

Riverside Community College District
Student Equity Plan

January 31, 2005

RIVERSIDE COMMUNITY COLLEGE DISTRICT STUDENT EQUITY PLAN

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Executive Summary

EXECUTIVE SUMMARY

The drafting of this Student Equity Plan comes at a critical time for the Riverside Community College District. The District is finalizing a shift from a one college, multi-campus institution to a three college system and the process will be completed by January, 2008. At the time of the last submission of a student equity plan, RCCD identified equity access as a primary goal. Since that time, the discrepancies in student ethnicity have been alleviated as evidenced by the over-representation of traditionally under-represented student populations. However, getting the students to come to the college is not enough—RCCD must continue to implement programs and services to increase the success rates of these students (i.e. course completion, GPA, degree and certificate attainment, etc.). The District will build on its success in acquiring grant funding for these purposes. (See Attachment A)

Recent research demonstrates that Hispanic, African American and Native American students consistently score in the lowest levels in success measures such as course completion, retention and goal achievement.

The Native American student population is only 1% of RCCD's entire student population. Accordingly, we have included them in our success efforts, but have not singled them out because of their small numbers

The Hispanic student needs are being addressed by the District on several fronts. Each of the three campuses has at least one Puente Program which were developed to address student success, retention and transfer through exposure to curriculum seeded in Hispanic culture and heritage. In addition, RCCD recently obtained three Title 5 grants and administration, faculty and staffs are diligently working on the successful implementation of these grant activities.

However, programs, curriculum and interventions to address the special needs of the African American student are clearly lacking and much needed as evidenced by the fact that in each success measure reported in this document, African Americans consistently score in the lowest percentile. Toward these ends the Student Equity Implementation Team, responsible for oversight of implementation of all plan activities, will be established. Because the academic success rates of African American Students in the Riverside Community College District are consistently among the lowest of all ethnic student groups, an African American Student Success Sub-Committee, responsible for development and implementation of programs, curriculum and interventions to address the needs of the African American Student, will also be established.

Several key research findings shaped the student equity plan.

MAJOR RESEARCH FINDINGS

- Ethnically, RCCD's student population mirrors the service area for Hispanic and Native American students. While African American students make up only 9% of the service area, these students make up 12% of the district population. To a smaller extent the same overrepresentation is seen for Asian/Pacific Islander and Other students. The only ethnic group that is underrepresented in the student population is White students.
- While all ethnic groups increased in the course completion measure, the placement of ratings relative to other ethnic groups has remained static. Overall, Asian students had the highest rates of course completion and *African American students had the lowest levels of course completion rates (61%)*. These relative placements stayed constant, although the gap between these extremes decreased from 16% to 13%.
- For transfer courses only, all ethnicities of students except for Hispanic, Native American, and African American students rose to the mid-70 in percent by 2002-03 with *African Americans performing the lowest (65%)*.
- *The lowest large ethnic group reporting course completion in all courses was Black males (57.9%)*.
- Hispanic and African American students were the least likely to attempt the entire ESL course sequence (21%) and had the lowest success rates (63% and 75% respectively) in the transferable college English course.
- White and Asian students were more successful in the nontransferable level of English composition (73% and 76%, respectively) than were Hispanic and African American students. The percentages of students who successfully passed through the entire English sequence are much lower (White-33%; AfrAm-28%; Hispanic—30%).
- Asian students passed the nontransferable math courses at a rate of 20 percentage points higher than African American students (65% to 45%, respectively). Of these same students who continued to a transferable college math course, only 9% overall passed the course. Of these students, Asians passed at 13% while African American students passed at less than half that rate (6%). The percentages of students who successfully passed through the entire sequence are much lower (White-9%; AfrAm-6%; Hispanic—8%).
- There was not much variance in the success rates of students in the highest reading course, with all larger groups in the 60 percent range. However, when these students persisted to the transferable level English course, all groups passed by 77% or higher except African American students (whose pass rate was 70%).
- **The groups with the least success in completing English college level courses are African-Americans.** Of African-American students attempting basic Reading courses 60% pass and of the 60% passing 52% attempt college level English courses and only

36% of those pass in comparison to White students (43%), Hispanic students (42%), Asian students (42%), and Native American (38%--this particular group has only 42% attempting college level courses in comparison to 52-55% of the above groups attempting college level courses)

- White students received disproportionately more awards and certificates than **Hispanic and African American students, who received disproportionately fewer awards when using this equity measure (-4.0% and -1.5% respectively).**
- Differences exist for transfers to four-year institutions with Asian students transferring 18%, while White and African American students transferred at about 10%, and Hispanic students transferred at 6% during the three years under review.
- Asian and White students were more successful on the transfer prepared measure compared to Hispanic and African American students.

MAJOR GOALS AND ACTIVITIES

To ensure effective implementation of the following activities, a “Student Equity Implementation Task Force”, consisting of representation from administration, faculty, staff, students and community members, will be formed and charged with oversight of the implementation of this Student Equity Plan according to the following timeline.

Timeline:

Task	Date
In consultation with Academic Senate formulate task force.	Spring, 2005
Task force reviews Student Equity Plan	Spring, 2005
Develop implementation strategies and timeline for activities.	Spring, 2005
Provide oversight of plan activities.	Ongoing, Beginning Fall, 2005
Provide Updates and Reports to interested parties (Academic Senate, Community Members, President’s Cabinet, Board of Trustees, etc.)	Ongoing, Beginning Fall, 2005

STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

GOAL:

To increase this percentage rate of course completion for African American male students RCCD will participate in the “African American Success Initiative”.

ACTIVITIES:

- Identify and recruit 25 African American Males to participate in the “African American Success Initiative (AASI)”
- Develop and implement a mentorship program for the AASI.
- Develop a learning community for students participating in the AASI.
- Work with Student Services personnel to cooperate in developing interventions to address the needs the AASI students.

GOAL:

To develop a task force to develop and implement strategies, interventions, programs and services to improve course completion, transfer, and goal attainment of African American students.

ACTIVITIES:

- Work with academic senate and student services to identify and recruit administrators, faculty, staff, students and community leaders to participate in this task force.
- Implement strategies, interventions, programs and services developed by this group.

STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

GOAL:

To increase the number of Hispanic ESL students who self select ESL courses.

ACTIVITIES:

- Determine the success rates of Hispanic students who take non-ESL English courses.
- Compare those rates to the success rates of ESL students who take the ESL track.
- Use the results of the research to implement appropriate interventions as determined by counselors and ESL faculty.

GOAL:

To increase the persistence of Hispanic ESL students from entry-level ESL courses to successful completion of college level English.

ACTIVITIES:

- To provide the opportunity for ESL faculty and Student Services personnel to cooperate in developing interventions to address the needs of this student population.
- Curriculum will be developed in modular format that address the specific needs of the student in a shorter time frame.
- Utilize the existing early alert system to provide appropriate services.

