



2019-22 Student Equity Plan

EXECUTIVE SUMMARY

Reedley College Equity Executive Summary

Reedley College motivates and inspires students to be successful by providing high-quality, innovative educational opportunities. The college serves approximately 14,000 students per year with a majority of students identified as Hispanic/Latinx (68%), Low-income (61%), and First Generation (40%).

Since the 2017-2019 Integrated Plan, Reedley College has worked to establish a model and a set of processes to monitor the plan's goals and funding to support equity efforts. The development of the *Coordinator's Collaborative* included program initiative coordinators, faculty, administration, institutional research, accounting, and representation from Reedley, Madera and Oakhurst. The efforts from this group ultimately guided the College's current implementation of Guided Pathways by establishing the foundation of the college's integrated planning efforts, campus participation and dialogue.

Assessment of the 2017-2019 Integrated Plan Goals

In developing the Integrated Plan with Student Equity, Student Success and Support Program (SSSP), and the Basic Skills Initiative, the College chose to view Equity as the overarching driver of our goals and activities. Therefore, a specific Equity goal was not defined; rather, all of our goals were equity-minded as our college engaged in a data inquiry process that allowed for critical reflection and ongoing monitoring of opportunity gaps. This approach assured equity practices were embedded in all activities and goals related to the Integrated Plan.

Goal 1: Basic skills and ESL completion, including increasing the number of students successfully transitioning to college-level mathematics and English courses.

- 1.1 Focused counseling support for Basic Skills / ESL.
- 1.2 Support for Academic Support Centers, including supplemental instruction models.
- 1.3 Creation and expansion of focused pathways for Basic Skills and ESL students, including FYE and accelerated models.
- 1.4 Identify key economic barriers for students and provide interventions.

Goal 2: Improving success rates in degree attainment, certificate attainment, and transfer.

- 2.1 Intrusive tracking and follow-up of students through their educational pathway
- 2.2 Increase access to counseling services
- 2.3 Support for Transfer and Career Services.
- 2.4 Increase non-credit awareness and support, including identification of potential new non-credit offerings.
- 2.5 Focused pathways to degree and certificate attainment.
- 2.6 Facilitate faculty and staff (both full time and adjunct) engagement in student success through professional development.

Goal 3: Improve identification of students at-risk for academic or progress probation and provide support.

- 3.1 Intrusive intervention for probation and at-risk students.
- 3.2 Improved participation and follow-up in Early Alert.
- 3.3 Identification of and appropriate interventions at momentum points relevant to retention and academic progress.

Goal 4: Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness.

- 4.1 Create workforce partnerships to collaboratively develop career opportunities.
- 4.2 Collaboration with feeder schools and community (e.g. adult education, foster youth, veterans) to identify and serve high risk/high needs populations.
- 4.3 College pathway development for high school students.
- 4.4 Increase community and feeder school outreach to raise awareness regarding major selection, career goals, and certificate opportunities leading to job placement.

Goal 5: Increase student retention through focused engagement in the first year of the students' attendance.

- 5.1 Increase opportunities for face-to-face interactions prior to and during student's first term of attendance.
 - 5.2 Create a comprehensive Summer Bridge program linking to First Year Experience.
 - 5.3 Increased opportunities for family and students' support networks engagement in educational experiences.
 - 5.4 Support for activities targeted to culturally responsive student engagement and shared experiences.
- Below is an analysis of our goals for Equity identified groups, the 2015 gap, the review our progress, and how goals align to the goals and activities of the integrated plan.

The table below displays the summary of progress made toward 2017-2019 Integrated Plan.

Table 1.

Summary of Student Equity Progress

The campus-based research for the 2014-2019 Equity Plan indicated that specific ethnic groups have measures of inequity when assessing for disproportionate impact for the five student success indicators. These indicators originated from the Student Success Score Card which are no longer used and has since been replaced by the new Student Success Metrics. Disproportionate impacted populations for the 2014-2019 Equity Plan was selected based upon groups experiencing most frequently and consistent disproportionate impact across the indicators. Table 2. Illustrates the comparison of metrics and similarities and differences for student groups experiencing disproportionate impact.

