



REEDLEY COLLEGE STUDENT EQUITY PLAN

REEDLEY COLLEGE • MADERA COMMUNITY COLLEGE CENTER • OAKHURST COMMUNITY COLLEGE CENTER



TABLE OF CONTENTS

TABLE OF CONTENTS	2
SIGNATURE PAGE	4
EXECUTIVE SUMMARY	5
PLANNING COMMITTEE AND COLLABORATION	9
PLANNING AND COLLABORATION SUMMARY	9
STUDENT EQUITY PLAN COMMITTEE MEMBERSHIP LIST	9
ACCESS	12
CAMPUS BASED RESEARCH ON ACCESS	12
<i>Indicator Definitions and Data</i>	12
<i>Conclusions: Disproportionately Impacted Student Groups</i>	14
ACCESS GOALS, ACTIVITIES, FUNDING AND EVALUATION	15
<i>Goal A. Access</i>	15
<i>Activity A.1 Reg-to-Go (RTG)</i>	16
<i>Activity A.2 Face to Face Orientation: RC/MC Kickstart</i>	18
<i>Activity A.3 Online Orientation</i>	21
<i>Activity A.4 K16 Bridge: Career Exploration</i>	23
COURSE COMPLETION	25
CAMPUS-BASED RESEARCH ON COURSE COMPLETION	25
<i>Indicator Definitions and Data</i>	25
<i>Conclusions: Disproportionately Impacted Student Groups</i>	27
COURSE COMPLETION GOALS, ACTIVITIES, FUNDING, AND EVALUATION	28
<i>Goal B. Course Completion</i>	28
<i>Activity B.1 Early Alert</i>	29
<i>Activity B.2 Targeted Interventions</i>	31
ESL AND BASIC SKILLS COMPLETION	34
CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION	34
<i>Indicator Definitions and Data</i>	34
<i>Conclusions: Disproportionately Impacted Student Groups</i>	36
ESL AND BASIC SKILLS COMPLETION GOALS, ACTIVITIES, FUNDING AND EVALUATION	37
<i>GOAL C. ESL and Basic Skills Course Completion</i>	37
<i>C.1 Cohort Enrollment / FYE Programs</i>	38
<i>C.2 Embedded Counseling</i>	40
<i>C.3 Tutoring, including supplemental instruction/embedded tutoring</i>	42
<i>C.4 Accelerated Learning</i>	45
DEGREE AND CERTIFICATE COMPLETION	47
CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION	47
<i>Indicator Definitions and Data</i>	47
<i>Conclusions: Disproportionately Impacted Student Groups</i>	49
DEGREE AND CERTIFICATE COMPLETION GOALS, ACTIVITIES, FUNDING AND EVALUATION	50
<i>GOAL D. Degree and Certificate Completion</i>	50
<i>D.1 Student Mentor Program</i>	51
<i>D.2 Student Engagement Activities</i>	53

<i>D.3 Job Developer</i>	57
TRANSFER	59
CAMPUS-BASED RESEARCH: TRANSFER	59
<i>Overview</i>	59
<i>Indicator Definitions and Data</i>	59
<i>Conclusions: Disproportionately Impacted Student Groups</i>	61
TRANSFER GOALS, ACTIVITIES, FUNDING AND EVALUATION	62
GOAL E.	62
<i>E.1 Counselor Training for Transfer</i>	63
OTHER COLLEGE- OR DISTRICT-WIDE INITIATIVES AFFECTING SEVERAL INDICATORS	64
ACTIVITIES AFFECTING SEVERAL INDICATORS: GOALS, ACTIVITIES, FUNDING, AND EVALUATION	65
<i>F.1 Supplemental Financial Assistance</i>	65
<i>F.2 Transit Survey</i>	67
SUMMARY BUDGET	70
SUMMARY EVALUATION	73
EVALUATION MEASURES AND SCHEDULE	73
ATTACHMENTS	76
REFERENCE PAGE	77

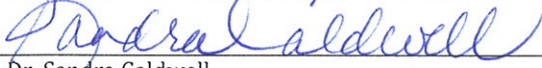
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District: State Center Community College District

**Board of Trustees
Approval Date:**

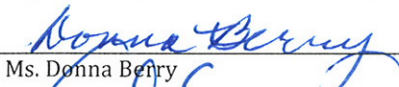
December 8, 2015

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

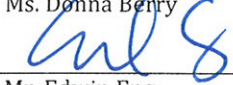

Dr. Sandra Caldwell

sandra.caldwell@reedleycollege.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 CCCCCO.


Ms. Donna Berry

donna.berry@reedleycollege.edu


Mr. Edwin Eng

ed.eng@sccd.edu

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


Dr. Claudia Habib

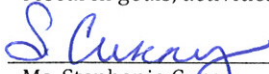
claudia.habib@reedleycollege.edu

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


Mr. Jan Dekker

jan.dekker@reedleycollege.edu

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.


Ms. Stephanie Curry


stephanie.curry@reedleycollege.edu

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.


Ms. Corinna Lemos

corinna.lemos@reedleycollege.edu

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.


Mr. Matthew Rodriguez

mattr7200@gmail.com


Dr. Darlene Murray

darlene.murray@reedleycollege.edu

559-638-3641

EXECUTIVE SUMMARY

About Reedley College

Reedley College, Madera and Oakhurst Community College Centers are located in the heart of the Central Valley. Together, these colleges serve some of the state's most rural portions of Madera, Mariposa, Fresno, and Tulare Counties. The college community service areas face challenges of unemployment, endemic poverty, and low levels of educational attainment. These demographic characteristics underline the importance of Reedley College as the pathway to better lives for those who attend.

Introduction

At Reedley College, we motivate and inspire students to succeed! Reedley College is committed to provide an accessible educational environment with high-quality innovative learning opportunities supported by services for student success.

The development of the Student Equity Plan has been a collaborative process with all key stakeholders. Our college recognizes that in order to create systemic change and support success for all students, we must coordinate equity planning with the educational master plan, strategic plan, and program review process.

Campus Based Research

The campus-based research indicated that specific ethnic groups have measures of inequity when assessing for disproportionate impact for the five student success indicators. Last year's plan found that Hispanic students were most often experiencing disproportionate impact. It also found that African-American students frequently experienced the largest disproportionate impact.

The methodology suggested by the state and utilized in this plan revealed additional disproportionately impacted groups. However, many of those groups make up a relatively small percentage of the population and institutional research revealed the impact had not been consistent over time. Therefore, we chose to focus our efforts on the four groups experiencing most frequently and consistent disproportionate impact across the indicators. Furthermore, we plan to improve our data collection methods on students who identify as More than One Race, Veterans, Individuals with Disabilities and Foster Youth.

It should be noted that this year's plan did not include Clovis Community College (CCC) data as they have since become a standalone college. Separation of their campus data has presented challenges when conducting trend analysis with longitudinal data. However, the

methodology used in this year’s revision allowed us to delve deeper within the data to uncover outcome gaps between special populations not previously examined. In an effort to develop a clear understanding of our equity gaps, we modified the template and reported the number of students “lost.” Utilizing this methodology allowed us to communicate tangible numbers of students “lost” within disaggregated subgroups relative to the overall population average.

We found that there was a significant overlap between impacted groups (Hispanic/Latino, African American, Males) and low income students. Our population of Hispanic and Black students combined represented more than 79% of all low-income.

Low-income Students by Ethnicity

2014-2015, district verified data	Total	Low Income	% Low Income, per row	% Low Income of all low income
African-American/non-Hispanic	418	160	38.3%	2.9%
American Indian/Alaskan Native	190	75	39.5%	1.4%
Asian/Pacific Islander	801	187	23.3%	3.4%
Hispanic	8,600	4,236	49.3%	77.0%
White/non-Hispanic	2,877	780	27.1%	14.2%
Race/ethnicity unknown	157	64	40.8%	1.2%
All Students	13,043	5,502	42.2%	

(2014-2015 Program Review Data-Set)

Reedley College is aware of the importance of critically examining student outcomes, not just through the lens of income or class, but also through the lens of race/ethnicity, gender, and other characteristics. The intersectionality of students’ characteristics ultimately shapes their educational experiences and allows us to tailor services to meet their unique needs (Grant & Zwier, 2011; Wood, 2013). As a result, activities for equity plan focus on developing services that address the overlap and intersection of gender, ethnicity, and low-income status.

The 2014 Reedley College Student Equity Plan identified Hispanic and Latino, African American, and Male students as our target student groups. Findings from this year’s research resulted in the decision to add Low Income students to the target populations.