GOAL:

To increase the persistence and success rates of African-American, Hispanic and Native American students from basic skills entry-level English courses to successful completion of college level English.

ACTIVITIES:

- Provide the opportunity for English faculty and Student Services personnel to cooperate in developing interventions to address the needs of this student population.
- Develop compressed or modular curricula that address the specific needs of the student in a shorter time frame.
- Create learning communities by combining basic skills English courses with basic skills reading courses (English 60A/Reading 81).
- Offer more basic English courses and create more English curriculum workshops that address basic skill issues such as note-taking, outlining; punctuation, spelling and preposition review; parts of speech, and verb tense review.
- Develop thematic courses to increase interest of ethnically diverse students in the courses to improve enrollment.
- Utilize the existing early alert system to provide appropriate services.
- Increase tutorial staff in the Writing Resource Center to target African American, Hispanic and Native American basic skills students.

GOAL:

To increase the number of students who self select enrollment into appropriate Reading courses.

ACTIVITIES:

- Determine the success rates of African American, and Native American students testing into Reading classes who do not take subsequent Reading courses and do not attempt a College English course. Compare those rates to the success rates of Reading students who take the subsequent basic skills Reading courses and College English course.
- Use the results of the research to implement appropriate interventions as determined by counselors and Reading faculty.

GOAL:

To increase the persistence and success rates of African-American, and Native American students from basic skills entry-level Reading courses to successful completion of college level English.

ACTIVITIES:

- To provide the opportunity for Reading faculty and Student Services personnel to cooperate in developing interventions in response to ACCUPLACER results and the needs of the African American, and Native American Reading student population.
- Determine the success rates of African American, and Native American students testing into Reading classes who do not take subsequent Reading courses and do not attempt a College English course.
- Compare those rates to the success rates of Reading students who take the subsequent basic skills Reading courses and College English course.
- Use the results of the research to implement appropriate interventions as determined by counselors and Reading faculty.
- Curriculum will be developed in modular or workshop format that address the specific needs of the student in a shorter time frame.

- The Reading discipline is continuing to consider paired courses for content areas.
- The Reading discipline will also develop thematic courses to address ethnically diverse students to increase interest in the courses and improve enrollment.
- The department will address the possibility of student retesting after completion of one Reading course to improve student movement through remediation.
- Utilization of the existing early alert system to provide appropriate services
- To increase the persistence and success rates of African-American, Hispanic and Native American students through basic skills entry-level to college level Mathematics courses.

ACTIVITIES:

- To provide the opportunity for Mathematics faculty and Student Services personnel to cooperate in developing interventions to address the needs of this student population.
- Utilize the existing early alert system to provide appropriate services
- Curriculum will be developed to offer more basic skill or developmental classes, study skills courses and workshops.
- Development of modular classes.
- A summer quick review session and fast track for subsequent development courses.
- Address possibility of student retesting after summer review.
- Continue math lab services to students to meet remediation needs.

STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

GOAL:

To achieve proportional degree and certificate attainment by ethnic sub-groups relative to their enrollment numbers.

ACTIVITIES:

- Identify programs or components within existing programs that have demonstrated success among achieving sub-groups as well students in underrepresented sub-groups and mimic those characteristics to develop a institutional program based on best practices.
- Identify any institutional barriers that exist that maybe prohibiting equitable degree and certificate attainment among all sub-groups.

STUDENT SUCCESS INDICATOR FOR TRANSFER

GOAL:

The number of Hispanic and African American students who are transfer prepared will increase by 5% by 2008.

Increase the percentage of Hispanic and African American students who transfer to 4-year institutions.

ACTIVITIES:

- Increase the number of students being served by current successful transfer programs (i.e. Puente, Transfer Center and Title V programs).
- Develop and implement learning communities similar to the Puente model for African American students.
- Counsel and advise students who completed basic skills requirements in English and Math, but did not enroll in transferable level English or Math courses the following semester.

ALLOCATION OF RESOURCES

The District leadership, including but not limited to the President and Board of Trustees, has demonstrated financial support for student equity. The District has demonstrated this support by funding programs such as PUENTE, Outreach, Latino Educators of Tomorrow and Transfer Centers, along with supporting an aggressive approach to grant funding. In addition, the District raised millions of dollars for our Passport to College Program which was developed to increase the college-going rate in the community with special emphasis on under-represented students.

RESEARCH SUMMARY

RCCD's Student Equity Plan is informed using data collected on the five indicators. In the cases of Access and Course Completion, information made available via the Chancellor's Office as well as locally created data was used. To measure the ESL and Basic Skills Progress, we implemented the methodology used by the Partnership for Excellence, separating the findings by ethnic group. For degree and certificate completion by ethnicity, we used locally created data for the examined groups. Transfer is measured using the federally mandated Student Right to Know dataset, in its expanded format. (This dataset tracks first time freshman through three years and measures the degree to which they transfer or attain a degree or certificate.) While each of the three locally derived measures all have inherent in them caveats that compromise some of the generalizability of the findings, we found them to be useful insofar as they provide a context for intergroup comparison. Additionally, these measures tended to reinforce findings that were found in other research, including RCC's "Diversity Scorecard Project." In cases where locally derived data was used, every effort made to secure data that had been officially reported elsewhere (for example, Chancellor's Office Management Information Systems submissions and Student Right to Know Data) to ensure comparability.

Campus-Based Research

CAMPUS-BASED RESEARCH

1. **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.

Using the data provided by the Chancellor’s Office, the following charts were constructed. Included are locally derived counts of student groups to indicate more recent measures of student access. To determine the RCCD service area, the counts include the populations of the cities of Riverside, Norco, Corona, and Moreno Valley, where RCCD’s campuses reside. Although RCCD serves a population that reaches into Orange, Los Angeles and San Bernardino counties, it is reasonable to expect that the majority of the students attending RCCD will likely reside in one of these cities.

Ethnicity	1992-1993		1997-1998		2002-2003		RCCD Fall 2004	Total RCCD Service Area, 2000	
	White alone	19276	55%	20706	49%	22856	43%	38	177,473
Black or African American	3680	11%	5071	12%	6333	12%	12	35,085	9%
Hispanic or Latino	6596	19%	10897	26%	16299	31%	34	121,478	33%
Asian/Pacific Islander	3162	9%	3432	8%	4430	8%	9	25,596	7%
American Indian and Alaska	540	2%	635	2%	527	1%	1	1,867	1%
Other	1570	5%	1344	3%	2877	5%	6	8,909	2%

Ethnically, RCCD’s student population mirrors the service area for Hispanic and Native American students. While African American students make up only 9% of the service area, these students make up 12% of the district population. To a smaller extent the same overrepresentation is seen for Asian/Pacific Islander and Other students. The only ethnic group that is underrepresented in the student population is White students.

