This results in increased persistence and completion.

- *Evaluation*

Student data measuring persistence and completion for the course(s) will be compared to the same measures for all students and similar levels and disaggregated by disproportionately impacted students.

**D.4**  Multiple Measure Criteria for Placement in Mathematics

- *Activity Implementation Plan*

A pilot study to investigate multiple measure changes for course placement in Basic Skills and transfer-level mathematics courses. Overall high school GPA and special programs such as SCUSD's Senior Year Math course along with placement by the assessment process. Pilot of new entering freshmen would be used to determine any negative impact to persistence, completion, and progression rates.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|----|-------------------------------|----------------------|---------------|
| D.4 | December 2015 – August 2016 | $0 | |

- *Link to Goal*

Use of multiple measures for placement are expected to place students at a level higher than assessment-only placements. Placement at higher levels will shorten the number of semesters and the number of courses to complete requirements of degrees and certificates, and results in increased persistence and completion.

- *Evaluation*

Student data measuring persistence, completion, and progression for each course will be compared to the same measures for all students and similar levels and disaggregated by disproportionately impacted students.

**D.5**
**For additional activities affecting Degree and Certificate Completion see: GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS**

# Transfer

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## CAMPUS-BASED RESEARCH: TRANSFER

**D.** **TRANSFER.** 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. Calculate transfer rates by dividing:

| Rate | Denominator | Numerator |
|---|---|---|
| **Transfer** | The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English | The number of students out of ← (the denominator) who actually transfer after one or more years. |

| Target Population(s) | The # of students who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English. | The number of students out of ← (the denominator) who actually transfer after one or more (up to six) years. | The transfer rate | Total (all student average) pass rate | Comparison to the all student average (Percentage point difference with +/- added) |
|---|---|---|---|---|---|
| American Indian / Alaska Native | * | * | * | * | * |
| Asian | 427 | 195 | 46% | 35% | 11% |
| Black or African American | 166 | 45 | 27% | 35% | -8% |
| Hispanic or Latino | 228 | 64 | 28% | 35% | -7% |
| Native Hawaiian or other Pacific Islander | * | * | * | * | * |
| White | 583 | 198 | 34% | 35% | -1% |
| Some other race | 148 | 42 | 28% | 35% | -6% |
| More than one race | ◊ | ◊ | ◊ | 35% | N/A |
| *All Students* | *1600* | *558* | *35%* | | |
| Males | 722 | 248 | 34% | 35% | -1% |
| Females | 865 | 304 | 35% | 35% | 0% |
| Unknown | * | * | * | * | * |
| Current or former foster youth | ◊ | ◊ | ◊ | 35% | N/A |
| Individuals with disabilities | 63 | 11 | 17% | 35% | -17% |
| Low-income students | 1142 | 346 | 30% | 35% | -5% |
| Veterans | ◊ | ◊ | ◊ | 35% | N/A |

◊ Data not collected/reported
**\*** Numerator cell size less than 10, data redacted
Notes: Cohort is from base year 2008-2009.  Cells with less than sixty are not eligible for impact analysis.
Source: DataMart, Transfer Velocity

The three student groups are experiencing the greatest gaps in Transfer:

| Equity Gap | Student Group | 1<br>Gap in comparison to the Average, Expressed as Percentage | 2<br>Percentage expressed as decimal 25% becomes .25 | Multiply | 3<br>The # of first-time students who enrolled in 2011 and named transfer as their matriculation goal. | = | 4<br>Number of Students "Lost" |
|---|---|---|---|---|---|---|---|
| Largest Gap | Students with Disabilities | -17% | .17 | x | 63 | = | 11 |
| Second Largest | Black/African American | -8% | .08 | x | 166 | = | 13 |
| Third Largest | Hispanic/Latino | -7% | .07 | x | 228 | = | 16 |

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

**GOAL E.**

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

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| *Example Group* | *-4, 2014* | *No gap* | *2020* |
| Students with Disabilities | -17%, 2014 | -12% | 2021 |
| Black/African American | -8%, 2014 | -3% | 2021 |
| Hispanic/Latino | -7%, 2014 | -2% | 2021 |

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

**ACTIVITIES: E. TRANSFER**

**E.1  Transfer Center Equity Push**
- *Activity Type(s)*:

| | Outreach | | Student Equity Coordination/Planning | | Instructional Support Activities |
|---|---|---|---|---|---|
| X | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | | Direct Student Support |

| | Research and Evaluation | | Professional Development | | |
|---|---|---|---|---|---|

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| E.1 | **Students with Disabilities** | Recalculate # based on 6yrs. |
| | **Black/African American** | 885 |
| | **Hispanic/Latino** | 1004 |

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*

The existing SCC Transfer Center supports and facilitates dissemination of current transfer information about colleges and universities, promotes student contacts with university admissions representatives, and to the greatest extent possible works in partnership with several programs to boost underrepresented students successful transfer to colleges and universities.  Services available to students include a small computer lab, college tours, Transfer Day, printed college information, application assistance, appointments with college/university reps and transfer preparation workshops.

However staffing resources for the Transfer Center are limited for a campus of this size (.5 faculty Director, 1.0 SPA and 1.0 Clerk). It is difficult for the existing staff to provide individualized attention to the number of students requiring transfer assistance and especially difficult to maintain close relationships with other programs and services at the college who serve disproportionately impacted students.  Equity resources will be used to supplement the Transfer Center staffing.  The additional staffing resources will allow the Transfer Center to:

- Establish a direct relationship to programs on campus that primarily serve the targeted student groups including, but not limited to DSPS, Umoja, CalWORKs, EOPs, Foster Youth Program and Puente.
- Establish a direct relationship with the SSSP staff and services for the at-risk group of students having no goal.
- Give priority appointments for these students to meet with the Transfer Center Director and College/University Representatives.
- Create clear CCC to University/College connections (pathways) for students.
- Provide additional workshops and transfer activities to prepare students for transfer and keep them focused on their transfer goal.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| E.1 | 2015-2021 | $11,810 | Gen Fund |

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

- *Link to Goal*

Increasing the staffing capacity of the Transfer Center will improve transfer for the target populations by establishing a direct referral and priority appointment program with existing college programs serving the target groups.  The additional staffing will increase the capacity of the Transfer Center to accommodate more students and allow for more direct interaction with students. These activities will also reinforce the SSSP Educational Planning

process and build relationships and accountability that keep students on track to completion of their goals.

- *Evaluation*

  As described in the Evaluation Summary, quantitative and qualitative data is gathered regularly by SCC to measure change in all five Equity metrics.  The indicator for Transfer is evaluated using cohort data and is assessed six years after the programs start to allow cohort data to capture students who have gone through equity programs, and then yearly after that.  Before the six years have passed, SCC will evaluate other statistics to ensure transfer efforts are moving in the right direction.  The Transfer Center Director reviews the transfer performance data annually in conjunction with the SCC college wide program planning process.

  - Both quantitative and qualitative evaluation is done following transfer center activities.  The Transfer Center Director compiles information relative to participation and outcomes annually to inform the program planning and improvement process. Data are also analyzed annually relative to supporting positive change in the Student Equity Transfer metric.

**E.2** Increase Transfer for DSPS students

- *Activity Type(s)***:**

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

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

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| E.2 | Students with Disabilities | 63 |
| | | |
| | | |

* For example, Veterans – 250, Af. Americans – 8,889, Hispanics 10,000, etc.