The following lists the targeted student groups and goals:

Student Group	Indicator	Current Gap	Goal	Year
Hispanic or Latino	Access	-3.7%	No Gap	2020
	Course Completion	-1.0%	No Gap	2020
	Basic Skills	-2.7%	No Gap	2020
	Transfer	-2.6%	No Gap	2020
Black or African American	Course Completion	-14.9%	-9.9%	2020
	Basic Skills	-4.7%	No Gap	2020

Student Group	Indicator	Current Gap	Goal	Year
	Degree and Certificate	-7.6%	No Gap	2020
Low-income	Course Completion	-2.0%	No Gap	2020
	Basic Skills	-0.6%	No Gap	2020
	Transfer	-2.2%	No Gap	2020
Male	Access	-10.7%	-5.0%	2020
	Course Completion	-1.6%	No Gap	2020
	Basic Skills	-2.5%	No Gap	2020
	Degree and Certificate	-1.1%	No Gap	2020

The following summarizes targeted student groups and activities:

Indicators	Targeted Student Groups	Activities
Access	Males Hispanic or Latino	Reg-To-Go Face to Face Orientation Online Orientation K-16 Bridge: Career Exploration
Course Completion	Low-income students Hispanic or Latino Males Black or African American	Early Alert Targeted Interventions
Basic Skills	Hispanic or Latino Males Low-income students Black or African American	Cohort Enrollment / FYE Embedded Counseling Tutoring and Embedded Tutoring Accelerated Learning
Degree and Certificate	Males Black or African American	Student Mentor Program Student Engagement Activities Job Developer
Transfer	Low-income students Hispanic or Latino	Counselor Training for Transfer
Other Activities		Supplemental Financial Assistance Transit Survey

The following summarizes the student equity funding and other resources:

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.1	Fall 2015-Ongoing	\$10,000	SSSP
A.2	Fall 2015-Ongoing	\$7,500	SSSP
A.3	Fall 2014-Ongoing	\$7,500	SSSP
A.4	Fall 2014 - Ongoing	\$15,000	SSSP, Title V, General Fund
B.1	Fall 2014-ongoing	\$5,000	SSSP
B.2	Fall 2014-ongoing	\$75,000	SSSP, Basic Skills, DSPS, TRIO, and General Funds
C.1	2012-ongoing	\$10,000	Basic Skills
C.2	2013-ongoing	\$35,000	Basic Skills and General Fund
C.3	Fall 2014 - ongoing	\$35,000	SSSP, Basic Skills, General Fund
C.4	Spring 2015-Ongoing	\$28,000	Title V
D.1	Fall 2015	\$16,000	N/A
D.2	2015-Ongoing	\$15,000	Foundation Funds
D.3	Fall 2015 - ongoing	\$2,500	N/A
E.1	TBA	\$7,500	N/A
F.1	Fall 2014	\$100,000	Student Equity
F.2	Fall 2015-ongoing	\$15,000*	N/A

Contact Person/Student Equity Coordinator

Dr. Darlene Murray
 Student Equity Coordinator
 995 N. Reed Ave
 Reedley, CA 93654
 559-638-3641 ext. 3177
 darlene.murray@reedleycollege.edu

PLANNING COMMITTEE AND COLLABORATION

Planning and Collaboration Summary

The Reedley College Student Success Committee is responsible for the development and implementation of the Student Equity Plan. This committee is composed of faculty, administration, students, and classified professionals. Campus constituent groups, including the Academic Senate, College Council, and institutional planning committees also provided input. The Student Equity Plan focuses on increasing access, course and degree completion, transfer rates, and closing achievement gaps in success for underrepresented students. The intent of this process is to conduct a self-evaluation and identify achievement gaps that need to be addressed to improve student success. Goals and activities were developed to address disparities in student outcomes.

This year's Equity Plan was a revision of the 2014 plan. The Student Success Committee chose to continue with the original goals and activities. Participants were asked to contribute more detail to the activities and then provide guidance on the direction of activities for our specified target groups.

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Melissa Affeldt	Counselor	Disabled Student Programs and Services
Susan Amador, RC*	Coordinator, Title V	Title V
Letty Alvarez, RC*	Admissions and Records Manager	Admissions and Records
Chris Cortes, RC	Director of Financial Aid	Financial Aid
Dr. Todd Davis	Dean of Instruction	Dean of Instruction
Lore Dobusch, RC*	Counselor	Counseling Department
Stephanie Doyle, RC	Classified	Classified Senate
Ruby Duran, RC*	Counselor	Extended Opportunity Program and Services
John Fitzner, MC	Vice President of Madera and Oakhurst Community College Centers	Madera and Oakhurst Community College Centers

Nancy Frampton, MC*	Instructor	English as a Second Language
Sandra Fuentes, RC*	Director of Student Support Services	Director of Student Support Services
Irenio Garza, RC	Instructor	Auto
Mario Gonzales, RC*	Director of Extended Opportunity Program and Services	EOPS
Jim Gilmore, RC*	Instructor	Math
Dr. Claudia Habib, RC*	Vice President of Student Services	Student Success Committee
Shivon Hess	Librarian	Library Services
Kristine Hodges	Career Center Coordinator	Career Center
Shannon Jefferies	Instructor	Health and Physical Education
Michelle Johnson, RC*	Institutional Researcher	Intuitional Research
Carey Karle, RC	Instructor	English
Charles Kralowec, RC	Institutional Researcher	Student Success
Joseph Lin, RC	Instructor	Biology
Jim Mulligan, RC	Tutorial Center Coordinator	Tutorial Center/Student Success Committee
Dr. Darlene Murray, RC	Student Equity Coordinator	Student Success Committee
Marvin Mangana, RC*	Student, Reedley College	Associated Student Government
Sarah Maokosy	Job Developer, Reedley College	Job Developer
Alexis Mynez, RC	Student, Reedley College	Associated Student Government
David Nippoldt, RC*	Instructor	English as a Second Language
Erin Paz, RC*	Student, Reedley College	Associated Student Government
Larry Paredes, RC	Instructor	Manufacturing
Jermain Pipkins, RC	Dean of Students	Student Services
Chelby Rangel, RC	Student, Reedley College	Associated Student Government
Nate Saari, RC	Director of College Relations and Outreach	Matriculation and Outreach
Rebecca Snyder, RC*	Instructor	Writing Center
Griselda Spear, MC*	Counselor	Counseling Department
Michelle Stricker, RC	Coordinator, Outreach and Matriculation	Matriculation and Outreach
Julie Thurber, RC*	Instructor	Reading
Laurie Tidyman-Jones, RC*	Counselor	Counseling Department

Robin Torres, RC	Admissions and Records Manager	Admissions and Records
Samara Trimble, RC*	Counselor/Coordinator	Disabled Student Programs and Services

**Were part of the 2014 process

ACCESS

Campus Based Research on Access

Indicator Definitions and Data

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.

Access data was based on the top 10 zip codes represented by enrollment for the 2009-2014 academic years. Those 10 zip codes accounted for 60.8% of enrollment by location. These zip code demographics were determined through the 2013 American Community Survey. For this report, these 10 zip codes were summed together and weighted by their relative population sizes to extrapolate the target demographics of the community.

For foster youth, disabilities, low income, and veterans, zip code level data was not available and the Fresno-Madera area was used instead.

Target Population(s)	# of your college's total enrollment in Fall '14 – Spring '15	% of your college's total enrollment Fall '14 – Spring '15 (proportion) (N=13,043)	% of adult population within the community served (proportion)	Comparison with overall student average (Percentage difference/ Proportionality)		The # of students "lost" according to the % deficit between the row and all student average
				Percentage	Proportion	
American Indian / Alaska Native	190	1.5%	<0.1%	-	-	
Asian	801	6.1%	5.3%	0.8%	1.16	
Black or African American	418	3.2%	3.0%	0.2%	1.07	
Hispanic or Latino	8,600	65.9%	69.6%	-3.7%	0.95	478
White	2,877	22.1%	21.9%	0.2%	1.01	
Some other race	157	1.2%	0.2%	1.2%	6.02	
More than one race	-	-	-	-	-	
Total of 8 cells above		100%	100%			
Males	5,185	39.8%	50.50%	-10.7%	0.79	1402
Females	7,703	59.1%	49.50%	9.6%	1.19	
Unknown	155	1.2%	-	-	-	
Total of 3 cells above		100%	100%			

Target Population(s)	# of your college's total enrollment in Fall '14 – Spring '15	% of your college's total enrollment Fall '14 – Spring '15 (proportion) (N=13,043)	% of adult population within the community served (proportion)	Comparison with overall student average (Percentage difference/ Proportionality)		The # of students "lost" according to the % deficit between the row and all student average
				Percentage	Proportion	
Current or former foster youth	56	0.4%	0.6% (1,996 children/ 317,567 children; Madera/ Fresno Co)	-0.2%	.72	22
Individuals with disabilities	1,373	10.5%	16.8% (111,058/ 662,081 Fresno Co)	-6.3%	.63	818
Low-income students	5,502		22.4%			
Veterans	242	1.9%	7.7% (51,210/ 662,081 Fresno Co)	-5.8%	.24	762
All Students		13,043				

* Source: Webster, D., Armijo, M., Lee, S., Dawson, W., Magruder, J., Exel, M., Cuccaro-Alamin, S., Putnam-Hornstein, E., King, B., Morris, Z., Sandoval, A., Yee, H., Mason, F., Benton, C., & Pixton, E. (2015). *CCWIP reports*. Retrieved 9/29/2015, from University of California at Berkeley California Child Welfare Indicators Project website. URL: <http://cssr.berkeley.edu/ucb_childwelfare>

**Source: U.S. Census Bureau, 2013 American Community Survey

***Source: U.S. Census Bureau, 2009-2013 5-Year American Community Survey

Conclusions: Disproportionately Impacted Student Groups

This chart depicts the groups that were identified as experiencing disproportionate impact. It was sorted by the number of students “lost.” The target populations are highlighted below.