Gender	1992-1993		1997-1998		2002-2003		RCCD Fall 2004	RCCD Service Area	
	Female	19801	57%	22815	54%	29427	55%	60	294,339
Male	14995	43%	19265	46%	23832	45%	40	288,520	50%
Total	34824	100%	42085	100%	53322	100%	100%	582,859	100%

The gender distribution of students at RCCD is slightly higher for women than men. This trend has been consistent for at least the previous decade. For the current term (Fall 2004) the proportion of women is 10% higher than that of the service area.

Age	1992-1993		1997-1998		2002-2003		RCCD Fall 2004%	RCCD Service Area	
	Count	%	Count	%	Count	%		Count	%
18-19	6547	20%	7339	21%	10579	22%	26%	20,902	5%
20-24	9493	29%	9910	28%	14370	30%	36%	43,893	11%
25-29	4744	14%	4735	13%	5992	13%	12%	41,868	11%
30-34	4025	12%	3432	10%	4223	9%	7%	44,970	11%
35-39	3254	10%	3326	9%	3390	7%	5%	49,259	13%
40-49	3273	10%	4254	12%	5253	11%	8%	84,180	21%
50+	1780	5%	2607	7%	3456	7%	5%	107,193	27%
	33116	100%	35603	100%	47263	100%	100%	392265	100%

Since community colleges appeal to adults of all ages, making comparison in terms of age groups is problematic. Arguably, younger students will access RCCD more than older students, and this is shown in the growing population of students between the ages of 18 and 24.

DSPS Status	1992-1993		1997-1998		2002-2003	
DSPS	519	1%	942	2%	1390	3%
Non DSPS	34305	99%	41143	98%	51932	97%
Total	34824	100%	42085	100%	53322	100%

Students who self-identified as disabled increased in both absolute numbers and in proportion to the RCCD population in general. In the past ten years, the count of these students increased from 519 to 1390, at a faster rate than the overall RCCD population. Students who self-identified as disabled increased in both absolute numbers and in proportion to the RCCD population in general. In the past ten years, the count of these students increased from 519 to 1390, at a faster rate than the overall RCCD population. According to the United States 2000 Census, in our service area, 19.6% of the adult population reported themselves as disabled.

After an analysis of each “population group of students” the following conclusions were drawn.

- The ethnicity of RCCD’s student population is extremely reflective of the ethnicity of the population served and substantial improvement has been made since the last report on student equity.
 - Black or African American students are represented by 12% of RCCD’s population and 9% in the community served.
 - Hispanic or Latino students are represented by 34% of RCCD’s population and 33% in the community served.
 - Asian or Pacific Islander students are represented by 9% of RCCD’s population and 7% in the community served.
 - American Indian and Alaskan students are represented by 1% of RCCD’s population and 1% in the community served.
 - White students are represented by 38% of RCCD’s population and 48% in the community served.

- The gender of RCCD’s student population although consistent of percentages across the Nation shows a discrepancy between female and male students.
 - Female students are represented by 60% of RCCD’s population and 50% in the community served.

- Male students are represented by 40% of RCCD's population and 50% in the community served.
- Thus far research has not given a good bench mark to compare the RCCD student population of persons with disabilities against the community served however RCCD's percentage has grown to 3% compared to 1% in 1993.

Goals and Activities

RCCD has vigorously pursued methods to improve access and services to our underrepresented student population. Since 1994 the District has received about 25 million dollars in various grants such as Title 3, Title 5, Gear-up, Trio, PEW, Educational Talent Search, etc. In addition the District developed the Passport to College program, which has received National recognition and served as the basis of the Federal Gear-up grant. This program targeted 5th graders and provided interventions each year until they reached college. The program has increased our Fall, 04 freshmen enrollment by 2,000 students.

The District routinely provides parent written information and oral presentations in a bilingual format. The financial aid recruitment campaign has had tremendous success as determined by the number of new financial aid recipients.

RCCD's Outreach program continues to be featured as a model program. Each campus within RCCD's District has Outreach specialists and well as a core of student ambassadors who are assigned to local K-12 schools. They also send personnel to community events and conduct college tours and orientations.

Three years ago RCCD embarked on comprehensive training of high school counselors to teach the Guidance 45, Introduction to College, courses. To date, over 123 counselors have been trained. This has had a very positive effect on how counselors view the community college system as noted in their attitude toward recommending the community college system for their students.

The District has made a strong commitment to the principles of student equity. The above-cited activities will continue to be supported in addition to the goals and activities listed in the "Goals and Activities" section of this plan. However, because so much time, effort and resources have been devoted to ensuring equitable access for our service population, no additional access goal is needed at this time. Instead, RCCD will concentrate its efforts on the subsequent success of these traditionally underrepresented students that we have so rigorously recruited. RCCD will continue to support established practices to ensure equitable access.

CAMPUS-BASED RESEARCH

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

All Courses Category	1992-1993		1997-1998		2002-03	
	Attempted	% Success	Attempted	% Success	Attempted	% Success
	All	All	All	All	All	All
FEMALE	65,326	67%	75,577	67%	104,769	71%
MALE	51,900	63%	57,699	68%	76,993	71%
UNKNOWN	23	78%	3	100%	102	75%
AFR. AMER.	12,776	54%	17,228	57%	22,519	61%
ASIAN	9,722	70%	9,485	72%	11,758	74%
FILIPINO	3,091	66%	3,588	67%	5,690	74%
HISPANIC	22,517	60%	35,007	64%	56,513	68%
NAT. AMER.	1,639	60%	2,004	65%	1,466	66%
OTHER	2,084	64%	2,965	67%	5,935	71%
WHITE	64,028	68%	61,786	72%	74,482	75%
UNKNOWN	1,392	63%	1,216	69%	3,501	73%
DSPS	4,004	62%	5,265	65%	7,643	62%
NON-DSPS	113,245	65%	128,014	68%	174,221	71%

Course completion, as measured by number of students who were enrolled at the end of term compared to students enrolled as of census day, shows definite trends over the past ten years. In terms of gender, any gaps that existed in the 1992-93 years have been erased by 2002-03. While all ethnic groups increased in this measure, the placement of ratings relative to other ethnic groups has remained static. Overall, Asian students had the highest rates of course completion and *African American students had the lowest levels of course completion rates (61%)*. These relative placements stayed constant, although the gap between these extremes decreased from 16% to 13%. Disabled students completed courses at lower rates than non-disabled students, however, the gap between these groups increased for the most recent year of data.