- *Activity Implementation Plan*

  Data breaking down per disability group will be collected to identify more specifically the strategies that would be most appropriate and successful in supporting the population to transfer. Data will be collected to identify the top obstacles to students with disabilities from transferring. Data from CSUS and UCD will be collected to identify which students with disabilities transferred. Utilizing Sacramento Pathways, a link will be developed between CSUS and SCC with the disability offices to provide transition support and bridges between the two programs. DSPS students at SCC will provide tours of both CSUS and UCD disability offices at the same time that they tour the campuses.  A Temp SPA will act as a liaison between the DSPS offices of the three campuses, building transition paths and preparing students with additional support to utilize Transfer services at each campus.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| E.2 | July 2015 - June 2016 | 0 | DSPS |

- *Link to Goal*

Increased support and information about transfer and DSPS services at neighboring campuses will lead to more DSPS students with disabilities transferring.

- *Evaluation*

The indicator for Transfer is evaluated using cohort data and is assessed six years after the programs start to allow cohort data to capture students who have gone through equity programs, and then yearly after that. Before the six years have passed, SCC will evaluate other statistics to ensure transfer efforts are moving in the right direction. The Transfer Center Director and DSPS Coordinator review the transfer performance data annually in conjunction with the SCC college wide program planning process.

Specific Data on DSPS students transferring to CSUS and UCD will be collected annually

**E.3** For additional activities affecting Transfer see: GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATOR

# Other College- or District-wide Initiatives Affecting Several Indicators

There are a number of college wide initiatives or activities that affect several, or all, of the indicators (Access, Course Completion, Basic Skills/ESL Completion, Degree/Certificate Completion and Transfer).

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

### ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

### F.1 Professional Development

- *Indicators/Goals to be affected by the activity* (Mark an X in all that apply.)**:**

| x | Access | x | Degrees and Certificate Completion |
|---|---|---|---|
| x | Course Completion | x | Transfer |
| x | ESL and Basic Skills Course Completion | | |

- *Activity Type(s)***:**

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

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

| ID | Target Group | # of Students Affected |
|----|-------------|------------------------|
| F.1 | All disproportionately impacted groups | Unknown (indirect) |

- *Activity Implementation Plan*

Sacramento City College has an existing faculty member assigned 50% to coordinate professional development activities for the college as the Faculty Coordinator for the Staff Resource Center (.50 FTE). This portion of the position focuses on a continuous improvement model while addressing AB 1725 (Flex) and AB 2558 (Professional Development Institution-wide). During the 2014-15 year, SCC created an additional 50% faculty position to oversee Staff Development for SSSP (.25 FTE) and Student Equity (.25 FTE). This position continues through 2015-16. This position also works with a Student Equity Faculty Coordinator (.50 FTE), to collaborate together in fulfilling objectives and activities that are part of the institutional plans campus-wide.

Specifically for professional development, the same faculty member currently fulfills both these responsibilities essentially becoming the full time professional development Faculty Coordinator (1.0 FTE) at SCC. The consolidation of these responsibilities allows for maximum coordination and collaboration of the SCC professional development activities as they relate to continuing education and professional development across disciplines. Additionally, our SSSP and equity planning/goals have become braided across the Staff Development Program Plan and the SSSP and Student Equity Institutional Plans as they relate college-wide.

Based on discussions in the Matriculation and Student Success Committee, Student Equity Committee, Staff Development Committee, and various planning groups, there is an overarching interest in continuing to raise awareness of the SSSP and Student Equity programs as instructional partners with program and unit plans across the campus. Equally, SCC forges a new model, the SSSP SSSNet, where professional development will assist in heightening awareness about supplemental support programs that focus on student success. In furthering these discussions common themes for SSSP, Student Equity, and the college emerged including *building relationships, clarity of information, cultural awareness/sensitivity and engaging the student from college entry to completion*. These themes and others are organized into 5 major themes for professional development. The five themes intend to bring attention to working in a primary role along with faculty in classroom and service area environments regarding intervention and student support, thus improving retention, persistence and completion rates. They are as follows:

- *Clarity* – pathways, processes, communication
- *Connectivity* – with students and between divisions, programs and services
- *Community* – caring, tracking progress, intervention, mutual support, collaboration, sharing resources
- *Culture* – cultural awareness and sensitivity in instruction, service delivery and our interactions
- *Completion* – continuous improvement and achievement of successful student outcomes

The list below identifies some of the professional development events or projects planned for the 2015-16 school year that address different activities specified in both the Equity and SSSP Plans:

1. Managing an ongoing and developing communication process for faculty, staff, and management on the elements contained within the online orientation along with follow-up discussion on processes and services available to students.

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2. Student Equity and SSSP flex and other training events to provide program overviews and updates for constituents of the college including faculty, classified staff and management.

3. Briefings on college policies that affect student success – including SAP, repetition, and repeatability.

4. Training for English Language & Literature as well Mathematics, Engineering, & Statistics instructors on how to apply the assessment scoring rubrics.

5. Targeted intra-department training on systems that support student success – i.e., counseling online, general educational plan counseling or iSEP training.

6. Ongoing training on SARS ALRT (Early Intervention and tracking Software system).

7. Panel discussions with counselors responsible for such student support programs as Umoja-SBA, Puente, Rise, DSPS, and/or EOP&S.

8. Workshops on Learning Communities – what we learned, and lessons for student success.

9. Workshops on integrating Student Equity goals and objectives as well as SSSP core services with instruction – benefits, techniques, service coordination.

10. Briefings on student success data as it relates to the Equity plan's disproportionate population priorities and results campus-wide.

11. Charrettes on supporting student success with data that support applications at the teaching, learning, and service levels of programs and courses across divisions and departments.

12. Consultation, development, and coordination of workshops and training across the institution to focus on training that will expand our system of student equity and success using the "Completion By Design Model" and Clear Pathways, launched through the National Center on Inquiry and Improvement.

13. Consultation workshops and training as it relates to policies, programs, processes and procedures that cross Student Equity, SSSP, and BSI.

14. Workshops and discussion on integrating Student Equity, SSSP, and the Basic Skills Initiative programs with college planning.

15. Mathematics Faculty Community of Practice of Culturally Responsive Instruction: (The Community of Practice is a professional development activity for mathematics faculty in the area of culturally responsive instruction (CRI). The community of practice seeks data in order to be informed about the status of our disproportionately impacted (DI) students. With the PRIE office, data will be collected by course in regards to access, persistence, completion, and progression. All interventions will be studied and deeply evaluated. The community of practice will determine formats for: evaluating prospective Professional Development opportunities as to the relevancy of CRI; the nature of implementation and evaluation of current practices under development; and creating a structure for proposing research studies, sharing results, and follow-up studies. Funds requested are for support for conference attendance at $600 per mathematics faculty member per year. The Community of Practice seeks to improve the access, persistence, completion, and progression rates for DI students. All PD funds will be targeted toward seeking, creating, and implementing programs that reflect CRI that improves the learning experiences of students. The Community of Practice will report and evaluate all data to determine the continuation of promising and effective programs for students.

NOTE: Add info on T4E

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|----|-------------------------------|----------------------|---------------|
| F.1 | July1, 2015 – June 30, 2018 | $148,464 | |

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- *Link to Goal*

Setting goals of professional development activities that connect with the central themes above along with the events and projects will increase the general awareness and reinforce the importance of equity across faculty, staff, and management.  Faculty and staff will also acquire skills and strategies through coordinated professional development that will result in improved outcomes for all disproportionately impacted students and our general population across all five metrics.

- *Evaluation*

As described in the Evaluation Summary, quantitative and qualitative data is gathered to measure change in all of the five metrics. It may be difficult to make a direct correlation between positive change in the metrics and specific professional development activity; however the themes for professional development are constructed in a manner that prioritizes Course Completion and Basic Skills Completion over the next three years.   Subsequently there should be a corresponding improvement in the longer range metrics such as Degree/certificate completion and Transfer.