Target Population(s)	# of your college’s total enrollment in Fall ‘14 – Spring ‘15	% of your college’s total enrollment Fall ‘14 – Spring ‘15 (proportion) (N=13,043)	% of adult population within the community served (proportion)	Comparison with overall student average (Percentage difference/ Proportionality)		Students “Lost”
				Percentage	Proportion	
Males	5,185	39.8%	50.50%	-10.7%	0.79	1402
Individuals with disabilities	1,373	10.5%	16.8% (111,058/ 662,081 Fresno Co)	-6.3%	.63	818
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Hispanic or Latino	8,600	65.9%	69.6%	-3.7%	0.95	478
Current or former foster youth	56	0.4%	0.6% (1,996 children/ 317,567 children; Madera/ Fresno Co)	-0.2%	.72	22

Access Goals, Activities, Funding and Evaluation

Goal A. Access

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
Male	-10.7%	-5%	2020
Hispanic or Latino	-3.7%	No Gap	2020

Data for foster youth, disabilities, and veterans did show disproportionate impact, but that data was not calculated using the same methodology as the target groups, which makes prioritizing difficult. Therefore, we chose to not include these groups in our activities, but we will monitor and attempt to improve data collection and reporting on future plans.

Activity A.1 Reg-to-Go (RTG)

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*
A.1	Male	2,083
A.1	Hispanic or Latino	3,230

* Data was taken from Data Quest, through the California Department of Education 12th grade enrollment by gender and race. It represents 12 of feeder schools that participate in Reg-to-Go. (Alternative and private schools were not included, but they do not represent a large part of our feeder high school network.)

Activity Implementation Plan

Reg-to-Go (RTG) is a district-wide program established to collaborate with local feeder high schools to assist students’ successful transition from high school to a community college within the State Center Community College District. The district-wide RTG program generally requires students to complete the following steps in sequential order:

- Online Admission Application (CCC Apply)
- Placement Testing
- Orientation
- Counseling/Advising
- Registration

Student equity efforts are focused on providing additional resources to:

- Improve matriculation services to seniors at the college feeder high schools.
- Better identify students for programs, including cohort and accelerated programs.

Provide transfer information at RTG activities.

Analyze the male vs. female participation and incoming enrollment rates in comparison to exiting senior rates for individual feeder high schools.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.1	Fall 2015-Ongoing	\$10,000	SSSP

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

Link to Goal

In our 2014 gap analysis, Reedley College identified cultural expectations related to gender roles as an obstacle to pursuing higher education. Studies show that men of color in college experience more stress than their White counterparts due to peer pressure, unsupportive relationships and gender role conflict (Ingram & Gonzalez-Matthews, 2013). Furthermore, research shows that males need positive experiences at the first point of contact with higher education professionals (Ingram & Gonzalez-Matthews, 2013).

Our efforts focus on additional counselors so more one-on-one time can improve communication about career pathways and financial aid. This will also better support other programs in the plan by identifying and counseling students to enter programs like accelerated Math and English, cohort, and First Year Experience programs discussed later in this plan.

Evaluation

Disaggregated feeder school graduating class will be compared to RTG population. Annually.

RTG participants will be compared to access population. Annually.

Qualitative data will be collected, as appropriate. Annually.

See Evaluation Summary.

Activity A.2 Face to Face Orientation: RC/MC Kickstart

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
A.2	Male	1,208
A.2	Hispanic or Latino	1,554

Activity Implementation Plan

After reviewing the findings from the 2014 Student Equity process and the Center for Community College Student Engagement (CCSSE) results, RC/MC Kickstart was identified as one of the initial activities of the 2014 Student Equity Plan. CCSSE best practices identified orientation as a missed opportunity for student engagement (Center for Community College Student Success Engagement, 2014).

RC/MC Kickstart provides students with an introduction to college life. While online orientation (discussed in detail in activity A.3) focuses on introducing students to the basics of *college*, this face to face orientation focuses on introducing students to their *selected campus* while providing information that will help ease them into college life.

In the Fall of 2015, RC piloted the first Kickstart events. Separate Kickstart events were held at both the RC and MC campuses. MC Kickstart also targeted students attending the Oakhurst Center. Students who were enrolled as first time freshmen were targeted for attendance. Both campuses offered a morning and evening session. Activities and presentations focused on surviving the first week of the semester, financial aid, counseling options, clubs and activities, health and psychological services, as well as interactive campus tours. Students were also provided an opportunity to purchase parking permits, student identification cards, and textbooks rather than waiting until the start of the

semester. All attendees were given a “student survival kit” that included a 2015-16 planner, flash drive, folder, notebook, highlighter and pen packaged in a campus branded backpack.

Furthermore, a simultaneous parent orientation was held for parents in both English and Spanish during each Kickstart event. Parents had an opportunity to engage with faculty and staff through interactive panel discussions as well as get a feel for what their student could expect to encounter in college by attending a “How is college different?” session.

The results of this pilot activity were considered successful with over 200 students, and 50 parents attending one of the four sessions. Surveys given at the conclusion of each event were overwhelmingly positive with over 80% of responses selecting “very satisfied” in relation to all areas of the event. Our goal is to collect data at the end of both the FA 15 and SP 16 terms to compare the success rates of students who attended Kickstart against those first time freshman who did not attend.

Plans are in motion to expand this program to include tie-ins with special populations. For example, we will be coordinating future Kickstarts with special programs orientations (e.g. EOPS orientation) to offer both on the same day thereby creating a natural tie-in for students. We are currently securing commitments from stakeholders to expand club, activity, and discipline involvement to improve student engagement. We will also evaluate the possibility of adding a Spring semester Kickstart event at each site.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	Fall 2015-Ongoing	\$7,500	SSSP

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

Link to Goal

Three overarching strategies to establish and foster relationships with men of color include: 1. Positive Messaging, 2. Authentic Care, 3. Intrusive Interventions (Wood, Harris & White, 2015). RC/MC Kickstart is an opportunity for these interventions to begin.

Research shows that Latino students are not accessing college resources (college reps, brochures, websites) to the same extent as other ethnic groups (Martinez & Cervera, 2012) and it is imperative that a comprehensive and seamless transition into college be provided. The family is particularly influential in the Hispanic culture and many of our students are first generation students with parents who often do not know or understand the college system (Pérez & McDonough, 2008). Parental support of educational goals is a key to success. An example of

an identified obstacle would be parents not understanding the reduced class time/increased independent study time and expecting students to fill their free time with paid work. This gap in understanding is the focus of our efforts in our parent's orientation.

Research also suggests that orientation is particularly effective for developmental, at-risk students (Center for Community College Student Success Engagement, 2014). RC/MC Kickstart in that way also helps support some of the Student Equity instructional activities for basic skills students.

Evaluation

Satisfaction Surveys will be administered to all participants. Annually.

Disaggregated attendee vs. non-attendee success and retention rates. Annually.

See Evaluation Summary.

Activity A.3 Online Orientation

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.3	Male	1,028
A.3	Hispanic or Latino	1,554

Activity Implementation Plan

Students are instructed to complete the comprehensive online orientation. The online orientation provides students information on getting started, academic programs and services, student services, college success, campus life, and student conduct. The online orientation was created by the Outreach and Matriculation Program at Reedley College and was designed to be an initial orientation for new students, as well as an accessible resource for students to continually refer throughout their education with the State Center Community College District.

Student equity efforts are focused on providing additional resources to:

Implement a Spanish option for fulfilling the mandatory orientation requirement. Streamline the college online orientation requirement to align with student success requirements and create flow of supplemental information to serve as a resource reference for students to access later on. Continue the SEP campaign “GOT SEP” to promote student development of educational planning and goal setting. Streamline the college online orientation requirement to align with student success requirements and create flow of supplemental information to serve as a resource reference for students to access later on.

Multiple discussions concerning the Online Orientation were made with Reedley College Educational Partners. During these discussions we were able to identify barriers for students to the current online orientation. The primary concern/barrier reported was the length of our

orientation. Stakeholders reported that it often takes 1.5 to 2 hours to complete. Due to this, we decided to create a two part orientation. All mandatory information is provided in the first segment of the orientation and must be completed by all first-time students. Additional resource information has been moved to the second segment of the orientation and is considered optional for students to review information that is specific to their educational needs. The additional resource information is also designed to assist and support the success of continuing students. The information is included as part of the orientation but is not mandatory for new students to complete. The State Center Community College District Matriculation workgroup is working closely with an outside vender to transfer student success information into interactive engaging videos to encourage the student audience to retain information provided.

State Center Community College District has also been selected as a pilot district for the Portal project currently in progress through the California Community Colleges Chancellors office. Representatives from our district will be working with the Chancellors office to help develop the new statewide orientation platform. We feel that participation in this pilot will significantly help us to better deliver matriculation services to our students thus better ensuring student participation.

ID	Timeline	Student Equity Funds	Other Funds
A.3	Fall 2014-Ongoing	\$7,500	SSSP

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

Link to Goal

This year, we are working to enhance the online orientation to be more responsive to the needs of our Hispanic students by developing a Spanish orientation.

We are also working to shorten the orientation so that it is viewable in a single high school class period. This will encourage schools to offer students this opportunity at school, rather than requiring students to complete the process at home. This is particularly important for a rural college where internet access is an obstacle for many students.

Evaluation

Orientation participation rate. Annually.
See Evaluation Summary.

Activity A.4 K16 Bridge: Career Exploration

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	x	Professional Development		

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

ID	Target Group	# of Students Affected
A.4	Male	2,083
A.4	Hispanic or Latino	3,230

* Data was taken from Data Quest, through the California Department of Education 12th grade enrollment by gender and race. It represents 12 of feeder schools that participate in Reg-to-Go. (Alternative and private schools were not included, but they do not represent a large part of our feeder high school network.)