Transfer Courses Category	1992-1993		1997-1998		2002-03	
	Attempted	% Success	Attempted	% Success	Attempted	% Success
	Transfer	Transfer	Transfer	Transfer	Transfer	Transfer
FEMALE	51,200	67%	55,090	69%	75,645	74%
MALE	40,312	63%	42,171	69%	51,318	71%
UNKNOWN	20	85%	2	100%	63	78%
AFR. AMER.	9,856	55%	12,064	58%	15,930	65%
ASIAN	7,800	71%	6,909	72%	8,495	75%
FILIPINO	2,501	65%	2,734	68%	4,190	76%
HISPANIC	16,929	61%	24,531	66%	38,012	70%
NAT. AMER.	1,204	62%	1,413	68%	1,017	67%
OTHER	1,587	64%	2,146	68%	4,459	73%
WHITE	50,615	68%	46,540	73%	52,451	76%
UNKNOWN	1,040	64%	926	71%	2,472	75%
DSPS	2,756	64%	3,272	67%	4,710	69%
NON-DSPS	88,776	65%	93,991	69%	122,316	73%

For transfer courses only, steady increases in courses completion were observed for both males and females, with the gap staying relatively the same. Ethnically, all students except for Hispanic, Native American, and African American students rose to the mid-70 in percent by 2002-03 with *African Americans performing the lowest (65%)*. Disabled students completed transfer courses at slightly lower rates than non-disabled students.

Basic Skills Category	1992-1993		1997-1998		2002-03	
	Attempted	% Success	Attempted	% Success	Attempted	% Success
	Basic Skills	Basic Skills	Basic Skills	Basic Skills	Basic Skills	Basic Skills
FEMALE	0	0.00%	3,421	61%	7,411	66%
MALE	0	0.00%	1,995	52%	4,133	58%
UNKNOWN	0	0.00%	0	0%	12	67%
AFR. AMER.	0	0.00%	882	47%	1,523	50%
ASIAN	0	0.00%	620	69%	766	72%
FILIPINO	0	0.00%	85	62%	283	71%
HISPANIC	0	0.00%	2,352	56%	5,296	62%
NAT. AMER.	0	0.00%	80	54%	60	58%
OTHER	0	0.00%	124	59%	314	64%
WHITE	0	0.00%	1,236	63%	3,123	67%
UNKNOWN	0	0.00%	37	46%	191	70%
DSPS	0	0.00%	433	48%	844	48%
NON-DSPS	0	0.00%	4,983	59%	10,712	64%

Differences in student performance are noted more distinctly when examining course completion rates for basic skills courses. Again, female, Asian, and non-disabled students completed these courses at higher rates than did their counterparts, and again, *Hispanic and African American students are showing the lowest rates (62%; 50% respectively)*.

Vocational Ed Category	1992-1993		1997-1998		2002-03	
	Attempted	% Success	Attempted	% Success	Attempted	% Success
	Voc Ed	Voc Ed	Voc Ed	Voc Ed	Voc Ed	Voc Ed
FEMALE	6,878	71%	8,920	64%	11,560	67%
MALE	6,399	70%	8,122	72%	15,002	78%
UNKNOWN	3	33%	1	100%	14	64%
AFR. AMER.	1,281	64%	2,445	58%	3,093	57%
ASIAN	851	74%	1,098	73%	1,338	68%
FILIPINO	327	73%	428	68%	690	73%
HISPANIC	2,436	65%	4,286	65%	7,479	71%
NAT. AMER.	236	66%	300	62%	259	71%
OTHER	284	70%	371	68%	652	67%
WHITE	7,668	72%	7,969	72%	12,546	80%
UNKNOWN	197	68%	146	71%	519	75%
DSPS	509	68%	921	68%	1,143	59%
NON-DSPS	12,771	70%	16,122	68%	25,433	74%

For vocational courses, males completed coursework at a higher rate than did females. White students completed these courses at much higher rates than other ethnic groups, between 7 and 23 percentage points higher than other ethnic groups in 2002-03. Non-disabled students completed these courses at much higher rates than did disabled students.

To understand how gender and ethnicity interrelated for course completion, locally-derived data was computed for these types of courses for categories of gender and ethnicity. Using the fall 2003 California Community College Chancellor’s Office (CCCCO) Management Information Systems data, these rates are reported below.

Course Completion by Ethnicity and Gender, Fall 03

	All Courses			Transferable		
	Total		%	Total		%
White Male	9,135	12,936	70.6%	6,046	8,729	69.3%
White Female	12,476	16,895	73.8%	9,606	12,773	75.2%
Black Male	1,914	3,303	57.9%	1,373	2,278	60.3%
Black Female	3,336	5,645	59.1%	2,538	4,093	62.0%
Hispanic Male	5,924	9,330	63.5%	3,815	6,024	63.3%
Hispanic Female	9,475	14,218	66.6%	6,722	9,831	68.4%
Asian Male	2,322	3,430	67.7%	1,723	2,535	68.0%
Asian Female	2,705	3,609	75.0%	2,022	2,670	75.7%
Nat Am Male	173	246	70.3%	104	157	66.2%
Nat Am Female	275	365	75.3%	211	279	75.6%
Other Male	1,143	1,702	67.2%	807	1,187	68.0%
Other Female	1,505	2,195	68.6%	1,204	1,687	71.4%
Total	50,383	73,874	68.2%	36,171	52,243	69.2%

For “All Courses”, the highest large ethnic group reporting course completion was Asian females (75.0%). (Native American rates are similarly high, but its small sample size makes these figures more susceptible to fluctuation by smaller changes in data, and should be interpreted with caution.) *The lowest large ethnic group reporting course completion in all courses was Black males (57.9%). Similar trends are found for “Transferable” courses.*

	Voc Ed	Total	
White Male	2,154	2,645	81.4%
White Female	1,213	1,651	73.5%
Black Male	293	465	63.0%
Black Female	293	550	53.3%
Hispanic Male	1,129	1,497	75.4%
Hispanic Female	778	1,201	64.8%
Asian Male	281	398	70.6%
Asian Female	237	329	72.0%
Nat Am Male	51	60	85.0%
Nat Am Female	30	37	81.1%
Other Male	201	259	77.6%
Other Female	106	163	65.0%
Total	6,766	9,255	73.1%

	Basic Skills	Total	
White Male	283	451	62.7%
White Female	540	745	72.5%
Black Male	87	205	42.4%
Black Female	188	363	51.8%
Hispanic Male	442	763	57.9%
Hispanic Female	980	1,455	67.4%
Asian Male	136	201	67.7%
Asian Female	194	260	74.6%
Nat Am Male	6	7	85.7%
Nat Am Female	10	12	83.3%
Other Male	54	89	60.7%
Other Female	73	123	59.3%
Total	2,993	4,674	64.0%

For “Vocational Education” courses, White males had the highest course completion rates for fall 2003 (81.4%) while Black females had the lowest rates (53.3%). Again, Asian females had the highest rates of course completion (74.6%) for “Basic Skills” courses, and ***Black males had the lowest rates (42.4%)***. (Again, the small sample of Black males makes this figure more vulnerable to minor changes, and the same caveat exists.)