Both quantitative and qualitative evaluation is done following every professional development activity. Data are also analyzed annually relative to supporting positive change in the Student Equity metrics.

## F.2 USA Today College Readership Program

- *Indicators/Goals to be affected by the activity*

|   | Access | X | Degrees and Certificate Completion |
|---|---|---|---|
| X | Course Completion |   | Transfer |
| X | ESL and Basic Skills Course Completion |   |   |

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| F.2 | African American | Approximately 20 per year |
|   | Latino | Approximately 14 per year |
|   | Students with Disabilities | Approximately 6 per year |

- *Activity Implementation Plan*

The USA Today College Readership Program uses current newspapers as the key texts in one section of ENGRD 110 "Comprehension Strategies and Vocabulary Development For College." Students use the newspapers to develop vocabulary, literal and inferential comprehension, critical thinking and study skills which they can transfer to all kinds of non-fiction texts.

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| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|----|-------------------------------|----------------------|---------------|
| F.2 | August 2015-May 2018 | $4,304 per year | |

- *Link to Goal*

The newspapers help students develop reading skills for success in college. Students use the newspapers to develop vocabulary, comprehension, and study skills which they can transfer to all kinds of non-fiction texts. Besides developing reading skills, students who participate in the USA Today College Readership Program are better informed about current events and often more civically engaged.  As students read culturally relevant texts, we expect that they will experience more success and completion. Because the main text is provided, economically disadvantaged students will not have the expense of a costly textbook.

Recent studies have indicated that students who have succeeded in ENGRD 110 have a statistically greater chance of succeeding in courses of other disciplines. See "The Relationship between English or Mathematics Academic Preparation and Selected Content-Area Course Success Rates: The Case of Sacramento City College" (Danenberg, 2009) and "Analysis of Relationships between English Reading or Writing Academic Preparation and Selected Sociology Course Success: The Case of Sacramento City College" (Danenberg, 2015).

- *Evaluation*
  - Course success and course completion will be evaluated at the end of each semester and annually.

**F.3 Scale Up of Existing Targeted Programs**
- *Indicators/Goals to be affected by the activity*

| X | Access | X | Degrees and Certificate Completion |
|---|--------|---|-------------------------------------|
| X | Course Completion | X | Transfer |
| X | ESL and Basic Skills Course Completion | | |

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|----|--------------|------------------------|
| F.3 | African American | 519 |
| | Latino | 885 |
| | Low income | 1000 |

- *Activity Implementation Plan*

SCC currently operates a number of existing programs including, but not limited to Umoja, CalWORKs, EOPS/CARE, DSPS, RISE, Puente, and Man Up that have demonstrated success in achieving positive outcomes for many of the disproportionately impacted student groups. Some of these programs are categorically funded and have specific eligibility requirements. Much of the success of these programs can be attributed to low student to staff ratios, over and above services such as additional counseling, close monitoring and intervention of student performance and the provision of direct student support such as book vouchers, transportation assistance and child care assistance. The need for services greatly exceeds the resources available for these programs and categorical program eligibility often excludes many students in need.

Low income students are impacted in three groups (<10%). They are an impacted group that make-up the largest proportion of the SCC student population.

To address the needs of this population and capitalize on the strengths of existing models, SCC will expand the non-categorically funded Umoja and Puente projects by providing additional staffing, counseling services and direct student support. We will also create a new program called the Get Assistance Program (GAP) that is based upon the CalWORKs service delivery model. These expanded programs will collaborate and coordinate directly with the existing programs and services of the college.

THE UMOJA COMMUNITY OF SUCCESS EXPANSION project will focus on recruiting, engaging, retaining and assisting African Ancestry students with course completion and the successful attainment of their educational goals at Sacramento City College. SCC will outreach to students that self-report through the admissions and records process to invite them to engage in a community of success. According to PRIE, there are approximately 2979 self-identified African Ancestry students enrolled in SCC. We anticipate that outreach efforts will yield anywhere from 15-20% of the population. To this end, we estimate serving 446 to 595 additional students.

Umoja Project staff will meet with student participants to identify strengths, barriers, issues and obstacles to success. This highly transient multi-faceted community would be counseled and case managed by a full time counselor, full time student support specialist, Student Personnel Assistant (SPA) and a team of student peer advisors/mentors that would be completely dedicated to working holistically with students to help them be more available to achieve academically. Tangibles will be distributed to students inclusive of enhanced book assistance, transportation support and food stipend so the students will have in-kind goods to minimize stress which will allow them to be more available for their educational experience.

In addition, the counselor, student services specialist, SPA and clerical staff person will identify campus and community resources to enhance referral services, assist in appointment scheduling and coordination of activities, workshops, field trips, etc.

The Puente project currently serves a maximum of 30 students annually through the learning community model, however we served 228 unduplicated students last year through counseling services. We believe we could serve many more through supplemental support program such as "the village" concept. Prospective Puente students who do not meet English writing requirements would still be served through a center where they could obtain culturally responsive mentoring, counseling and advising in the hopes of avoiding any exit points where students are discouraged by

the processes. "The Village" concept includes primary intervention efforts that intentionally target students, and prospective students, who are historically underrepresented in course completion and degree attainment.

As Puente continues to grow on campus, we are increasingly asked for data, outreach presentations, recruitment, student panels and faculty input on a variety of new, and newly formed projects. These services require a great deal of faculty time and could be completed, at times, by student assistants and/or a student personnel assistant. A request for these new positions is included in this planning form. We are in critical need of support to maintain program integrity and complete all other requests. Our program requests hiring of student assistants (2) and one student personnel assistant to support mis data collection and follow up, for example.

GAP will focus on providing access to enrolled students. Participation in GAP will be coordinated with other college special programs and services in order to assist students who are not eligible for like-services in those programs. While services include academic and career counseling, the program would emphasize on-going intensive case management in order to build a rapport and stay "connected" with the student. Knowledge of CalWORKs county Welfare-to-Work requirements is crucial in order to assist students who might participate in CalWORKs yet are not eligible for book assistance and college supplies from that program.

Tangibles issued are book assistance; transportation, i.e., UTP pass, student parking permits, gas card; food allowance; educational supplies; Samsung Tab (on loan basis); hotel voucher (for anyone on the verge of becoming homeless, who is homeless or who must escape an unsafe living situation). These are **all very common and typical** items that are requested from students who apply for the Student Emergency Fund and from CalWORKs yet the students are not eligible. While these items are tangible, they will truly make a difference in students being successful in college.

Coordination of the GAP could be absorbed by the CalWORKs Supervisor as many potentially eligible students apply for CalWORKs and/or the Student Emergency Fund. A TANF/CalWORKs Specialist assist the supervisor in running the program, could provide dual programs CalWORKs and GAP with outreach activities, monitor student progress, provides supportive services to ensure students are following their educational plan, make on and off-campus referrals and do follow-up on referrals, and assist with report gathering among other specialist duties. A Counseling Clerk II could provide office support services, process and maintain case files and documentation, maintain records, data and reports including input of MIS reporting, make appointments and other typical clerical duties required for the both CalWORKs and GAP. Adjunct counseling would provide professional counseling as well as support with case management.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|----|------|------|------|
| F.3 | August 2015-May 2021 | $160,609 | |

- *Link to Goal*
  Programs such as EOPS, CalWORKs, Puente and Umoja have demonstrated higher positive outcomes for students, especially those in the disproportionately impacted target groups. The success of these programs can be attributed to low student to staff ratios, over and above services such as additional counseling, close monitoring and intervention of student performance and the provision of direct student support such as book vouchers, transportation assistance and child care assistance. By

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scaling up existing non-categorically funded programs that serve the disproportionately impacted populations and by providing additional over and above services, we anticipate that all five Equity indicators will measurably improve for the target populations.