Activity Implementation Plan

Findings from the K-16 Bridge program review demonstrated a need for Reedley College to provide continued career exploration opportunities to local feeder high schools and middle schools. The results show that having some form of career development/exploration intervention positively influences students’ college aspirations and knowledge base.

K-16 Bridge Program: Continue providing career development curriculum to high schools as many still rely on K-16 Bridge provided by Reedley College to supplement their career exploration curriculum. The MyMentor portal provided by K-16 Bridge gives teachers the curriculum needed to address career development needs. However, new teacher or counselor training is needed as well as follow-up with participating schools to address any technical or logistical issues.

Eureka: Purchase Eureka for personality assessments needed for both middle and high schools. Eureka Jr. can be purchased for middle schools at a reduced cost. All schools represented at the Middle School College and Career Readiness Conference will need access to Eureka.

College and Career Readiness Conference: Reedley College career counseling staff will provide a three part conference offering 3-hour workshops focused on career development with a focus on middle school implementation. Participants will be invited from feeder middle schools to the Reedley College campus. Participants will be provided with logins to MyMentor for access to Eureka as well as other materials and other career related resources to assist with the implementation within their classroom.

Parents as Partners Conference: Parent support of their children’s education aids in student success. The Parents as Partners conference is for parents, middle school students, high school and college students and explains the college-going process and how parents can help their children succeed.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
A.4	Fall 2014 – Ongoing	\$15,000	SSSP, Title V, General Fund

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

Link to Goal

Reedley’s K-16 Bridge Career Exploration Program is a great way to introduce the idea of attending college in the future and establish a connection with K-12 students earlier in their academic planning process. Career development programs are an important component of a student’s academic and social-personal development (Rivera & Schaefer, 2009). Career activities and events will help students see the relevance and importance of academic preparation to college and their long term career goals (Strom, Strom, Whitten, & Kraska 2014). Additionally, studies show that participation in pre-college outreach programs has long term positive effects for African American and Latino males on their academic achievement in college (Strayhorn, 2010).

Evaluation

Participation rates.
Enrollment and attendance at Reedley College compared to those who did not participate in the program, disaggregated.

See Evaluation Summary.

COURSE COMPLETION

Campus-Based Research on Course Completion

Indicator Definitions and Data

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.

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) [Note: All data presented is student duplicated]	the # of courses students enrolled in & were present in on census day in base year 2014-2015	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* (33,877 / 49,463)	Comparison to the all student average (Percentage difference/ Proportionality)		The # of courses missed according to the % deficit between the row and all student average
					Percentage	Proportion	
American Indian / Alaska Native	633	406	64.1%	68.5%	-4.4%	0.94	28
Asian	1,675	1,319	78.7%	68.5%	10.2%	1.15	
Black or African American	1,573	843	53.6%	68.5%	-14.9%	0.78	234
Hispanic or Latino	35,097	23,673	67.5%	68.5%	-1.0%	0.99	351
Native Hawaiian or other Pacific Islander	500	373	74.6%	68.5%	6.1%	1.09	
White	9,901	7,221	72.9%	68.5%	4.4%	1.06	
Some other race	379	265	69.9%	68.5%	1.4%	1.02	

Target Population(s) [Note: All data presented is student duplicated]	the # of courses students enrolled in & were present in on census day in base year 2014-2015	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* (33,877 / 49,463)	Comparison to the all student average (Percentage difference/ Proportionality)		The # of courses missed according to the % deficit between the row and all student average
					Percentage	Proportion	
More than one race	-	-	-	68.5%			
Males	20,565	13,768	66.9%	68.5%	-1.6%	0.98	329
Females	28,649	19,952	69.6%	68.5%	1.1%	1.02	
Unknown	544	380	69.9%	68.5%	1.4%	1.02	
Current or former foster youth	214	112	52.3%	68.5%	-16.2%	0.76	35
Individuals with disabilities	3,696	2,479	67.1%	68.5%	-1.4%	0.98	52
Low-income students	26,029	17,320	66.5%	68.5%	-2.0%	0.97	521
Veterans	691	486	70.3%	68.5%	1.8%	1.03	
All Students	49,758	34,100	68.5%				

Conclusions: Disproportionately Impacted Student Groups

This chart depicts the groups that were identified as experiencing disproportionate impact. It was sorted by the number of courses “lost.” The target populations are highlighted.

Target Population(s) [Note: All data presented is student duplicated]	the # of courses students enrolled in & were present in on census day in base year 2014-2015	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* (33,877 / 49,463)	Comparison to the all student average (Percentage difference/ Proportionality)		The # of courses missed according to the % deficit between the row and all student average
					Percentage	Proportion	
Low-income students	26,029	17,320	66.5%	68.5%	-2.0%	0.97	521
Hispanic or Latino	35,097	23,673	67.5%	68.5%	-1.0%	0.99	351
Males	20,565	13,768	66.9%	68.5%	-1.6%	0.98	329
Black or African American	1,573	843	53.6%	68.5%	-14.9%	0.78	234
Individuals with disabilities	3,696	2,479	67.1%	68.5%	-1.4%	0.98	52
Current or former foster youth	214	112	52.3%	68.5%	-16.2%	0.76	35
American Indian / Alaska Native	633	406	64.1%	68.5%	-4.4%	0.94	28

Course Completion Goals, Activities, Funding, and Evaluation

Goal B. Course Completion

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

Target Population(s)	Current gap, year	Goal	Goal Year
Low-income students	-2.0%	No Gap	2020
Hispanic or Latino	-1.0%	No Gap	2020
Males	-1.6	No Gap	2020
Black or African American	-14.9%	-9.9%	2020

Activity B.1 Early Alert

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	x	Professional Development		

Target Student Group(s) & # of Each Affected

ID	Target Group(s)	# of Students Affected
B.1	Low-income students	5,502
B.1	Hispanic or Latino	8,600
B.1	Males	5,185
B.1	Black or African American	418

Activity Implementation Plan

The Early Alert Referral System helps promote student success and retention. This web-based software program enables faculty and staff to identify students who are having difficulties, connect them with campus services that can provide appropriate interventions, and receive feedback on actions taken. The product currently in use is SARS Alert, but the district is considering new products.

Faculty and staff use Early Alert referral system whenever a student is identified as having a problem in one or more of the following areas:

Academic (attendance problems, failing course, missed tests or assignments, low quality work products, poor test performance, poor performance on class content, or poor basic reading/writing/math skills)

Behavioral (poor time management, study skills, or test-taking skills)

Personal (motivation, adjustment difficulties, learning disability, health issues)

Enrollment (enrolled but never attended class, or stopped attending without dropping class)

Student equity efforts are focused on providing additional resources to:

Continue to promote Early Alert Referral process to increase faculty participation and improve intervention strategies through counseling
 Increase student response through utilization of SARS Call (or similar) feature
 Improved partnership with instructional support programs like tutorial, math, and writing centers

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.1	Fall 2014-ongoing	\$5,000	SSSP

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

Link to Goal

Instructors are the ones most able to identify students who are struggling in their courses. Because our target populations are struggling in their classes, they are the students who need to be referred. If this system is fully utilized by faculty, it is our best tool for identifying students to improve course completion. Studies show that participation in an early alert intervention system has positive effects on the specific benchmarks (active and collaborative learning; student effort; academic challenge; student-faculty interaction; support for learners) all of which are proven to be an important predictor of college completion (Center for Community College Engagement, 2013). Faculty participation is the best way to identify students who need interventions.

Evaluation

Early Alert participation rate. Annually.
 Disaggregated Early Alert success and retention rates. Annually.
 See Evaluation Summary.

Activity B.2 Targeted Interventions

Activity Type(s)

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

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

ID	Target Group(s)	# of Students Affected
B.2	Low-income students	5,502
B.2	Hispanic or Latino	8,600
B.2	Males	5,185
B.2	Black or African American	418

Activity Implementation Plan

Reedley College proposes to create a set of targeted interventions that will meet students where they are at any given stage of their academic journey. In some cases these interventions will augment other services outlined in this plan while in others, they will be in addition to services available to all students.

Orientation, assessment, counseling, and follow-up are all considered core services as outlined by SSSP. Given that we are already analyzing data for the SSSP plan, we propose to further break down this data to coincide with our target populations as identified by SEP.

Reedley College is examining these key intervention points for opportunities to improve student equity. Face-to-Face Orientation is an example of one of these intervention points that has been developed into a specific activity. We will continue to examine the SSSP intervention points. After further analysis, programs will be developed. Examples of interventions associated with other core services may include but are not limited to:

Assessment:

- Provide assessment preparation workshops
- Evaluate re-take options for all targeted groups
- Evaluation of multiple-measures
- Identify accommodations needed for students with learning disabilities

Counseling:

- Offer counseling workshops for undecided students
- Work with students to create a Student Education Plan (SEP) that clearly delineates what coursework is required to achieve their educational goal(s)
- Add regular evening counseling hours by full-time counselors to better accommodate students who only take evening classes
- Expand counseling services to assist students with disabilities
- Improve counselor training for transfer
- Utilize the Transfer Center by providing evening and weekend services
- Further develop online face-to-face options for students (ex. Adobe Connect, Skype, etc.)