When analyzing course completion data, it is startlingly evident that African American Male students in the Riverside Community College District consistently perform at the lowest levels of all ethnic groups for all measures except Vocational courses. (African American females have the lowest success ratio in that category). Therefore, the administration, faculty and staff of RCCD have undertaken the development and implementation of a new program—“The African American SUCCESS Initiative.” This program will initially focus on increasing educational and personal success of African American males. In the future, the program will be expanded to African American females and students of other ethnic groups.

The mission of The African American SUCCESS Initiative (AASI) is to increase the number of educationally disadvantaged students who enroll in our institution, earn their degrees, transfer to a four-year college or university, and return to the community as leaders and mentors to future generations. The program involves weekly counseling and accountability and monthly academic workshops (i.e.: skills for academic success, transferring and understanding the process, how to apply for financial aid and scholarships, and selecting the right career). Students will also engage in Service Learning projects within the community.

Objectives:

- Increase retention of African American Students
- Coordinate courses and support systems
- Develop self esteem
- Explore career options
- Develop civic and community responsibility
- Establish mentoring relationships with administration, faculty and staff
- Provide on-going support and guidance

Additionally a community/college synergistic relationship has occurred resulting in the establishment of The Association for the Concerns of African American Community College Students. The group consists of both community leaders and concerned faculty and staff who seek to address the needs, concerns, and interests specific to African American community college students. Its purpose is to function as a forum for the exchange of ideas and the dissemination of information to community college African American students. The specific focus of this forum is the implementation of the following goals:

- The education of African American students about their African cultural heritage in order to promote and uplift an African American centered consciousness.
- The development of the academic, professional and leadership potential of African American students through the reflection of seven principles:
 - Unity
 - Self
 - Collective Work and Responsibility
 - Cooperative Economics
 - Purpose
 - Creativity
 - Faith
- The identification of the needs and concerns of community college African American students.
- The development of interventions to address these identified needs and concerns.

This program is expected to lead to increased success for other measures also (goal and certificate attainment, progress through developmental courses through transfer level, transfer preparedness and transfer rates).

CAMPUS-BASED RESEARCH

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

For this measure, data was calculated locally to determine the counts rates for ESL students attempting and passing the highest level of nontransferable ESL and who then attempted and passed a transferable English course. (For this section, students attending RCC in any semester from fall 2000 through spring 2004 and who met the criteria were included in the analysis.)

ESL	Basic		College		Passed through Entire Sequence
	Attempted	Passed	Attempted	Passed	
White	43	86%	28	93%	60%
AfrAM	14	57%	4	75%	21%
Hispan	330	62%	112	63%	21%
Asian	211	89%	124	83%	49%
Nat AM	0	0%	0	0%	0%
Other	40	80%	17	76%	33%
Total	638	74%	285	34%	34%

Examining the ESL progression, Asian and Hispanic students comprise 85 percent of the students in the sample. Of these, Asian students had the highest success rate in the ESL course (89%), with Hispanics students behind them (62%). Asian students were also the most likely to attempt (83%) and subsequently succeed (49%) in the transferable college English course. Hispanic and African American students were the least likely to attempt the entire sequence (21%) and had the lowest success rates (63% and 75% respectively) in the transferable college English course. (Again, the small sample (4) of African American students makes this figure more vulnerable to minor changes, and the same caveat exists.)

The ESL Discipline completed an ESL Program Review in Spring 2002. The review was quite comprehensive in data collection and assessment of the service community. Data for the program review was supplied by RCC Institutional Research and included analysis of ESL student characteristics in the areas of ethnicity, gender, age, citizenship and residency status, and retention and course completion rates. The program review encompassed an analysis of discipline curriculum, faculty and student needs from 1998-2002. ESL goals were derived from the comprehensive analysis of data and program review done by the discipline. Data utilized in the review included information from 1993-2001. The number of students enrolled in ESL from 1993-2001 increased from 250 to 776 students (210%). The number of ESL sections offered has increased from 16 to 41 (256%). For the years 1998-2001 the retention rate was 91-95% and successful completion of courses averaged 60-64%. Data also indicates that White (i.e., Western and Central European immigrant) and Asian ethnic groups pass basic ESL courses and attempt college level courses at a much higher rate than Hispanic or African-American students.

English	Basic		College		Passed through Entire Sequence
	Attempted	Passed	Attempted	Passed	
White	3334	73%	1425	77%	33%
AfrAM	1027	66%	407	71%	28%
Hispan	3390	68%	1342	76%	30%
Asian	982	76%	488	82%	41%
Nat AM	78	67%	26	85%	28%
Other	480	71%	205	81%	35%
Total	9291	71%	3893	77%	32%

White and Asian students were more successful in the nontransferable level of English composition (73% and 76%, respectively) than were Hispanic and African American students. The passing rate for a college-transferable English composition course were high for all groups, with over 80% of Asian students passing, compared to less than 80% for White, Hispanic and African American students. The percentages of students who successfully passed through the entire sequence are much lower (White-33%; AfrAm-28%; Hispanic—30%). It must be noted that “passing through the entire sequence” is not a requirement for an Associate Degree from Riverside Community College.

Institutional Research data indicate that 66% of African-Americans attempting basic English classes passed those classes, and 40% from that group then attempted college level courses. Of the African American students from that group who attempted college level English courses, only 28% passed. Native American students showed similar results, while Hispanic students had a slightly higher college course attempted score of 30%. Whites and Asians had higher passing percentages for basic English and college level courses. Males overall who passed basic English classes and attempted college level English had a much lower success rate at passing college level English than female students (F=34%, M=29%) RCCD is moving to address the challenge of overall passage rates in English composition courses with special attention to African American, Hispanic and Native American students and male students in general.

Math	Basic		College		Passed through Entire Sequence
	Attempted	Passed	Attempted	Passed	
White	7836	61%	1017	72%	9%
AfrAM	2128	45%	212	63%	6%
Hispan	6390	54%	733	67%	8%
Asian	1518	65%	275	71%	13%
Nat AM	166	54%	17	59%	6%
Other	986	56%	130	70%	9%
Total	19024	57%	2384	69%	9%

At RCC, there are three non-transferable math courses that can lead to any of twelve transferable math courses. When these sequences were examined, Asian students passed the nontransferable courses at a rate of 20 percentage points higher than African American students (65% to 45%, respectively). Of these same students who continued to a transferable college math course, only

9% overall passed the course. Of these students, Asians passed at 13% while African America students passed at less than half that rate (6%). The percentages of students who successfully passed through the entire sequence are much lower (White-9%; AfrAm-6%; Hispanic—8%). It must be noted again that “passing through the entire sequence” is not a requirement for an Associate Degree from Riverside Community College.