- *Evaluation*

  Key indicators for Access and successful Course Completion will be assessed annually.  Indicators for Basic Skills, Awards, and Transfer, which are evaluated using cohort data, will be assessed six years after the programs start to allow cohort data to capture students who have gone through equity programs, and then yearly after that.

  Program staff and the Dean of Equity and Student Success will evaluate program operations annually including:
  - Counts of the number of students "touched" by the programs and activities.
  - Review of the number of activity objectives and outcomes that were achieved – as indicated by  program staff.
  - Review of program actions: budget expenditures, materials produced, activities conducted, etc.

    - Student outcome data tracked each semester include:
      - Enrollment
      - Persistence
      - Successful completion (Courses, Basic Skills, Degrees and Certificates)
      - Transfer

**F.4** Fostering Futures Outreach and Retention for Educational Success and Transfer (FFOREST) - Project

- *Indicators/Goals to be affected by the activity*

| X | Access | X | Degrees and Certificate Completion |
|---|--------|---|-----------------------------------|
| X | Course Completion | X | Transfer |
| X | ESL and Basic Skills Course Completion | | |

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|----|--------------|------------------------|
| F.4 | Foster Youth | Approximately 100 per year |

- *Activity Implementation Plan*

  Fostering Futures Outreach and Retention for Educational Success and Transfer (FFOREST) Project is a new project to be implemented during the 2015-16 academic year. All foster youth under the age of 25 that self-reported and were verified through the financial aid and admissions and records process would be the target population for strategic FFOREST in-reach and outreach activities.  The

FFOREST Project will focus on recruiting, engaging, retaining ad assisting foster youth with the successful completion of their educational goals by providing intensive case management and academic tracking. This highly transient multi-faceted community would be counseled and case managed by a full time counselor and full time outreach specialist that would be completely dedicated to working holistically with the FY students so to help them be more available to achieve academically. One counselor and one outreach specialist will structure multiple opportunities for face to face contact with the foster youth as well as conduct point in time assessment of the foster youth's progress by checking enrollment, progress and participation information at the end of every month. Foster youth that fall below the initial enrollment unit load will be required to meet with their counselor to discuss their drop in unit load. In addition, the Outreach Specialist will be conducting monthly checks of the students' progress and participation by accessing their course information through a review of their Desire to Learn (D2L) information. Students who are identified to be exhibiting behaviors that may lead to academic distress and / or risk will be required to meet with the Outreach Specialist to discuss their current status. The Outreach Specialist will introduce interventions and campus resources that the foster youth would be required to participate in. Engagement and participation will be tracked and reported. The Foster Youth would be required to meet with the counselor at minimum three times per semester and would increase depending on the student standing. The goal is to be able to pre-empt withdrawals and/or course failure by intervening early and periodically. This project will be modeled after interventions already used in EOPS programming that has demonstrated increased persistence and success of students through directive counseling and early intervention.

In addition, the counselor and outreach specialist will work to develop strong working relationships and transitional services to move the FY from the K12 system to the community college system creating a clear pipeline for community college enrollment.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| F.4 | August 2015-May 2021 | $142,785 | |

- *Link to Goal*
Foster youth showed the highest percent of disproportionate impact among all groups (-20%) **in** successful Course Completions. It is a difficult population to identify and a population that faces many personal and social challenges to completion of their educational goals. Targeted outreach to identify this group combined with dedicated case management type support, intervention and direct student support will engage these students and provide the resources necessary to address the challenges to persistence and completion. The provision of early, structured and periodic contact with Foster youth by both a certificated counselor and an outreach specialist will decrease the completion gap for this community.

- *Evaluation*
Key indicators for Access and successful Course Completion will be assessed annually. Indicators for Basic Skills, Awards, and Transfer, which are evaluated using cohort data, will be assessed six years after the programs start to allow cohort data to capture students who have gone through equity programs, and then yearly after that.

As described in the Evaluation Summary, quantitative and qualitative data is gathered regularly by SCC to measure change in all five Equity indicators. The indicator for Course Completion is evaluated annually. The Counselor and Outreach Specialist will work with our institutional research unit to review the overall outcome data each semester and annually in conjunction with the SCC college wide program planning process.

Foster Youth data will be extracted from the course completion data to determine the success of retention and GPA.

Program staff and the Dean of Equity and Student Success will evaluate program operations annually including:
- Counts of the number of students "touched" by the programs and activities.
- Review of the number of activity objectives and outcomes that were achieved – as indicated by program staff.
- Review of program actions: budget expenditures, materials produced, activities conducted, etc.

  - Student outcome data tracked each semester include:
    - Enrollment
    - Persistence
    - Successful completion (Courses, Basic Skills, Degrees and Certificates)
    - Transfer

### F.5 Direct Student Support

Access to direct student support affects all indicators. For low income students access to tangible resources can be the significant factor to college success. This is especially true for poor students in which eligibility for financial aid is an access and equity issue and the determining factor for college enrollment and persistence.

Students who are eligible for financial aid often are not fully awarded and have an unmet need they have to meet. In addition, those that are planning on transferring are often discouraged from utilizing their federal aid at a community college. This leaves a low income student having to work to make ends meet which at times affects their ability to fully direct their energies to their studies.

In addition, over the last several years there have been significant changes to federal financial aid standards that have placed at a severe disadvantage under-prepared under-served first generation college students. Although there is no debate that standards and expectations needed to be set, new policies have served to close the door or make it even more difficult to attend for many of the communities that are identified in our report. The elimination of the Ability to Benefit Test (ATB) which denies access to federal aid for students that did not graduate from high school or earn a GED makes them fully responsible for all college costs beyond enrollment. Furthermore, the Student Academic Progress (SAP) standards can eliminate a student's eligibility for financial aid after one semester of poor standing. Therefore, access to tangible resources for students will provide them some of the necessary tools they need in order to continue their enrollment in college while working towards financial aid eligibility and good standing.

- *Indicators/Goals to be affected by the activity*

| X | Access | X | Degrees and Certificate Completion |
|---|--------|---|-----------------------------------|
| X | Course Completion | X | Transfer |
| X | ESL and Basic Skills Course Completion | | |

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|----|--------------|------------------------|
| F.5 | Low Income | 500 |

- *Activity Implementation Plan*

All direct support resources will be accounted for and tracked by a classified staff member who will input the various resources in a data base. Any resource that is distributed must be assigned to an enrolled Sacramento City College Student.  Textbooks in the Lending Library will be coded using the Sierra Library Scanning System which allows the texts to be tracked and identified by program.

Students must complete a universal application form that will include a section assessing the student's need based on access to financial aid support and engagement with categorical programming where resources are distributed.  Every student will be required to complete a FAFSA application and Board of Governors Fee Waiver Application and will be given assistance to do so by Outreach Specialists, financial aid staff and Student Assistants.   In addition the triage process will include the student being screened for various programs and services that they may qualify for assisting them further with resource acquisition.  All students will be processed in a data base that will document the resources they are receiving and where in order to minimize duplicative efforts and maximize the resources for students at highest need.  The students' needs will then be evaluated and access to the direct supports will be determined.