Follow-Up Services:

- Expand counseling services to include monitoring student’s academic progress toward completion of educational goals
- Improve the student referral process to direct students to appropriate student support services (tutorial, math/writing centers)
- Expand financial aid literacy workshops to provide financial aid information to economically disadvantaged students
- Offer extended hours in the student services department to meet the needs of all students at all locations
- Continue to offer and expand online student services (Live Help, FAQ’s, Online Probation Workshop, Financial Aid, Online Forms, etc.)
- Continue to assign financial aid staff to provide veteran’s services
- Offer Counseling courses linked to Learning Communities and offered through a first year experience to introduce the transfer process

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.2	Fall 2014-ongoing	\$75,000	SSSP, Basic Skills, DSPS, TRIO, and General Funds

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

Link to Goal

Further research is necessary to determine the interventions that best serve the target populations.

Evaluation

Much of the assessment will be driven by the SSSP core service data collection points. Once the data is collected it will be further evaluated focusing on the target populations and the appropriate interventions will be implemented.

See Evaluation Summary.

ESL AND BASIC SKILLS COMPLETION

Campus-Based Research: ESL and Basic Skills Completion

Indicator Definitions and Data

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

	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 difference/ Proportionality)		The # of students "lost" according to the % deficit between the row and all student average
					Percentage	Proportion	Gap
American Indian / Alaska Native							
Asian	77	41	53%	34.3%	19.0%	1.55	
Black or African American	98	29	30%	34.3%	-4.7%	0.86	5
Hispanic or Latino	1,776	561	32%	34.3%	-2.7%	0.92	48
Pacific Islander	10	2	20%	34.3%	-14.3%	0.58	1
White	532	217	41%	34.3%	6.5%	1.19	
Some other race	313	112	36%	34.3%	1.5%	1.04	
More than one race							

	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 difference/ Proportionality)		The # of students "lost" according to the % deficit between the row and all student average
					Percentage	Proportion	
All Students							
Males	1,149	365	32%	34.3%	-2.5%	0.93	29
Females	1,644	594	36%	34.3%	1.8%	1.05	
Unknown	13	3	23%	34.3%	-11.2%	0.67	1
Current or former foster youth	1	0	0%	34.3%	-34.3%	0.00	0
Individuals with disabilities	190	68	36%	34.3%	1.5%	1.04	
Low-income students	2,127	716	34%	34.3%	-0.6%	0.98	13
Veterans	24	14	58%	34.3%	24.0%	1.70	
All Students	2,806	962	34.3%				

Data from Data on Demand, cohort defined as first time students in 2008-2009, CCCC-only removed, student unduplicated.

Conclusions: Disproportionately Impacted Student Groups

This chart depicts the groups that were identified as experiencing disproportionate impact. It was sorted by the number of students “lost.” The target populations are highlighted.

	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 difference/ Proportionality)		The # of students missed according to the % deficit between the row and all student average
					Percentage	Proportion	
Hispanic or Latino	1,776	561	32%	34.3%	-2.7%	0.92	48
Males	1,149	365	32%	34.3%	-2.5%	0.93	29
Low-income students	2,127	716	34%	34.3%	-0.6%	0.98	13
Black or African American	98	29	30%	34.3%	-4.7%	0.86	5
Pacific Islander	10	2	20%	34.3%	-14.3%	0.58	1
Unknown	13	3	23%	34.3%	-11.2%	0.67	1

ESL and Basic Skills Completion Goals, Activities, Funding and Evaluation

GOAL C. ESL and Basic Skills Course Completion

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

Target Population(s)	Current gap, year	Goal	Goal Year
Hispanic or Latino	-2.7%	No Gap	2020
Males	-2.5%	No Gap	2020
Low-income students	-0.6%	No Gap	2020
Black or African American	-4.7%	No Gap	2020

C.1 Cohort Enrollment / FYE Programs

Activity Type(s)

x	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
x	Research and Evaluation		Professional Development		

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

ID	Target Group(s)	# of Students Affected
C.1	Hispanic or Latino	1,554
C.1	Males	1,028
C.1	Low-income students	1,953
C.1	Black or African American	101

Activity Implementation Plan

Reedley College is currently piloting two models of First Year Experience / Cohort Enrollment in the first years. Our First Year Student Success Program examined placement data and identified our largest cohort as students who needed reading one level below transfer, writing one level below transfer, and Algebra 1. Students enroll in these classes and a study skills class as a cohort and complete mandatory study hours; if successful, they are cohort enrolled in the transfer-level classes. The mandatory study time and study skills class assists students in better understanding college expectations and culture (Cornell, 2006). This is particularly good for our first-generation students who struggle to navigate the college environment and who may over-commit to outside employment without a set study schedule.

We are also piloting discipline-specific cohorts in two of our largest majors: Natural Resources and Child Development. These programs were developed through the Basic Skills Committee and the English/discipline departments. This pilot was developed in response to our CCSSEE data and discussions of student engagement. We were encouraged by some preliminary (unpublished) results from UC Riverside's discipline-specific first year experience program that showed a nearly 20% increase in success compared to students who waitlisted for the program. These cohorts are being piloted at the 1 below and transfer levels. We hope to expand cohort programs to additional disciplines; we are exploring integrating service-learning models into these cohorts and first year experience.

Student equity efforts are focused on:

Expanding these programs on campus. Both these models are instructional and pedagogical models, but the logistics of forming these cohorts and providing counseling to students requires additional support from Student Services, including counseling service and admissions and records assisting with matching students to cohorts.

Developing an intrusive case-management program for first year students that engages students in co-curricular events, learning communities, and counseling opportunities.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds
C.1	2012-ongoing	\$10,000	Basic Skills

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity;
May not include salaries and benefits of full-time employees.

Link to Goal

While this program is open to all students, the study skills and engagement strategies target underprepared and first generation students. First Year Experience programs are an effective strategy in increasing student persistence and degree attainment (Miller & Lesik, 2014). The cohort model is especially effective in helping students establish personal bonds with their peers. Once relationship ties are built, students persist due to the commitment they have with their group members and the friendships they have formed in the process (Cornell, 2006).

New to college, first and second semester students at Reedley College have a difficult time transitioning to college and face many obstacles. As a result, their retention and persistence rates are impacted significantly. In an effort to assist these students, a student success all-inclusive case management program will be designed to help students transition to college during their first year.

Evaluation

Course completion, transfer level course completion, and cohort success and retention.
Participation and retention rate for case management model.
See Evaluation Summary.

C.2 Embedded Counseling

Activity Type(s)

	Outreach		Student Equity Coordination/Planning	x	Instructional Support Activities
x	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(s)	# of Students Affected
C.2	Hispanic or Latino	1,613
C.2	Males	1,225
C.2	Low-income students	548
C.2	Black or African American	78

Student population determined by 2015 Student Scorecard, disaggregated by our target population groups percentage within the population.

Activity Implementation Plan

A bilingual, basic skills counselor has been embedded in the Writing Center and Tutorial Center since 2013. Currently, the counselor spends one day each in General Counseling, the Tutorial Center, and the Writing Center. Basic skills students meet to discuss their Student Education Plans (SEP) and update their academic progress without waiting in line at Student Services or making online appointments, which have proved to be a barrier for many students. Physical changes to the Tutorial and Writing Centers to provide a dedicated, semi-private space are underway. The counselor has also been tasked with visiting classrooms to provide counseling information, assisting basic skills students with registration, and monitoring enrollment in instructional programs (like FYE).

Student equity efforts are focused on:

Expanding this service for more hours, more classes, and more areas of campus.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.2	2013-ongoing	\$35,000	Basic Skills and General Fund

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

Link to Goal

Counselor scheduling via computer/internet access is often a barrier for our low-income, rural students and too often students seek out a counselor or services when an immediate need arises (Butcher & Visher, 2013). Having a counselor embedded in classrooms and study areas allows the counselor to reach out to students to make them aware of education planning and deadlines.

Due to the language barrier, the hiring of a bilingual counselor is especially important for our Hispanic population and ESL program. It is important for students to communicate with counselors in a language they most easily understand.

Evaluation

Disaggregated student contact. Annually.

Disaggregated success and retention. Annually.

See Evaluation Summary.

C.3 Tutoring, including supplemental instruction/embedded tutoring

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	x	Professional Development		

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

ID	Target Group(s)	# of Students Affected
C.3	Hispanic or Latino	8,600
C.3	Males	5,185
C.3	Low-income students	5,502
C.3	Black or African American	418

Activity Implementation Plan

Reedley College has four Tutoring Centers: a math, a writing, and a tutorial center on the Reedley campus, and a tutorial center on the Madera campus. All four centers are vital to improving student success rates. The Tutorial Center served 1,247 students in 2014-2015. The Writing Center finds that students who participate in small group tutoring have a 12% increase in retention and a 36% increase in success rates. The Math Center, as another example, initially saw a 20% increase in success rates for those utilizing the Math Center. The gap narrowed recently to 4%, but this coincides with an overall success in Math classes increasing by 10% since the opening of the Math Center, suggesting that students retain their skills, and become independent learners. Recently, Speech faculty have developed a Communications Lab to provide students with guided practice. These centers also oversee supplemental instruction and embedded tutoring programs.

The Beyond the Classroom (BTC) program began in 2011. Beyond the Classroom is a supplemental instruction program that is designed to increase student academic performance and retention. It utilized student leaders who have demonstrated academic competency in the subject area and who are trained in facilitated group activities using collaborative learning methods. The BTC program targets traditionally “difficult courses” that have a high percentage of students who earn D or F grades, particularly large group instruction classes with high attrition rates like history, political science, and psychology. In 2014-2015, it served 351 students.