Mathematics is confronted with a large number of students requiring remediation. Math placement tests prior to 2001 placed approximately 80% of students into non-transferable level courses; however, since July of 2001, with a change in the placement instrument and proficiency/cutoff scores, 97.5% of students tested have placed into non-transferable mathematics classes. Furthermore, Institutional Research data illustrates that of all ethnic groups taking basic skills Mathematics courses African American students have the lowest pass rate (45%) in comparison to White (61%), Hispanic (54%), Asian (65%) and Native American (54%) students taking basic skills Mathematics courses. Finally at all group levels students who pass basic skill Mathematics courses are attempting transfer level courses at dramatically low levels with African American, Hispanic and Native American at lower attempt levels. Of students passing basic skills: White (61%) and attempting college level mathematics (13%), Hispanic (54%) and (11%) respectively, African American (45%) and (10%) respectively, Asian (65%) and (18%) respectively, and Native American (54%) and (10%).

Reading	Basic		College		Passed through Entire Sequence
	Attempted	Passed	Attempted	Passed	
White	866	64%	474	79%	43%
AfrAM	284	60%	147	70%	36%
Hispan	950	65%	523	77%	42%
Asian	180	68%	96	79%	42%
Nat AM	26	58%	11	91%	38%
Other	115	63%	54	85%	40%
Total	2421	64%	1305	77%	42%

There was not much variance in the success rates of students in the highest reading course, with all larger groups in the 60 percent range. However, when these students persisted to the transferable level English course, all groups passed by 77% or higher except African American students (whose pass rate was 70%).

The latest assessment/placement cumulative course distribution survey provided by Institutional Research for the period from 7/1/01 – 5/18/02 shows that 15,342 students (excluding high schools) took the placement test. Of those, 19.9% scored at the college level, 17.5% scored at Reading 83, 19.8% at Reading 82, and 42.8% at Reading 81. We are clearly serving a population of under-prepared students at the college.

To further describe the reading student population, the analysis of Reading Students Characteristics data from Fall-1998 – Fall-2001 describes these students as 24 or younger (78.7%). A large percentage (63.6) is female. The group is largely Hispanic (39%), English speaking (82.35), desiring to transfer with an A. A. (38.9%) or undecided (30.8). Many are

continuing students (44.2%) or first-time students (33.6%). A majority of students (65.8%) earn a C or better overall at RCC. Faculty have identified that even though students place into Reading courses through assessment testing they opt not to take the Reading courses. This has an impact on the level of success in other courses taken at RCC.

Further data from Institutional Research identifies students who have opted to take basic skills Reading courses and the success rates of those students. The groups with the least success in completing English college level courses are African-Americans. Of African-American students attempting basic Reading courses 60% pass and of the 60% passing 52% attempt college level English courses and only 36% of those pass in comparison to White students (43%), Hispanic students (42%), Asian students (42%), and Native American (38%--this particular group has only 42% attempting college level courses in comparison to 52-55% of the above groups attempting college level courses) African American students testing completing basic skills Reading classes are less likely to complete a college level English course and Native American students completing basic skills Reading classes are less likely to attempt a college level English course.

CAMPUS-BASED RESEARCH

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

The data for this section was calculated locally using California Community College Chancellor’s Office Management Information System data for the years under review. This table shows the distribution of awards and certificates by ethnic group. For comparative purposes, student ethnic distribution information for the fall term of each academic year is provided. As a measure of equity, the proportions of awards and certificates for each group should be as close as possible to that group’s proportion in the student population. For example, African American students received 8.9% of the awards and certificates in the 2002-03 academic year but made up 11.7% of the fall 2002 RCCD population. Therefore, African Americans are underrepresented in awards and certificates by 2.8% (8.9% - 11.7%=-2.8%).

Ethnicity by Award Type, 2002/03 - 2003/04

	Award_type		Total	Students Fall 2002	Percentage Difference
	AA/AS	CERT			
2002-03 African Am	171	122	293	4219	
	9.4%	8.2%	8.9%	11.7%	-2.8%
Asian/Paclsl	161	99	260	2,699	
	8.8%	6.6%	7.9%	7.5%	0.4%
Decl/Other/Unknown	105	69	174	1,910	
	5.8%	4.6%	5.3%	5.3%	0.0%
Hispanic	530	422	952	11,047	
	29.1%	28.3%	28.8%	30.6%	-1.8%
Native Am	12	9	21	362	
	0.7%	0.6%	0.6%	1.0%	-0.4%
White	841	769	1,610	15,853	
	46.2%	51.6%	48.6%	43.9%	4.7%
Total	1,820	1,490	3,310	36,090	
	100.0%	100.0%	100.0%	100.0%	
	Award_type		Total	Students Fall 2003	Percentage Difference
	AA/AS	CERT			
2003-04 African Am	198	139	337	3,658	
	10.0%	9.7%	9.9%	11.4%	-1.5%
Asian/Paclsl	181	121	302	2,734	
	9.2%	8.4%	8.8%	8.5%	0.3%
Decl/Other/Unknown	105	61	166	1,771	
	5.3%	4.2%	4.9%	5.5%	-0.6%
Hispanic	548	417	965	10,312	
	27.7%	29.0%	28.2%	32.2%	-4.0%
Native Am	18	18	36	265	
	0.9%	1.3%	1.1%	0.8%	0.3%
White	928	684	1,612	13,328	
	46.9%	47.5%	47.2%	41.6%	5.6%
Total	1,978	1,440	3,418	32,068	
	100.0%	100.0%	100.0%	100.0%	

For both years under review, White students received disproportionately more awards and certificates than **Hispanic and African American students, who received disproportionately fewer awards when using this equity measure (-4.0% and -1.5% respectively)**. Proportional degree and certificate attainment for African Americans improved over the past three-years from a -2.5% to its current percentage of -1.5%, but Hispanic student numbers continue to fluctuate over the same period. In 2000-01 to the 2002-03 academic year Hispanic degree and certificate attainment percentage improved from -5.7% to only a -1.8%. Conversely, from the -1.8% in 2002-03 the data shows that Hispanic students continued to be alarmingly under represented in 2003-04 with -4.0%.

CAMPUS-BASED RESEARCH

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

To compute this measure, the Expanded Student Right to Know dataset for the 2000-01 cohort was used. This cohort includes all students who attended RCC for the first time during the academic year of 2000-01. After three years, information about the cohort’s educational performance, transfers, and awards are made available to all participating institutions via the Chancellor’s Office.

The table below shows that the majority of students who transferred did so to other two-year institutions. Differences exist for transfers to four-year institutions with Asian students transferring 18%, while White and African American students transferred at about 10%, and Hispanic students transferred at 6% during the three years under review.