The student support resources that would be offered to students are textbook support via access to a lending library, textbook rental support and textbook stipends; student survival kits that provide students with school supplies necessary to be ready to learn; transportation assistance which includes Regional Transit Pass stipend, parking stickers, and gas cards; copy cards; food stipend;  and other tangibles as identified by surveying student needs.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|----|-------------------------------|----------------------|---------------|
| F.5 | August 2015-May 2021 | Request. $150,000/yr | |

- *Link to Goal*

Many students do not have resources from financial aid or elsewhere at the beginning of the semester, and then delay or never acquire the textbook. This situation has a direct impact on student success, access, persistence, progression and completion by course, degree, certificate, or transfer.

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Access to financial aid can be problematic for some of the groups disproportionately impacted. In addition, even those receiving aid often have basic needs that have to be attended to and thus their financial aid does not cover all that is necessary for school success. In addition, categorical programs have specific eligibility criteria that not all students qualify for. Having access to the direct student support outlined will lessen the financial stress many students experience and allow them to be more successful in all five indicators.

- *Evaluation*

Qualitative review - Prior to receiving tangibles, students will be asked to complete a survey regarding the resources they lacked prior and their perception of the impact that made on their success. A post direct support survey will be administered at the end of each semester of assistance and will focus on the student ranking what direct supports have made a difference with their progress. In addition students will be periodically surveyed regarding tangibles that they feel are necessary for student success giving them an opportunity to inform the Dean of resources that are needed. Student GPA, course completion, and persistence will also be tracked in order to assess if there is a positive link between these indicators prior to resource acquisition and after.

Key indicators for Goals and Activities Affecting Several Indicators will be assessed annually. Indicators for Basic Skills, Awards, and Transfer, which are evaluated using cohort data, will be assessed six years after the programs start to allow cohort data to capture students who have gone through equity programs, and then yearly after that.

Program staff and the Dean of Equity and Student Success will evaluate program operations annually including:
- Counts of the number of students "touched" by the programs and activities.
- Review of the number of activity objectives and outcomes that were achieved – as indicated by program staff.
- Review of program actions: budget expenditures, materials produced, activities conducted, etc.

- Student outcome data tracked each semester include:
  - o Enrollment
  - o Persistence
  - o Successful completion (Courses, Basic Skills, Degrees and Certificates)
  - o Transfer

**F.6** Faculty Mentorship Collaborative (Improving Student Equity through Pedagogical Practices)

- *Indicators/Goals to be affected by the activity*

| X | Access | **X** | Degrees and Certificate Completion |
|---|---|---|---|
| **X** | Course Completion | X | Transfer |
| **X** | ESL and Basic Skills Course Completion | | |

- *Activity Type(s)*

| | Outreach | X | Student Equity Coordination/Planning | **X** | Instructional Support Activities |
|---|---|---|---|---|---|
| | Student Services or other Categorical Program | X | Curriculum/Course Development or | | Direct Student Support |

| | | | | |
|---|---|---|---|---|
| | | Adaptation | | |
| X | Research and Evaluation | Professional Development | | |

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| F.6 | Black/African American | 519 |
| | Hawaiian/Pac. Islander | 132 |
| | Students with Disabilities | 102 |
| | Hispanic/Latino | 885 |

- *Activity Implementation Plan*

THIS PROJECT WILL PROVIDE PROFESSIONAL DEVELOPMENT DESIGNED ON HOW TO IMPROVE STUDENT ENGAGEMENT, RETENTION, AND SUCCESSFUL COURSE COMPLETION FOR **22** NEW FACULTY AND THEIR MENTORS DURING THE **2015-16** ACADEMIC YEAR. TOPICS WILL INCLUDE STUDENT LEARNING OUTCOMES, SOCIAL JUSTICE AND MULTICULTURAL EDUCATION, COMMUNITIES OF PRACTICE, PEDAGOGICAL PRACTICES, STUDENT SUPPORT PROGRAMS AT THE COLLEGE, AND STRATEGIES FOR TRANSFER SUCCESS. ALL PARTICIPANTS WILL BE EXPECTED TO ATTEND THE SESSIONS AS WELL AS COMPLETE OUTSIDE WORK TO DEMONSTRATE HOW THEY HAVE INCORPORATED THE PRACTICES INTO THEIR CLASSROOMS.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| F.6 | Spring 2016, Fall 2016 | $80,118/year | |

- *Link to Goal*

    This project provides an opportunity for engagement of the broader College community in professional learning experiences focused on opportunities to 'move the needle' for the most disproportionately impacted students through effective practices for engagement retention, and successful course completion.

- *Evaluation*

    DEVELOPMENT OF CLASSROOM STRATEGIES DESIGNED TO SUPPORT STUDENT SUCCESS FOR TARGETED POPULATIONS IN THE CLASSROOM. ALL PARTICIPANTS WILL BE EXPECTED TO ATTEND THE SESSIONS AS WELL AS COMPLETE OUTSIDE WORK TO DEMONSTRATE HOW THEY HAVE INCORPORATED THE PRACTICES INTO THEIR CLASSROOMS. THE **22** FACULTY AND THEIR MENTORS WILL HAVE AN OPPORTUNITY TO PRESENT AT FLEX TO SHARE THEIR EXPERIENCE(S) WITH THE BROADER COLLEGE COMMUNITY.

**F.7** STEM Collaborative

- *Indicators/Goals to be affected by the activity*

| X | Access | | Degrees and Certificate Completion |
|---|---|---|---|
| X | Course Completion | | Transfer |
| | ESL and Basic Skills Course Completion | | |

- *Activity Type(s)*

| | Outreach | | Student Equity | | Instructional Support |
|---|---|---|---|---|---|

| | | Coordination/Planning | | Activities |
|---|---|---|---|---|
| | Student Services or other Categorical Program | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | Professional Development | | |

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

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| Males (pre-Allied Health) | 15, 2014-15 | 5% (1600 students) | 2021 |
| Black/African American (Science) | 6, 2014-15 | 3% (840 students) | 2021 |
| Black/African American (Nursing programs) | 10, 2014-15 | 5% (100 students) | 2021 |
| Hispanic/Latino (Nursing programs | 15, 2014-15 | 5% (150 students) | 2021 |

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

- *Activity Implementation Plan*

The Science, Technology, Engineering and Math (STEM) Collaborative proposal is an effort by four Divisions to address long standing inequities for students pursuing certificates or degrees in STEM fields. The college has identified at least 21 STEM departments and programs within its Divisions. These programs serve 20,000 students each fiscal year.

Each STEM program is unique and, therefore, has distinctive issues concerning equity. For example, Engineering and several Computer Information Science programs have significant inequities in access for female, African Americans and Hispanic students. On the other hand, Allied Health programs have inequities in access for males. These inequities manifest themselves in varying degrees among the programs. While most show success disparities for American and Latino/a student not all do and not to the same degree.

This project will focus on common opportunities to address two near-term goals – Access and completion for basic STEM courses, also called "gatekeeper" courses. Because of the limited time available to present our data, the following information focuses on Science & Allied Health programs. While the data is specific to SAH programs, the goals and activities identified here will be pursued collaboratively with the other STEM Divisions. Also note that the figures regarding the impacted students are for only the target populations in SAH. The total number of students impacted by this project will be significantly larger once the other STEM program students are included.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| F.7 | August 2015-May 2021 | Total of the fte/year | |

- *Link to Goal*

In the Science and Health Division, access disparities exist for male students who are significantly underrepresented (15%) in Allied healthcare programs. African-American are underrepresented in both Science (6%) and in pre-Allied Health classes (3%).