The Embedded Tutor program began in 2008 with funding from the Basic Skills Committee. It places tutors from the Tutorial Center and Writing Center into basic skills classrooms to help increase the success of the students in those classes. Tutors either observe a class so that they can tutor those students from that class later, or they will do a combination of observation/participation in the classroom. Embedding Tutors develop an understanding of class material and basic skills needs and how those needs are addressed by basic skills curriculum. This understanding increases the tutor’s effectiveness in their centers. Embedded Tutors will also bring back information to their peers and coordinators at their respective centers regarding practices in those classes. Lastly, embedding Tutors will increase the likelihood that students from that class will seek tutoring.

Furthermore, the centers support supervised study hours for FYE programs and supplemental instruction for cohort programs. Centers also reach out to students identified through Early Alert. Until recently, this outreach was minimal because tutorial services were so impacted. The hope is that extended hours and increased tutoring will make seats available to these students.

Student Equity efforts focus on:

- Increasing the hours and the capacity of Tutorial, Writing, Math, and Speech Centers
- Hiring full-time coordinators so that hours can be expanded
- Expanding BTC and Embedded Tutoring Program

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	Fall 2014 – ongoing	\$35,000	SSSP, Basic Skills, General Fund

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity;
 May not include salaries and benefits of full-time employees.

Link to Goal

Increasing hours and seats available for tutoring will increase student success for targeted groups by improving the availability of seats. Embedded tutoring allows for seamless access to academic support services. Furthermore, embedding a tutor within classes eliminates the need for students to seek services, often times when it is too late. Furthermore, the effects of stereotypical masculine characteristics can hinder male students’ willingness to engage in help-seeking behaviors such as going to tutoring. Males are more willing to seek help if the action does not make them appear to be weak or feminine (Harris, Wood & Newman, 2015).

Evaluation

Disaggregated success and retention rates. Annually.

Disaggregated participation rates. Annually.

Satisfaction Surveys, as administered by each center. Annually.

See Evaluation Summary.

C.4 Accelerated Learning

Activity Type(s)

x	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	x	Professional Development		

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

ID	Target Group(s)	# of Students Affected
C.4	Hispanic or Latino	1,613
C.4	Males	1,225
C.4	Low-income students	548
C.4	Black or African American	78

Student population determined by 2015 Student Scorecard, disaggregated by our target population groups percentage in the population.

Activity Implementation Plan

Acceleration is one of the strategies used to increase completion by basic skill students. There are three major categories of acceleration being explored by the California Acceleration Project (Hern, 2015):

Changing Placement Policies
 Implementing Co-Requisite Models
 Redesigning Remedial Courses

Reedley College currently offers two models of accelerated learning, both are course redesign models. English offers a pedagogically accelerated composition class that takes students from two levels below transfer and accelerates them to transfer level. Math has offered multiple compressed math classes, including 250/256, 201/103, 4A/4B, that are short-term, back-to-courses, reducing drop-out points.

Student equity efforts focus on:

Providing counseling services to better place appropriate students into these programs

Professional development so that offerings can be increased
 Offering loaner graphing calculators for students to check out at the library

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.4	Spring 2015-Ongoing	\$28,000	Title V

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity;
 May not include salaries and benefits of full-time employees.

Link to Goal

Accelerated learning programs have been shown to produce significantly higher graduation rates. An evaluation report on the City University of New York’s Accelerated Study in Associate Programs (ASAP) showed that 55% of students who participated in ASAP graduated in three years compared to 22% for the comparison group. Most participants in ASAP enter the program with developmental needs some of which are one and two levels below basic (Linderman & Kolenovic, 2013).

Students in California Acceleration Project model programs have been shown to complete the English transfer level course at 2.3 times higher rates than their peers (Hern, 2015).

Evaluation

Disaggregated success and retention rates. Annually.
 See Evaluation Summary.

DEGREE AND CERTIFICATE COMPLETION

Campus-Based Research: Degree and Certificate Completion

Indicator Definitions and Data

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.

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.

	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 difference/ Proportionality)		The # of students missed according to the % deficit between the row and all student average
					Percentage	Proportion	
American Indian / Alaska Native							
Asian	70	8	11%	19.0%	-7.6%	0.60	5
Black or African American	70	8	11%	19.0%	-7.6%	0.60	5

	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 difference/ Proportionality)		The # of students missed according to the % deficit between the row and all student average
					Percentage	Proportion	
Hispanic or Latino	1,132	241	21%	19.0%	2.3%	1.12	
Pacific Islander	7	0	0%	19.0%	-19.0%	0.00	1
White	440	81	18%	19.0%	-0.6%	0.97	3
Some other race	230	33	14%	19.0%	-4.7%	0.75	11
More than one race							
All Students							
Males	870	156	18%	19.0%	-1.1%	0.94	10
Females	1,073	215	20%	19.0%	1.0%	1.05	
Unknown	6	0	0%	19.0%	-19.0%	0.00	1
Current or former foster youth	0	0					
Individuals with disabilities	143	27	19%	19.0%	-0.2%	0.99	0
Low-income students	1,577	311	20%	19.0%	0.7%	1.04	
Veterans	16	0	0%	19.0%	-19.0%	0.00	3
All Students	1,949	371	19.0%				

*Data from Data on Demand, starting in '08-'09.

Conclusions: Disproportionately Impacted Student Groups

This chart depicts the groups that were identified as experiencing disproportionate impact. It was sorted by the number of students “lost.” The target populations are highlighted.

	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 difference/ Proportionality)		The # of students missed according to the % deficit between the row and all student average
					Percentage	Proportion	
Some other race	230	33	14%	19.0%	-4.7%	0.75	11
Males	870	156	18%	19.0%	-1.1%	0.94	10
Asian	70	8	11%	19.0%	-7.6%	0.60	5
Black or African American	70	8	11%	19.0%	-7.6%	0.60	5
White	440	81	18%	19.0%	-0.6%	0.97	3
Veterans	16	0	0%	19.0%	-19.0%	0.00	3
Pacific Islander	7	0	0%	19.0%	-19.0%	0.00	1
Unknown	6	0	0%	19.0%	-19.0%	0.00	1

Degree and Certificate Completion Goals, Activities, Funding and Evaluation

GOAL D. Degree and Certificate Completion

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

Target Population(s)	Current gap, year	Goal*	Goal Year
Males	-1.1%	No Gap	2020
Black or African American	-7.6%	No Gap	2020

While Some other race and Asian were in the top 3 groups identified as experiencing disproportionate impact, the numbers of students “lost” were small, indicating this is a statistically unstable result. Reedley College chose to remain focused on our four target groups on all elements of the plan rather than dilute efforts and focus.

D.1 Student Mentor Program

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		Direct Student Support
x	Research and Evaluation	x	Professional Development		

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

ID	Target Group(s)	# of Students Affected
D.1	Males	40
D.1	Black or African American	35

Activity Implementation Plan

Student Mentor Programs are shown to increase student engagement and retention. Mentoring has been shown to increase student’s commitment to the institution, their personal educational goals and persistence (Crisp, 2010).

Currently, Student Equity is supporting one new program on campus, the Education to Empowerment (E2E) Program:

E2E is a male mentor program targets Reedley College Residence Hall male student population that comes from multiple geographical locations. Many young men are from areas of the Central Valley, East Coast, Africa, and Europe. These young men come to Reedley College with the goal of success but often do not come with the personal skills to succeed in a new educational environment. The Reedley College Residence Hall program is currently averaging a 30% decrease of male students per semester. The goal of the Male Student Support Program is to provide these young men a place to empower their voice and promote institutional buy in with face-to-face interaction on a continuous basis. Through discourse the Male Support Program will assist young men in building the tools needed to support their educational goals and navigate through their educational experience towards success. Group topics will address the stages students’ transition through in a college semester. Additionally, the Support Group will provide a safe environment for young men to express their concerns while providing guidance offering alternative positive outlets to address their needs.

Bimonthly workshops are to be held to engage young men interested in attending the Male Student Support Program meetings. The group is a unique opportunity to come together informally to provide support for those males students who are in need of increased face to face interaction. Topics for the 2-hour meetings will be on issues most relevant to their needs. All participants are given the opportunity to discuss concerns or challenges they are dealing with during their time at Reedley College and how we can create ways to become successful. The projected outcome of E2E is to increase the male student retention in the Residence Hall while aligning with The Reedley College and State Center Community College District Strategic plans. With success, the male support group could expand to support the young men campus-wide.

An additional mentor program has been developed by the Latino Faculty Staff Association (LFSA). Twenty Reedley College faculty or staff will be matched with student mentees. Goals of this program are to support students’ successful navigation of the college process as well as acquisition of knowledge and experiences on the journey to becoming life-long learners. The long-term goal of the Mentoring program will be to institutionalize this activity campus wide.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.1	Fall 2015	\$16,000	N/A

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity;
 May not include salaries and benefits of full-time employees.

Link to Goal

Male students have a desire to engage in activities where they can share similar experiences with other male students. It is highly important for colleges to create opportunities for male students to interact with each other, build personal bonds and create networks of support (Ingram & Gonzalez-Matthews, 2013).

Evaluation

Mentor/mentee satisfaction surveys. Annually.
 Disaggregated success and retention rates. Annually.

