Executive Summary

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

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

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

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

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

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

**Target Groups**

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

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

**Course Completion:**
Among all students who successfully completed credit courses, the analysis identifies African American and foster youth groups as the most disproportionally impacted.

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

**Degree and Certificate Completion:**
- **Degrees:** Among all students earning degrees, the analysis identified the African American, multi-racial, low-income and 1st generation (used as a local proxy for the CCCCO’s “economically disadvantaged” group), and foster youth groups as being most impacted.
- **Certificates:** Among all students earning certificates, groups most impacted are American Indian/Alaskan, multi-racial, Pacific Islander, and low income students.
Transfer:
Among all students, the students who experience the greatest adverse impact in successful transfer completion are Hispanic/Latino students.

Goals
Based upon the data utilized for this plan, the following goals have been identified to address the Student Equity Indicator achievement gaps associated with disproportionately impacted students:
1) Creating Seamless Educational Pathways
   a) Develop and sustain comprehensive outreach and in-reach plans which will:
      a) Re-establish strong partnerships with primary feeder school districts and community partners;

2) Building a Culture of Data-Informed Inquiry and Action
   a) Conduct and utilize campus-based research data to develop and expand institutional capacity that improves success rates for historically underrepresented students (HUR) and other disproportionately impacted students;
   b) Develop and engage in effective and meaningful methods of data communication and understanding across the college.
   c) Align institutional research with interventions to improve Student Equity Indicator achievement gaps
   d) Design and carry out processes to involve the college in productive dialogue about the role of institutional research in addressing the Student Equity Indicator achievement gaps.

3) Improving the Conditions for Learning
   a) Develop and implement on-going professional development programs and activities to assist faculty and staff address the needs of HUR and other disproportionately impacted students;
   b) Establish and nurture positive relationships with community groups associated with students who are disproportionately impacted.

4) Strengthening Institutional Capacity to Focus, Align & Scale Interventions

Activities
The college plans to:
- Establish and maintain effective partnerships with K-12 feeder schools;
- Improve curriculum alignment, course articulation, career pathways;
- Expand outreach activities with community-based and non-profit organizations.
- Develop an Advisory Council which includes faculty, staff administrators, students, private industry and community members to identify and implement outreach and recruitment strategies for HUR and other disproportionately impacted students.
- Utilize research to implement effective practices which result in student success for HUR and other disproportionately impacted students.
• Evaluate strategies and interventions developed for improving success rates for HUR and other disproportionately impacted students identify effective practices.
• Expand effective strategies and interventions on a larger scale that improve success rates for HUR and other disproportionately impacted students.
• Participate in programs such as the Student Equity Scorecard through the USC Center for Urban Education, Achieving the Dream through the Lumina Foundation or other national models to assist with aligning programs and services to meet the needs of all students and eliminate the achievement gap.
• Develop first-year faculty professional development programs and incorporate cultural literacy components.
• Explore options for Adult Education opportunities with K-12 partners.

Resources

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

Contact Person/Student Equity Coordinator

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