		TRANSFER			Total	Transfer Prepared		Total
		2 year	4 year	No Transfer		No	Yes	
Ethnicity	White	13.5%	10.0%	76.5%	5717	94.5%	5.5%	5717
	African American	16.6%	9.6%	73.8%	1537	96.9%	3.1%	1537
	Hispanic	11.3%	6.1%	82.6%	4163	95.8%	4.2%	4163
	Asian/Pacific Islander	15.9%	18.2%	65.8%	1317	92.3%	7.7%	1317
	Native American	14.9%	9.7%	75.4%	134	97.8%	2.2%	134
	Other	15.4%	15.1%	69.4%	628	93.0%	7.0%	628
Total		13.5%	9.8%	76.7%	13496	94.9%	5.1%	13496

* "Transfer Prepared" indicates successful completion of at least 56 transferable units at Riverside Community College with a GPA of at least 2.0

These trends are similar for students who are “transfer prepared.” Since transfer is somewhat dependent on the accepting institution, the measure of “transfer prepared” is used to reflect the extent to which students are able to become ready to transfer successfully to a four-year institution. The definition of “transfer prepared” means successful completion of at least 56 transferable units with a grade point average of at least 2.0. Again, Asian and White students were more successful on this measure compared to Hispanic and African American students. Native Americans were the only sub-group less transfer prepared than Hispanic and African American Students, but their percentage of students who transferred were greater than African American and Hispanic students.

Goals and Activities

GOALS AND ACTIVITIES

1. STUDENT SUCCESS INDICATOR FOR ACCESS

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

The District has made a strong commitment to the principles of equitable student access. Because of the time, effort and resources that have been devoted to ensuring equitable access over the past several years, no additional access goal is needed at this time. However, RCCD will continue to support established practices to ensure equitable access.

GOALS AND ACTIVITIES

2. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

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

“Overall, African American students had the lowest levels of course completion rates (61%). p.—”

GOAL 2:

To increase the percentage rate of successful course completion for African American male students participating in the “African American Success Initiative”.

ACTIVITY 2.1

1. To identify and recruit 25 African American Males to participate in the “African American Success Initiative (AASI)” (Completed Fall, 05—African American Student Success Task Force.)
2. To develop and implement a mentorship program for the AASI. (Completed Summer, 05—African American Student Success Task Force.)
3. Developed a learning community for students participating in the AASI. (Completed Fall, 05—African American Student Success Task Force.)
4. Work with Student Services personnel to cooperate in developing interventions to address the needs the AASI students. (Ongoing—African American Student Success Task Force.)

EXPECTED OUTCOME 2.1.1

By Fall 2009, the successful course completion rate of African American male students participating in AASI will increase to the level of their white male counterparts (currently 70.6%).

GOALS AND ACTIVITIES

2. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

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

GOAL 2.1

To develop a task force to develop and implement strategies, interventions, programs and services to improve course completion, transfer, and goal attainment of the African American students.

ACTIVITY 2.1

1. Work with academic senate and student services to identify and recruit administrators, faculty, staff, students and community leaders to participate in this task force. (Completed Fall, 05—Academic Senate, Student Equity Coordinator.)
2. Develop and implement strategies, interventions, programs and services developed by this group. (Continual—Task force, institution)

EXPECTED OUTCOME 2.1.1

By Fall 2009, the successful course completion rate of African American male students will increase by 10%.

By Fall 2009, the transfer rate of African American male students will increase by 10%.

By Fall 2009, the goal attainment rate of African American male students will increase by 10%.

GOALS AND ACTIVITIES

3. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

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

The English and ESL faculty have anecdotal data that suggests students are entering English courses before adequate ESL preparation is complete. This has resulted in a high failure rate among that student population.

GOAL 3:

To increase the number of Hispanic ESL students who self select appropriate ESL courses according to their placement levels.

ACTIVITY 3.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Determine the success rates of Hispanic students who take non-ESL English courses. Compare those rates to the success rates of ESL students who take the ESL track. (Completed Spring, 2005—Institutional Research)
2. Use the results of the research to implement appropriate interventions as determined by counselors and ESL faculty. (Completed Fall, 2005—ESL Committee)

EXPECTED OUTCOME 3.1.1

By 2008 there will be a 5% increase in the number of Hispanic ESL students entering ESL courses according to their placement levels.

ESL GOAL 3.2

To increase the persistence of Hispanic ESL students from entry-level ESL courses to successful completion of associate level English (currently RCCD’s associate degree requires one level below transferable English).

ACTIVITY 3.2.1

1. To provide the opportunity for ESL faculty and Student Services personnel to cooperate in developing interventions to address the needs of this student population. (Completed Fall, 2005—Student Equity Implementation Team)

2. Develop modular and compressed curriculum to address the specific needs of the ESL student. (Completed Fall, 2005—ESL Faculty)
3. Utilize the existing early alert system to provide appropriate services. (Completed Fall, 2005—Deans of Student Services and ESL Faculty)

EXPECTED OUTCOME 3.2.1

By 2008, there will be a 5% increase in successful completion of associate degree English by students who progressed through the ESL course sequence. Modular ESL courses will be in place by 2008.

GOAL 3.3: To increase the persistence and success rates of African-American, Hispanic and Native American students from basic skills entry-level English courses to successful completion of college level English.

Activity 3.3.1:

1. Provide the opportunity for English faculty and Student Services personnel to cooperate in developing interventions to address the needs of this student population. (Completed Fall, 2005—Student Equity Implementation Team)
2. Develop compressed or modular curricula that address the specific needs of the student in a shorter time frame. (Completed Fall, 2005—English Faculty)
3. Create learning communities by combining basic skills English courses with basic skills reading courses (English 60A/Reading 81). (Completed Fall, 2005—English Faculty)
4. Offer more basic English courses and create more English curriculum workshops that address basic skill issues such as note-taking, outlining; punctuation, spelling and preposition review; parts of speech, and verb tense review. (Completed Fall, 2005—English Faculty)
5. Develop thematic courses to increase retention of ethnically diverse students in the courses. (English Faculty—Spring, 2006)
6. Utilize the existing early alert system to provide appropriate services. (Completed Fall, 2005—Deans of Student Services and English Faculty)
7. Increase tutorial staff in the Writing Resource Center to target African American, Hispanic and Native American basic skills students. (Completed Spring, 2006—English Faculty)

Expected Outcome 3.3.1:

By 2005-2006, the revised curriculum will be developed for implementation in Fall, 2006.

By 2008-2009, there will be a 5% increase in number of African-American, Hispanic, and Native American students who began with basic skill English courses and subsequently successfully completed college level English.

GOAL 3.4: To increase the number of Hispanic, African American, and Native American students who self select appropriate Reading courses based on their placement results.