D.2 Student Engagement 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	x	Direct Student Support
x	Research and Evaluation	x	Professional Development		

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

ID	Target Group	# of Students Affected
D.2	African American	418
D.2	Hispanic and Latino	8,600

Activity Implementation Plan

Reedley College administered the CCSSE survey in 2014. Data was initially shared with the SLO committee and a few campus leaders to develop a plan to involve faculty in student engagement efforts. Results were shared with all faculty and staff on Opening Day Fall 2015. Efforts are underway to improve student engagement. The SLO Committee is responsible for many of these efforts.

One Book/One College: One of the first programs to come out of the CCSSE was the One Book/One College project where students, faculty, staff, and administration read one chosen book for the academic year. The SLO Committee, after receiving funds from the Budget Committee supports activities related to this common reading. Other engagement-focused activities include workshops on best practices, such as a “writing effective and engaging writing prompts,” workshop for faculty and effective signage for the College. The book was selected with Equity efforts and topics in mind.

Student Newspaper: The newspaper has been suspended due to the lack of a journalism program and faculty member to support the program. A newspaper would foster a sense of community and provide an opportunity to raise awareness about cultural events.

Professional Development: Another opportunity that was made possible with Student Equity Funds was professional development by Thomas Brown and Associates. This event focused on how the college could increase persistence among all our students, but particularly rural, low-income, and minority students.

Reedley College will also be joining the Minority Male Community College Collaborative (M2C3) National Consortium on College Men of Color. As a consortium partner, Reedley College will join more than 50 innovative colleges and universities across the U.S. who are implementing cutting edge practices focused on addressing the achievement gap for men of color. M2C3 provides a host of professional development opportunities for faculty, staff and administrators an annual work group meeting.

Other activities being considered are:

African American Male Educational Network Development (A2MEND): This is a professional organization comprised of African American male administrators whose aim is to foster institutional change within the community college system and to create an affirming academic environment for African American male students, faculty, staff, and administrators. A2MEND hosts professional development for college administrators, an annual conference, scholarships and mentoring opportunities for students.

Adelante Hombres Conference: Annual conference to encourage and advance Latinos toward completion of degrees, certificates and transfer, as well as character and college skill development. This would be open to the community and current students with speakers, workshops, service booths, food, and entertainment.

Cultural Awareness Events: that raise student engagement and awareness of the target populations. Cultural awareness activities include:

- Mexican Independence Day Celebration
- Day of the Dead celebration
- Hispanic food sampling
- Hispanic guest speaker – lecture series
- Hispanic heritage month film series
- Native American food sampling
- Native American guest speaker – lecture series
- Native American cultural presentation
- Black History Month film series
- Black History month guest speakers – lecture series

Soul food tasting
Martin Luther King Jr. Readers Theater experience
Women's history month film screening
Women's history guest speakers- lecture series
Cinco de Mayo
Asian American film series
Asian American guest speaker -lecture series
Asian American food sampling
Chinese New Year celebration
Jewish cultural displays
LGBT Awareness Events
Mental Health Awareness Campaign
Islamic Cultural Events

Campus Clubs: Reedley college campus clubs help promote a culture that fosters learning outside of the academic classroom by creating an educational environment that connects the campus community to the importance of processes that lead to student self-governance. Student Engagement fosters the development of student's civic responsibility, responsible citizenship, leadership, and personal growth. Reedley College clubs connect students of common interests and enhance the learning and experiences of college life. Students are exposed to new ideas and interact with other students to enhance their collegiate experience. Students who are involved in extracurricular activities like clubs, sports, creative productions, and community service report being more satisfied with their college experiences. These experiences provide additional opportunities for learning and networking. They can also serve as a place where likeminded people can come together and students can build professional skills.

Currently, Reedley College is in the process of establishing a Black Student Union (BSU). A number of students have attended several planning meeting to develop the clubs purpose, bylaws, and goals. Future meetings will be held to establish club positions and activities for the year.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	2015-Ongoing	\$15,000	Foundation Funds

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity;
 May not include salaries and benefits of full-time employees.

Link to Goal

Student engagement is one of the primary drivers of success. Joint CCSSE/SEP projects will seek to improve student engagement for target populations.

Evaluation

TBA

D.3 Job Developer

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	X	Professional Development		

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

ID	Target Group	# of Students Affected
D.3	African American	418
D.3	Hispanic and Latino	8,600

Activity Implementation Plan

The Job Developer provides job development assistance by offering employment information, resources, and tools to students. The Job Developer assists students through the entire employment process, facilitates workshops on writing cover letters and resumes, job search strategies, interviewing techniques, and job retention skills. Workshops and training enhance students' self-belief by giving them control and helping them build confidence. Furthermore, the job developer maintains a list of volunteer, internship and employment opportunities for students, organizes employment related activities such as job fairs, employer recruitments, develops a monthly career newsletter, and coordinates the student job club. The student job club, employer recruitments, and job fairs will enable students to network, engage in active learning and collaboration so that they develop the skills necessary to achieve their personal objectives.

The Job Developer will remain current on hiring trends and industry needs by maintaining contact with local employers, community based organizations, and service groups through chamber activities, committee meetings, and employment events throughout Madera, Fresno, Tulare, and Kings Counties.

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.3	Fall 2015 - ongoing	\$2,500	N/A

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

Link to Goal

The job developer helps connect male students with employment opportunities, helping students see their education as a means to an end.

Evaluation

Number of students placed in internships and/or jobs, disaggregated.

TRANSFER

CAMPUS-BASED RESEARCH: TRANSFER

Overview

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:

Indicator Definitions and Data

Data from Data on Demand, cohort defined as first time students in '08-'09, CCCC-only removed, student unduplicated.

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.

	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)*		The # of courses missed according to the % deficit between the row and all student average
					Percentage	Proportion	Gap
American Indian / Alaska Native	0	0	-	-	-	-	-
Asian	70	30	43%	24.8%	18.0%	1.73	

	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)*		The # of courses missed according to the % deficit between the row and all student average
					Percentage	Proportion	
Black or African American	70	18	26%	24.8%	0.9%	1.04	
Hispanic or Latino	1,132	252	22%	24.8%	-2.6%	0.90	29
Pacific Islander	7	1	14%	24.8%	-10.5%	0.58	1
White	440	129	29%	24.8%	4.5%	1.18	
Some other race	230	54	23%	24.8%	-1.4%	0.95	3
More than one race	-	-	-	-	-	-	-
All Students							
Males	870	226	26%	24.8%	1.1%	1.05	
Females	1,073	257	24%	24.8%	-0.9%	0.96	9
Unknown	6	1	17%	24.8%	-8.2%	0.67	0
Current or former foster youth	0	0	-	-	-	-	-
Individuals with disabilities	143	21	15%	24.8%	-10.1%	0.59	15
Low-income students	1,577	357	23%	24.8%	-2.2%	0.91	35
Veterans	16	6	38%	24.8%	12.7%	1.51	
All Students	1,949	484	24.8%				

Conclusions: Disproportionately Impacted Student Groups

This chart depicts the groups that were identified as experiencing disproportionate impact. It was sorted by the number of students “lost.” The target populations are highlighted.

	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)*		The # of courses missed according to the % deficit between the row and all student average
					Percentage	Proportion	
Low-income students	1,577	357	23%	24.8%	-2.2%	0.91	35
Hispanic or Latino	1,132	252	22%	24.8%	-2.6%	0.90	29
Individuals with disabilities	143	21	15%	24.8%	-10.1%	0.59	15
Females	1,073	257	24%	24.8%	-0.9%	0.96	9
Some other race	230	54	23%	24.8%	-1.4%	0.95	3
Pacific Islander	7	1	14%	24.8%	-10.5%	0.58	1

Transfer Goals, Activities, Funding and Evaluation

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
Low- income students	-2.2%	No Gap	2020
Hispanic or Latino	-2.6%	No Gap	2020

While Students with Disabilities were in the top 3 groups identified as experiencing disproportionate impact, Reedley College chose to remain focused on our four target groups on all elements of the plan rather than dilute efforts and focus.

E.1 Counselor Training for Transfer

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(s)	# of Students Affected
E.1	Low- income students	357
E.1	Hispanic or Latino	252

Activity Implementation Plan

Additional professional development, particularly for new counselors so that they are better prepared to help students with the transfer process.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.1	TBA	\$7,500	N/A

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

Link to Goal

Research indicates, that in order to build a transfer culture, especially for Hispanic and Latino students, institutions must implement outreach strategies, adequately address students’ developmental needs and financial needs to eliminate barriers to enrollment. Most importantly, institutions must adequately train counselors in evidence based practices which facilitate transfer and properly inform them of articulation agreements between various colleges and universities (Perez & Ceja, 2010).

Evaluation

Number of students who successfully transfer, disaggregated.

**OTHER COLLEGE- OR DISTRICT-WIDE INITIATIVES
AFFECTING SEVERAL INDICATORS**

Activities Affecting Several Indicators: Goals, Activities, Funding, and Evaluation

F.1 Supplemental Financial Assistance

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)

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
F.1	Low-income students	5,502
F.1	Hispanic or Latino	8,600
F.1	Males	5,185
F.1	Black or African American	418

Activity Implementation Plan

The book, childcare, transportation and meal vouchers will be available on a semester-by-semester basis, pending funding availability. Equity funding will be used to augment “unmet need” in coordination with the financial aid office. Students to be served are low income and meet the criteria of “at-risk” students since they are part of categorical programs such as: EOPS, SSS-Trio, DSPS, Foster Youth, CalWORKS and Veterans.

General criteria for expending Student Equity funds:

Expenditures must:

Be targeted towards the populations, goals and activities prioritized in the college Student Equity Plan as defined in statute and title 5. Targeted populations, goals and activities must be prioritized based on the results of a disproportionate impact study outlined in the Student Equity Plan.