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

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| Males (pre-Allied Health) | 15, 2014-15 | 5% (1600 students) | 2021 |
| Black/African American (Science) | 6, 2014-15 | 3% (840 students) | 2021 |
| Black/African American (Nursing programs) | 10, 2014-15 | 5% (100 students) | 2021 |
| Hispanic/Latino (Nursing programs | 15, 2014-15 | 5% (150 students) | 2021 |

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

**ACTIVITIES: A. ACCESS – In-reach**

- **A.1 In-reach to SCC students through STEM Assessment of new and current students**

| ID | Target Group | # of Students Affected |
|---|---|---|
| A.1 | Males | 1500 |
| A.1 | Black /African American | 1000 |
| A.1 | Hispanic/Latino | 1200 |

- **A.2 Targeted out-reach to feeder H.S. through STEM Assessment & Dual Enrollment**

| ID | Target Group | # of Students Affected |
|---|---|---|
| A.3 | Males | 500 |
| A.3 | Black /African American | 250 |
| A.3 | Hispanic/Latino | 300 |

- **A.3 Providing a variety of activities in partnership with feeder H.S. including displays, demonstrations, joint projects and of STEM careers exploration**

| ID | Target Group | # of Students Affected |
|---|---|---|
| A.3 | Males | 500 |
| A.3 | Black /African American | 250 |
| A.3 | Hispanic/Latino | 300 |

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**Course completion disparities in Science and Allied Health**

African American, Hispanic/Latino, Native American and students who are poor all have significantly lower success rates for their classes.  See Table below for SAH results.

**ACTIVITIES: GOAL A. Course Completion**

| Target Population(s) | Current gap, year | Goal* | Goal Year |
|---|---|---|---|
| Black/African American (Science) | 22, 2014-15 | 15% (1790 students) | 2021 |
| Black/African American (pre-Allied Health) | 14, 2014-15 | 8% (1410 students) | 2021 |
| Hispanic/Latino (Science) | 7, 2014-15 | 3% (7250 students) | 2021 |
| Hispanic/Latino (pre-Allied Health) | 7, 2014-15 | 3% (3790 students) | 2021 |

*Expressed as either a percentage or number
**Benchmark goals are to be decided by the institution.

**ACTIVITIES: B. Course Completion**

- **B.1 Mentoring current STEM students and exposing non-STEM careers in partnership with Umoja, Man Up, Puente and other campus-based organizations**

| ID | Target Group | # of Students Affected |
|---|---|---|
| A.1 | Black /African American | 500 |
| A.1 | Hispanic/Latino | 750 |

- **B.2 Expansion of MESA Boot Camp Effort**

| ID | Target Group | # of Students Affected |
|---|---|---|
| A.3 | Black /African American | 100 |
| A.3 | Hispanic/Latino | 150 |

- **B.3 Develop strong STEM identify and support through a virtual STEM Career Center**

| ID | Target Group | # of Students Affected |
|---|---|---|
| A.3 | Black /African American | 300 |
| A.3 | Hispanic/Latino | 450 |

- **B.4 Develop clear pathways for STEM programs to help student efficiently navigate their academic program.**

| ID | Target Group | # of Students Affected |
|---|---|---|
| A.3 | Black /African American | 500 |
| A.3 | Hispanic/Latino | 750 |

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- *Evaluation*

Documentation of In-Reach efforts, scaling up of the MESA Boot Camp, development of clear pathways for course completion for STEM students, targeted outreach to feeder high schools to include joint projects between K-12 and SCC will be the primary components for evaluation of these multiple activities. Development and evaluation of the mentor program will also provide data on the persistence of these students affected.

**F.8** Village Community

- *Indicators/Goals to be affected by the activity*

| X | Access | **X** | Degrees and Certificate Completion |
|---|---|---|---|
| **X** | Course Completion | X | Transfer |
| **X** | ESL and Basic Skills Course Completion | | |

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| F.8 | **Black/African American** | 519 |
| | **Hawaiian/Pac. Islander** | 132 |
| | **Students with Disabilities** | 152 |
| | **Hispanic/Latino** | 885 |

- *Activity Implementation Plan*

Taken together, the data on disproportionate impact show the need for a coordinated effort involving many parts of the college; a "Village" of college programs working together to ameliorate the impact faced by various student groups. The Village Community will bring together key student services and instructional programs that will coordinate and collaborate in order to provide enhanced support for students, faculty, and staff practitioners in the delivery of best practices in student equity.

The core elements of the Village Community integrate and coordinate the activities of various student service programs, initiatives, community learning and other happenings related to student engagement. Deeply connected to SCC's SEqP, the Student Success and Support Plan (SSSP) and BSI provides key support through orientation, assessment, educational planning, and follow-up services, targeting at-risk populations. These SSSP activities are integrated with additional wrap-around Student Services Programs (RISE, DSPS, EOPS, CalWORKs, ESTEEM, Umoja-SBA, Veterans Center, Cultural Awareness Center, Tutoring Services, First Year Experience and Puente Project) to enhance coordination and

maximize service contact with targeted student groups.  Work with staff from existing programs including Basic Skills classes and ESTEEM program to provide students with above and beyond orientation, assessment, advisement, educational planning and follow-up services; tutoring; success and personal development workshops; with an emphasis on success strategies, goal identification, relationship building and personal support.

Program and activities are as follows: Solidifying and formalizing the integration of key student services programs by dedicating staff under the umbrella of the Village to review and coalesce where important to serve targeted population.
Create a centralized environment that provide students, as identified in the SCC Student Equity Plan, with a sense of belonging, community, engagement, connection, guidance, and emotional and academic support.
Formalize an intercampus referral network to identify and universal application to process the targeted student population to be served by the Village programs.

Integrate, collaborate and coordinate existing programs and services to assist students more effectively and efficiently by:
   1) Creating multiple points of entry with consistent processing and continuity of service provision that will offer a scaffolding service delivery model designed to prevent students from falling through the cracks.  The universal processing conducted by the Village community will connect targeted students to one or more program(s) within the Village Community;
   2) Maximize and share resources in order to reduce duplicative efforts and extend optimal and expansive resources to Village Students; and
   3) Reduce fragmentation and programmatic silo.

   Identify and track student population from existing programs – Puente; Umoja; RISE; EOPS; DSPS; CalWORKS; Veterans; Basic Skills Writing, Reading, Math and ESL; ESTEEM. Assess students in existing programs and determine program eligibility within campus network of programs and services. Conduct student interviews - assess student strengths and challenges; identify barriers, issues and obstacles to success. Engage in "directive" counseling and interventions. Develop service planning and resource identification Link students to needed resources (on campus and off) Utilize SSSP, SPAs and Peer Navigators/mentors to Monitor and Follow-up

   Begin establishing relationships with targeted student populations in SCC feeder high schools – Provide "Front Door" services as entrée into the Village Community. In-reach – Utilize SSSP, SPAs and Student Ambassadors to make contact with targeted student populations hanging out in high traffic areas on campus. Inform students about campus support programs and services and provide referrals when necessary.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|----|-------------------------------|----------------------|----------------|
| F.8 | August 2015-May 2021 | $125,000 | Gen Fund/SSSP |

- *Link to Goal*
  Programs such as RISE, Puente and Umoja have demonstrated higher positive outcomes for students, especially those in the disproportionately impacted target groups. The success of these programs can be attributed to low student to staff ratios, over and above services such as additional counseling, close monitoring and intervention of student performance and the provision of direct

student support such as book vouchers, transportation assistance and child care assistance. By scaling up existing non-categorically funded programs that serve the disproportionately impacted populations and by providing additional over and above services, we anticipate that all five Equity indicators will measurably improve for the target populations.