ACTIVITY 3.4.1:

1. Determine the success rates of African American, and Native American students testing into Reading classes who do not take subsequent Reading courses and do not attempt a college English course. Compare those rates to the success rates of students who take the basic skills Reading courses and college English course. (Completed Fall, 2005—Institutional Research)
2. Develop modular and compressed curriculum to address the specific needs of the developmental reading student. (Completed Fall, 2005—Reading Faculty)
3. Use the results of the research to implement appropriate interventions as determined by counselors and Reading faculty. (Completed Fall, 2005—Counselors and Reading Faculty)

EXPECTED OUTCOME 3.4.1:

By 2008 there will be a 5% increase in the number of students testing into Reading courses self-selecting to enter basic skills Reading courses.

GOAL 3.5: To increase the persistence and success rates of Hispanic, African-American, and Native American students from basic skills entry-level Reading courses to successful completion of college level English.

ACTIVITY 3.5.1:

1. Use the results of the research under Activity 3.4.1 to develop and implement appropriate interventions as determined by counselors and Reading faculty. (Completed Fall, 2005—Counselors and Reading Faculty)
2. Develop modular, compressed, thematic and paired curriculum to address the specific needs of the developmental reading student. (Ongoing beginning Fall, 2005—Reading Faculty)
3. Reevaluate students' basic reading skills after successful completion of one reading course to facilitate students' progress through developmental reading courses. (Completed Spring, 2006—Reading Faculty)
4. Utilize the existing early alert system to provide appropriate services. (Completed Fall, 2005—Deans of Student Services and Reading Faculty)

EXPECTED OUTCOME 3.5.1:

By 2005-2006, the revised curriculum will be developed for implementation in Fall, 2006.

By 2008-2009, there will be a 5% increase in the persistence of Hispanic, African American, and Native American students from basic skills entry-level Reading courses to successful completion of college level English.

GOAL 3.6:

To increase the persistence and success rates of African-American, Hispanic and Native American students through basic skills to college level Mathematics courses.

ACTIVITY 3.6.1:

1. Provide the opportunity for Mathematics faculty and Student Services personnel to cooperate in developing interventions to address the needs of student population. (Completed Fall, 2005—Student Equity Implementation Team)
2. Develop modular classes, short workshop sessions and summer quick review session to fast track students through developmental math courses. (Ongoing beginning Fall, 2005—Math Faculty)
3. Reevaluate students' basic math skills after successful completion of math interventions to facilitate students' progress through developmental math courses. (Completed Spring, 2006—Math Faculty)
4. Utilize the existing early alert system to provide appropriate services. (Completed Fall, 2005—Deans of Student Services and Math Faculty)

EXPECTED OUTCOME 3.6.1:

By 2005-2006, the revised curriculum will be developed for implementation in Fall, 2006.

By 2008-2009, there will be a 5% increase in the persistence of Hispanic, African American, and Native American students from basic skills entry-level Mathematics courses to successful completion of college level math courses.

GOALS AND ACTIVITIES

4. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

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

GOAL 4.

To achieve proportional degree and certificate attainment by ethnic sub-groups relative to their enrollment numbers.

ACTIVITY 4.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

1. Implement The African American SUCCESS Initiative (AASI). (Completed Fall, 05—African American Student Success Task Force.)
2. Identify and eliminate any institutional barriers that exist that prohibit equitable degree and certificate attainment among all sub-groups. (Ongoing, beginning Fall, 2005—Student Equity Implementation Team)

EXPECTED OUTCOME 4.1.1

By Fall 2010, the degree and certificate attainment proportion rate of African American male students participating in AASI will be proportionate to their white male counterparts (currently 43.9% for degrees and 51.6% for certificates).

GOALS AND ACTIVITIES

5. STUDENT SUCCESS INDICATOR FOR TRANSFER

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

GOAL 5.

The number of Hispanic and African American students who are transfer prepared will increase by 5% by 2008.

Goal 5.a1a: Increase the percentage of Hispanic and African American students who transfer to 4-year institutions.

ACTIVITY 5.1.1

1. Increase the number of Hispanic students participating in current successful learning communities and other transfer activities (i.e. Puente, Title V, and Transfer Center workshops). (Ongoing, beginning Fall, 2005—Student Equity Implementation Team)
2. Develop and implement AASI. (Completed Fall, 05—African American Student Success Task Force.)
3. Encourage students who complete developmental requirements in ESL, reading, English and math courses, to enroll in transferable level English and Math courses the following semester. (Ongoing, beginning Fall, 2005—Deans of Student Services and ESL, reading, English and math faculty)

EXPECTED OUTCOME 5.1.1

By Fall 2006 the number of Hispanic students participating in current successful learning communities and transfer activities will increase by 5%.

By Fall 2005 a process will be developed and implemented to encourage students to complete transferable English and math courses after developmental courses.

By Fall 2010, the number of African American male students participating in AASI who are transfer prepared will increase to 50%.

District : Riverside Community College District

College : Riverside Community College

Budget

SOURCES OF FUNDING

Currently, we are a one college, three campus District with three Puente Programs and a dedicated ½ counseling position to coordinate these programs. All three campuses also support strong categorical programs dedicated to the success of all students, such as EOPS, DSPS and Matriculation.

The Vice-Chancellor of Student Services and Operations has identified a source of funding to compensate faculty and staff for the development and implementation of the programs, services and intervention identified in this plan. RCCD will continue to apply for Federal and State grants and money from private sources to address the needs of the under-represented student.

For a list of all current grants please see Attachment A.

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

Given the ambitious array of activities listed throughout in this document and the resources required of its execution, the Student Equity Plan will be subject to scrutiny. Toward that end, the Student Equity Implementation Team will work with Institutional Research to develop an annual schedule of progress reports to measure the extent to which the activities are reaching their goals. Each year's report will build upon the previous year's report so that after a period of five years, RCCD will be able to produce a report that delineates the changes that the college has undergone during this time period. This report will be presented according to a schedule developed by the Student Equity Implementation Team to specific District constituencies (i.e. Academic Senate, President's Cabinet, Board of Trustees, etc.) and upon request to all other interested parties.

All Equity Plan evaluation work will be developed and completed in consultation with the Student Equity Plan Implementation Team to ensure that the research will be in keeping with the spirit of this document. The team will assist the researchers in defining and operationalizing the measurement of progress toward the Equity Plan goals. The research previously delineated in this document will be conducted according to the timelines stated. In addition, any other research needed to successfully execute this Student Equity Plan will be completed as needed.

District : Riverside Community College District

College : Riverside Community College

Attachments

ATTACHMENTS

- A. Diversity Scorecard Report
- B. Grants Supporting Student Equity Awarded Calendar Years 2000—2004

ATTACHMENT A

DIVERSITY SCORECARD REPORT

ATTACHMENT B

GRANTS SUPPORTING STUDENT EQUITY AWARDED
CALENDAR YEARS 2000—2004