Meet the purpose, and address the target populations and success indicators of Student Equity as defined in statute and title 5.

Be necessary and reasonable. Eligible expenditures include “Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.”

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.1	Fall 2014	\$100,000	Student Equity

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

Link to Goal

Financial assistance of any kind has a significant positive effect on degree completion (Gross, 2014). Book vouchers provide students with an opportunity to purchase books prior to financial aid being available, which allows them to keep pace in their courses. The lack of books in the first few weeks of the semester is a frequent problem for low-income students.

Food insecurity and transportation are also an issue for low-income, rural students.

Evaluation

The number of students served.

F.2 Transit Survey

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	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	# of Students Affected
F.2	Low-income students	488
F.2	Hispanic or Latino	1,436
F.2	Males	1,101
F.2	Black or African American	70

Population served by planned lines and disaggregated by percentage of target population represented groups at the college.

Activity Implementation Plan

This activity impacts both Access and Course Completion as it enables students to attend the college and maintain continuous enrollment.

There is still a significant rural transit service gap through the Selma corridor to Reedley. This impacts the rural communities of Fowler, Kingsburg, Parlier, and Selma. Providing a fixed route linking Kingsburg and Fowler to Selma and from Selma through Parlier to Reedley would open up access to higher education, county agencies, and much needed medical services given that Reedley has Reedley College, Department of Motor Vehicles, and Adventist Medical where primary obstetrics and centralized clinics are operated.

Our service area have higher than average unemployment and college students who have already been identified as disproportionately impacted related to access and success. As such, providing a fixed route would open the door to economic opportunity in these communities by providing access to much needed transfer and career technical education pathways.

There is significant data to support the Kingsburg and Fowler to Selma through Parlier fixed route. Specifically, the current college enrollment for the region (uncertified headcount enrollment) is:

Needed Linked Fixed Route and # students

- Selma – 738
- Kingsburg – 472
- Fowler – 112
- Parlier – 499
- Orange Cove – 409

Further, Reedley College has an opportunity to help those students who qualify through recent support from the state for Student Success and Student Equity to help off-set the cost for transit vouchers. Again, this is a community that could benefit from increased access to Reedley in both directions. Many of the Reedley College Orange Cove students may qualify for transit vouchers.

ID	Timeline(s)	Student Equity Funds	Other Funds**
F.2	Fall 2015-ongoing	\$15,000*	N/A

*Dollar amount may include funding for professional development, software, marketing, supplies, and part-time salaries related to this activity; may not include salaries and benefits of full-time employees.

Link to Goal

Availability of transportation and distance from home to college are major indicators in community college students’ decision to enroll (Jepsen, & Montgomery, 2009; Everett, 2015). It is important for our college to address transportation barriers for our students as we serve some of the most rural areas in the Central Valley. Failure to address these issues could be pose a threat to access and certificate and degree completion especially for some our neediest student populations.

Evaluation

Survey of students who utilize bus service.
Further evaluations TBD.

3000	Employee Benefits		Activity ID	Outreach	Student Services & Category	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total	
	Student Equity Coordinator	A1, A2, A3, A4, B1, B2, C1, C2, C3, C4, D1, D2, D3, E1, F1, F2	\$ -	\$ -	\$ -	\$ 20,810	\$ 5,202	\$ -	\$ -	\$ -	\$ -	26,012	
	Career Counselor	D3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,230	10,230	
	Counselor - MCCC	B2, C2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,616	12,616	
	Adjunct Counselors	B2, C2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,553	8,553	
	Counselors - RC	B2, C2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 32,219	32,219	
	Librarian - MCCC	B1,B2, C1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,489	12,489	
	College & Career Transition Coordinator	D3	\$ 6,190	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,191	12,381	
	Tutorial Center Coordinator	C3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,381	\$ -	12,381	
	BTC Coordinators	C3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,553	\$ -	8,553	
	Coordinator - Math Study Center	C4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,381	12,381	
	Institutional Researcher	A3, A4, B1, B2, C1, C2, C3, C4, D1, D2, D3, F2	\$ -	\$ -	\$ 13,509	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	13,509
	Evaluator	E1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,595	11,595
	Student Tutors	C3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,106	\$ -	\$ -	1,106
Student Help	A1, A2	\$ 553	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	553	
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
	Subtotal		\$ 6,743	\$ -	\$ 13,509	\$ 20,810	\$ 5,202	\$ -	\$ 22,040	\$ 106,274	\$ 174,578		
4000	Supplies & Materials		Activity ID	Outreach	Student Services & Category	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total	
	Event Supplies	A1, A2, C1, D1, D2, D3	\$ -	\$ 688	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ -	2,688	
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	
		Subtotal		\$ -	\$ 688	\$ 1,000	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ 2,688	
5000	Other Operating Expenses and Services		Activity ID	Outreach	Student Services & Category	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total	
	Software - (Career Exploration)	A4, B1	\$ 7,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,500	15,000	
	Marketing Material	A1, A2, A3, A4, B1, B2, C1, C2, C3, C4, D1, D2, D3	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,500	\$ -	5,500	
	Travel and Conference	B2, C2, C3, C4, D2, E1,	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 29,500	\$ -	\$ -	29,500	
	Transportation	F1, F2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000	15,000	
	Mentoring for Success Meeting	D1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ -	\$ 5,000	6,000	
	Education 2 Empowerment Meetings	D1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000	10,000	
	A2MEND Meetings	D2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,500	\$ -	\$ 7,500	10,000	
	Minority Male Collaborative (M2C3) Meeting	D2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,500	\$ -	\$ 2,500	5,000	
	Math and English Acceleration	C4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ 5,000	\$ -	\$ -	10,000	
	Student Engagement Activities	A2, D2	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ -	\$ 5,000	10,000	
	Parents as Partners Conference	A4	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	10,000	
		Subtotal		\$ 19,000	\$ 1,500	\$ -	\$ -	\$ 5,000	\$ 45,500	\$ 2,500	\$ 52,500	\$ 126,000	

6000	Capital Outlay	Activity ID	Outreach	Student Services & Categorical	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Graphing Calculators - Math	C4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,000	18,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 18,000	\$ 18,000
7000	Other Outgo	Activity ID	Outreach	Other Student Services	Research and Evaluation	SE Coordination & Planning	Curriculum/ Course Dev. & Adaptation	Professional Development	Instructional Support	Direct Student Support	Total
	Book Vouchers	F1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,000	100,000
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
		Subtotal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,000	\$ 100,000
Grand Total			\$ 72,507	\$ 2,188	\$ 45,193	\$ 89,970	\$ 27,243	\$ 45,500	\$ 178,132	\$ 610,007	\$ 1,070,740

SUMMARY EVALUATION

Evaluation Measures and Schedule

Indicator	Goals/target groups	Activities	Measure	Timeline	Responsible Committee
Access	Males Hispanic or Latino	Reg-To-Go	Feeder school graduating class will be compared to RTG population.	Annually	Student Success
			RTG participants will be compared to access population.	Annually	Student Success
			Qualitative Data will be collected, as appropriate.	Annually	Student Success
		Face to Face Orientation	Satisfaction Surveys will be administered to all participants.	Annually	Student Success
			Disaggregated attendee vs. non attendee success and retention rates.	Annually	Student Success
		Online Orientation	Orientation participation.	Annually	Student Success
		K16 Bridge: Career Exploration	Participation rates. Enrollment and attendance at Reedley College compared to those who did not participate in the program, disaggregated.	Annually	Student Success
Course Completion	Low-income students	Early Alert	Early Alert participation rate	Annually	Student Success

Indicator	Goals/target groups	Activities	Measure	Timeline	Responsible Committee
	Hispanic or Latino Males		Disaggregated Early Alert success and retention rates.	Annually	Student Success
	Black or African American	Targeted Interventions	Assessment is driven by the SSSP data collection points. That data will be disaggregated.	Annually, SSSP timeline	Student Success
Basic Skills	Hispanic or Latino Males Low-income students Black or African American	Cohort Enrollment / FYE	Course completion, transfer level course completion, and cohort success and retention. Participation and retention rate for case management model.	Annually	Student Success
		Embedded Counseling	Disaggregated student contact.	Annually	Student Success
			Disaggregated success and retention.	Annually	Student Success
		Tutoring and Embedded Tutoring	Disaggregated success and retention rates.	Annually	Student Success
			Disaggregated participation rates.	Annually	Student Success
			Satisfaction Surveys, as administered by each center.	Annually	Student Success
		Accelerated Learning	Disaggregated success and retention rates	Annually	Student Success
Degree and Certificate	Males Black or African American	Student Mentor Program	Mentor/mentee satisfaction surveys.	Annually	Student Success
			Disaggregated success and retention rates.	Annually	Student Success
		Student Engagement Activities	TBA	Annually	Student Success

Indicator	Goals/target groups	Activities	Measure	Timeline	Responsible Committee
		Job Developer	Number of students placed in internships and/or jobs, disaggregated.	Annually	Student Success
Transfer	Low-income students Hispanic or Latino	Counselor Training for Transfer	Number of students who successfully transfer, disaggregated.	Annually	Student Success
Other Activities		Supplemental Financial Assistance	The number of students served.	Annually	Student Success
		Transit Survey	Survey of students who utilize bus service. Further evaluations TBD.	One-time TBD	Student Success

ATTACHMENTS

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