- *Evaluation*
  Key indicators for Goals and Activities Affecting Several Indicators will be assessed annually. Indicators for Basic Skills, Awards, and Transfer, which are evaluated using cohort data, will be assessed six years after the programs start to allow cohort data to capture students who have gone through equity programs, and then yearly after that.

  Program staff and the Dean of Equity and Student Success will evaluate program operations annually including:
  - Counts of the number of students "touched" by the programs and activities.
  - Review of the number of activity objectives and outcomes that were achieved – as indicated by program staff.
  - Review of program actions: budget expenditures, materials produced, activities conducted, etc.

  - Student outcome data tracked each semester include:
    - Enrollment
    - Persistence
    - Successful completion (Courses, Basic Skills, Degrees and Certificates)
    - Transfer

## F.9 Teachers 4 Equity (T4E)
- *Indicators/Goals to be affected by the activity*

|   | Access |   | Degrees and Certificate Completion |
|---|---|---|---|
| X | Course Completion |   | Transfer |
| X | ESL and Basic Skills Course Completion |   |   |

- *Activity Type(s)*

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

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

| ID | Target Group | # of Students Affected |
|---|---|---|
| F.9 | Foster Youth | 18 |
| F.9 | Black/African American | 216 |

| F.9 | Hawaiian/Pacific Islander | 22 |
|------|----------------------------|------|
| F.9 | Hispanic/Latino | 504 |
| F.9 | Low income | 1116 |
| F.9 | Students w/Disabilities | 108 |

- *Activity Implementation Plan*
  The objective of Teachers 4 Equity (T4E) is to create an equity-focused teaching and learning community by providing an incubator for instructional faculty to engage in work fostering student equity in the classroom. Faculty members will:
  - o Attend equity professional development workshops and T4E action meetings
  - o Engage in deep reading on critical pedagogy, decolonizing the curriculum, and culturally responsive instruction
  - o Develop a shared repertoire of resources: experiences, stories, tools, ways of addressing equity in the classroom
  - o Develop and implement innovative classroom practices
  - o Facilitate teaching and learning opportunities for others in the college and broader community in support of student equity efforts

  The criteria for T4E participation is as follows:
  - o Demonstrated commitment to student equity
  - o Willingness to examine practices that create barriers
  - o Willingness to explore and experiment with non-traditional practices
  - o Investment of time (6-8 hours per week), energy, and enthusiasm in the holistic process of building relationships and "showing up"
  - o Commitment to the scholarship and craft of teaching and learning

  Required resources:
  - o 0.2 FTE release time for fifteen (15) T4E members
  - o Professional development related to the activities identified in this proposal
  - o Books

  Research supports the effectiveness of instruction deliberately focused on cultural competency and direct student engagement. (Two important studies can be found in: Geneva Gay's *Culturally Responsive Teaching: Theory, Research, and Practice* (2010) and Jeffrey Duncan-Andrade's *What a Coach can Teach a Teacher: Lessons Urban Schools can Learn from a Successful Sports Program* (2010).

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|------|-------------------------------|----------------------|----------------|
| F.9 | January 2016 – June 2017 | $89,341 | |

- *Link to Goal*
  Teachers 4 Equity will be entirely focused on how teachers can transform instruction to become culturally responsive and in doing so will help increase the success of targeted students in course completion and ESL/basic skills completion.

- *Evaluation*
  Quantitative Data: Each semester, data will be collected on:

- Course completion rates in courses taught by T4E members (when compared to non-T4E classes)
- Retention rates in courses taught by T4E members (when compared to non-T4E)
- Attendance of faculty at professional development workshops facilitated by T4E members

Qualitative Data: Each semester, the T4E coordinators and research analyst will conduct:
- Focus groups of students enrolled in one or more T4E-associated classes to measure student perceptions of effectiveness
- Surveys (pre and post) of students enrolled in one of more T4E-associated classes to measure student engagement
- Surveys of faculty attendees at professional development workshops facilitated by T4E member

# Summary Evaluation

## SUMMARY EVALUATION SCHEDULE AND PROCESS

The Student Equity Committee 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 | |
|---|---|
| August - October | Data on key indicators are identified and compiled. |
| October-November | SE Committee reviews indicators.  Any needed follow up questions are defined. |
| Ongoing | Key indicator data is provided for inclusion in College plans and program reviews. |
| Spring semester – Process Evaluation | |
| February-March | SE Committee meets with equity contributors. |
| 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 Committee will be actively involved in coordinating these programs and activities.  The SE Committee 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 Access and successful Course Completion will be assessed annually.  Indicators for Basic Skills, Awards, and Transfer, which are evaluated using cohort data, will be assessed six years

after the programs start to allow cohort data to capture students who have gone through equity programs, and then yearly after that. Before the six years have passed, we will evaluate other statistics to ensure programs are moving in the right direction. Those indicators will not provide answers about the processes but will indicate when it is important to ask additional questions.

### *Coordination and Integration*
Student equity data and outcomes are joined to all SCC units through the College Goals and Strategies. Goal A of the College Goals and Strategies includes delivering services, curriculum, and instructions in a way that supports equivalent student outcomes, education for employees on culturally responsive practices, and reducing success gaps, all of which are measured with student equity data.

Other institutional plans and programs that will link to student equity data include:

- Instructional program review data
- Institutional Effectiveness reports
- Basic Skills Initiative plan
- Student Success and Support Program plan

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# 2015-16 Student Equity Plan Summary Budget
## for fiscal year July 1, 2015 - June 30, 2016

**District:** Los Rios CCD
**College:** Sacramento City College

> Multi-college districts that use any portion of the Student Equity allocation to conduct equity-related activities at the district level must incorporate a description of those activities into at least one of their colleges' plan narrative, and also include related expenditures in that college's Summary Budget spreadsheet.
>
> **Attach the completed Summary Budget to the Student Equity Plan narrative. Email a copy of the entire plan (narrative and budget spreadsheet) and send two printed copies of the entire plan (one with original signatures) by mail, postmarked no later than Monday, November 23, 2015.**
>
> **Email to:**
> studentequity@cccco.edu
> **Mail to:**
> Patty Falero, Student Services and Special Programs Division
> California Community Colleges Chancellor's Office
> 1102 Q Street, Suite 4400
> Sacramento, CA 95811-6539
>
> For technical questions related to adding lines to the spreadsheet or other format or entry questions, contact:
> Barbara Kwoka at bkwoka@cccco.edu
>
> For questions related to allowable expenditures, contact:
> Debra Sheldon - dsheldon@cccco.edu

**This workbook contains 3 protected spreadsheets in the following order:**

1 Do First

3 Part II: Planned Student Equity Expenditures

2 Part I: Student Equity Funding

## Basic instructions:

You may enter data in spreadsheets 2-3. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other Instructions. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II, you can unlock the spreadsheet by entering the *password* **budget1516**, and add additional rows. *However, care must be taken to insert rows in a way to ensure that the formulas in the totals and subtotals are correct and intact.* Please contact Barbara Kwoka at bkwoka@cccco.edu with any questions about the spreadsheet format.

Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.

Blue colored cells indicate a pre-populated cell and cannot be modified.

Gray colored cells indicate a formula and cannot be modified.

**To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided. You do not need to include this instruction page with the plan.**

Student Equity Plan Summary Budget
(8/18/2015)

Date Printed
12/2/2015

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Page 1 of 5

## 2015-16 Student Equity Plan Summary Budget
## Los Rios CCD
## Sacramento City College

**Part I: Student Equity Funding**                                         *Enter whole numbers only*

| Total 2015-16 College Student Equity Allocation | $ | 1,979,603 |

If applicable, for Multi-College Districts, Total 2015-16
**Student Equity Allocation Reserved at the District Level** | $ | - |

**Part II: 2015-16 Planned Student Equity Expenditures** | $ | 1,979,603 |

**Balance 2015-16 College Student Equity Allocation** | $ | - |

### 2014-15 Student Equity Plan Summary Budget.
### Part I: Funding
### Specific Entry Instructions

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

**cell:**

F9   Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their *college* allocation from the district office.

F12   Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a mult-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.

F14   This cell will populate once the Part II Planned SE Expenditures section has been completed.

F17   This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.

0   If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.

+   If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.

-   If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

Student Equity Plan Summary Budget
(8/18/2015)

Date Printed
12/2/2015

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| 2015-16 Student Equity Plan Summary Budget |
| --- |
| Los Rios CCD |
| Sacramento City College |

## Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Stduent Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the $ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx

| BAM Codes | Classification | | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/ Course Dev. & Adaptation | Professional Development | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1000 | Academic Salaries: Position Title(s) | # of Hours | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/ Course Dev. & Adaptation | Professional Development | Instructional Support | Direct Student Support | Total |
| | Dean | | A1-F9 | | | | $ 39,806 | | | | | 39,806 |
| | Coordinators | | A1, C1-7, F7, F9 | | | | $ 77,075 | $ 28,940 | $ 11,131 | $ 224,812 | | 341,958 |
| | Non-Regular Instructional | | C1, C7, C9 | | | | | $ 39,750 | | $ 26,029 | | 65,779 |
| | Non-Regular Other Non-Instructional | | C1-5, C7, C9, C12-C14, D2 | | | | | $ 32,141 | $ 11,984 | $ 226,625 | | 270,750 |
| | Subtotal | | | $ - | $ - | $ - | $ 116,881 | $ 100,831 | $ 23,115 | $ 477,466 | $ - | $ 718,293 |
| 2000 | Classified and Other Nonacademic Salaries: Position Title(s) | # of Hours | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adptation | Professional Development | Instructional Support | Direct Student Support | Total |
| | Instructional Servies Assistant II | | C6 | | | | $ 16,953 | $ - | | | | 16,953 |
| | Research Analyst | | A1-F9 | | | $ 72,396 | | | | | | 72,396 |
| | Student Personnel Assistant | | A3, F7 | | | | | | | | $ 43,898 | 43,898 |
| | Instructional Assistant | | A1-F9 | | | | | | | $ 7,008 | | 7,008 |
| | Temporary Classified | | A3, E1, F4, F7 | $ 14,819 | $ 50,756 | | | | $ 11,810 | $ 13,968 | | 91,353 |
| | Student Help | | C8,E1 | | | | $ 17,640 | | | $ 72,126 | | 89,766 |
| | Student Mentors | | C5, C8, C11, E1, F6, F7 | | | | | | | $ 126,922 | | 126,922 |
| | Temporary Instructional Assistant | | C11 | | | | | | | $ 35,429 | | 35,429 |
| | Subtotal | | | $ 14,819 | $ 50,756 | $ 72,396 | $ 34,593 | $ - | $ 11,810 | $ 255,453 | $ 43,898 | $ 483,725 |
| 3000 | Employee Benefits | | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adptation | Professional Development | Instructional Support | Direct Student Support | Total |
| | Dean | | A1-F9 | $ - | $ - | $ - | $ 9,633 | $ - | $ - | $ - | $ - | 9,633 |
| | Coordinators | | A1, C1-7, F7, F9 | $ - | $ - | $ - | $ 24,510 | $ 9,203 | $ 3,540 | $ 71,490 | $ - | 108,743 |
| | Non-Regular Instructional | | C1, C7, C9 | $ - | $ - | $ - | $ - | $ 8,348 | $ - | $ 5,466 | $ - | 13,814 |

**Part II: Planned Student Equity (SE) Expenditures**

| | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adaptation | Professional Development | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Non-Regular Other Non-Instructional | C1-5, C7, C9, C12-C14, D2 | $ - | $ - | $ - | $ - | $ 4,178 | $ 1,558 | $ 29,461 | $ - | 35,197 |
| Instructional Servies Assistant II | C6 | $ - | $ - | $ - | $ 8,188 | $ - | $ - | $ - | $ - | 8,188 |
| Research Analyst | A1-F9 | $ - | $ - | $ 34,967 | $ - | $ - | $ - | $ - | $ - | 34,967 |
| Student Personnel Assistant | A3, F7 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 21,203 | 21,203 |
| Instructional Assistant | A1-F9 | $ - | $ - | $ - | $ - | $ - | $ - | $ 4,198 | $ - | 4,198 |
| Temporary Classified | A3, E1, F4, F7 | $ 889 | $ 3,045 | $ - | $ - | $ - | $ 709 | $ 838 | $ - | 5,481 |
| Student Help | C8,E1 | $ - | $ - | $ - | $ 141 | $ - | $ - | $ 577 | $ - | 718 |
| Student Mentors | C5, C8, C11, E1, F6, F7 | $ - | $ - | $ - | $ - | $ - | $ - | $ 7,615 | $ - | 7,615 |
| Temporary Instructional Assistant | C11 | $ - | $ - | $ - | $ - | $ - | $ - | $ 2,126 | $ - | 2,126 |
| **Subtotal** | | $ 889 | $ 3,045 | $ 34,967 | $ 42,472 | $ 21,729 | $ 5,807 | $ 121,771 | $ 21,203 | **$ 251,883** |

| 4000 Supplies & Materials | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adpation | Professional Development | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Instructional Books/Periodicals | C11, F2-5, F7 | | | | | | | | $ 125,000 | 125,000 |
| Non-instructional Supplies & Materials | C11 | | | | | | | | $ 80,972 | 80,972 |
| Non-instructional Printing | F7 | | | | | | | | $ 1,668 | 1,668 |
| **Subtotal** | | $ - | $ - | $ - | $ - | | $ - | | $ 207,640 | **$ 207,640** |

| 5000 Other Operating Expenses and Services | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adpation | Professional Development | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Contracts - Personal Service | F1 | | | | | | $ 64,830 | | | 64,830 |
| Travel & Conference | B1, C11, F1, F3-5, F7, F9 | | | | | $ 3,000 | $ 83,634 | | $ 160,609 | 247,243 |
| Rents and Leases | F7 | | | | | | | | $ 54 | 54 |
| **Subtotal** | | $ - | $ - | $ - | $ - | | $ 148,464 | | $ 160,663 | **$ 312,127** |

| 6000 Capital Outlay | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adpation | Professional Development | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Library Books and Other Media | F3 | | | | | | | | $ 5,935 | 5,935 |
| **Subtotal** | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 5,935 | **$ 5,935** |

| 7000 Other Outgo | Activity ID | Outreach | Other Student Services | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adpation | Professional Development | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | - |
| **Subtotal** | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | **$ -** |

| **Grand Total** | | $ 15,708 | $ 53,801 | $ 107,363 | $ 193,946 | $ 122,560 | $ 189,196 | $ 854,690 | $ 439,339 | **$ 1,979,603** |

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**Student Equity Plan 2015-16 Budget**
**Part II: Planned SE Expenditures**
**Other Instructions**

**A complete list of eligible and ineligible uses of student equity funds is available on the CCCCO website at http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx.** Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

**Eligible expenditures:**
1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; 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.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

**Ineligible Expenditures:**
1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture – Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity 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.
6. Political or Professional Dues, Memberships, or Contributions – Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.

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