Student Group	Indicator	2014-2015 Gap BASELINE	2015-2016 Gap	2016-2017 Gap	Progress 2014-2015 and 2016-2017
<i>Males</i>	Access	-10.7%	-9.83	-6.6	Decrease of 4.1%
	Course Completion	-1.6%	-1.5%	-0.6%	Decrease of 1.0%
	Basic Skills (English)	-3.8%	-3.6%	-5.9	Increase of 2.1%
	Basic Skills (Math)	-2.3%	-2.3%	-4.8	Increase of 2.5%
	ESL	7.7%	0.8%	No Gap	No Gap
	Degree and Certificate Completion	-1.1%	-1%	0.6%	Decrease of 0.5%
<i>Hispanic/Latino</i>	Access	-3.7	-5.92	-3.7	No change
	Course Completion	-1.0%	-1.57%	-1.2	Increase of 0.2%
	Basic Skills (English)	-6.9%	-4.9%	-1.6	Decrease of 5.3%
	Basic Skills (Math)	-2.9%	-3.2%	-0.2	Decrease of 2.7%
	ESL	0.7%	-3.2%	0.3	Decrease of 0.4%
	Transfer	-2.6%	-5.3%	-8.0	Increase of 5.4%
<i>Black/ African American</i>	Course Completion	-14.9%	-9.76%	-11.7	Decrease of 3.2%
	Basic Skills (English)	1.6%	-8.4%	-10.8	Increase of 9.2%
	Basic Skills (Math)	-2.7%	-7.6%	-13.7	Increase of 11%
	ESL	N/A	0%	NA	NA
	Degree and Certificate Completion	-7.6%	-4%	-11.7	Increase of 4.1%
<i>Low-income</i>	Course Completion	-2.0%	-6.95	-0.1	Decrease of 1.9%
	Basic Skills (English)	-1.8%	-2.3%	-1.0	Decrease of 0.8%
	Basic Skills (Math)	-0.5%	-0.3%	-1.5	Increase of 1%
	ESL	-1.4%	-0.1%	-.1%	Decrease of 1.3%
	Transfer	-2.2%	-3.0%	-7.3	Increase of 5.1%

Table 2.

Comparison of 2014-2019 Equity Indicators and DI Populations with 2019-2022 Equity Indicators and DI Populations

2014-2019 Success Indicators	2017 Integrated Plan - Disproportionately Impacted Populations	2019-2022 Success Indicators	2019 Student Equity Plan - Disproportionately Impacted Populations	Data Indicator Change/Explanation
Access (compared to service population)	Males, Hispanic/Latinx, Low-income	*Access (enrollment of applicants)	Female: Black/African American, White, Vets, LGBTQ Male: Black/African American, White, Foster Youth, LGBTQ	Previously compared college populations to service area with Census data. Now, Student Success Metrics (SSM) look at the proportion of all applicants who enrolled in the college in the following year.
Course Completion	Males, Hispanic/Latinx, Black/African American, Low-income	Retention (Fall to Spring)	Female: Asian, Black/African American, Filipino, White, Foster Youth, Vets, LGBTQ, Male: Asian, Black/African American, Two or More Races, LGBTQ	This change is reflective of the CA Education Code, which has always referenced "retention". However, this is one of the largest changes to the Student Equity Plan data.
Transfer (Data mart: transfer velocity cohorts)	Males, Hispanic/Latinx, Low-income	Transfer to a four-year institution (All in academic year)	Female: Hispanic/Latinx, Foster Youth, Students with Disabilities, LGBTQ, Male: Hispanic/Latinx, First Gen, Foster Youth, Students with Disabilities, LGBTQ	In the past, transfer rate was only calculated for transfer aspirants as defined in the Data Mart Transfer Velocity statistics. Furthermore, this indicator used to be a rate of number of transfers divided by the number of transfer aspirants. The SSM metrics show transfer for all students as count.
ESL and Basic Skills Completion	Males, Hispanic/Latinx, Black/African American, Low-income	Completion of transfer level math and English	Female: LGBTQ Male: Black/African American, Hispanic/Latinx, Students with Disabilities, LGBTQ	Due to AB-705, this metric has moved away from understanding progress of basic skills students to focusing on all students who complete transfer level math and English with the first year. This is also consistent with the new funding formula.
Degree and Certificate Completion (Scorecard cohorts)	Males, Black/African American	Earned credit certificate over 18 units, or associate degree. (All in academic year)	Female: American Indian/Alaskan Native, Black/African American, Asian, Two or More Races, White, LGBTQ, Male: American Indian/Alaskan Native, Black/African American, Two or More Races, LGBTQ	In the past, degree and certificate completion was only tracked for those students included in the Student Success Scorecard over six years. This new metric will allow us to better understand degree and certificate completion of all students, not just the six year cohorts.

Alignment of Local Goals with CCCC Vision for Success

In Spring 2019, Reedley College adopted the five goals of the California Community Colleges Chancellor's Office Vision for Success and aligned these goals with our existing and new plans:

GOAL 1: Completion

System-wide, increase by at least 20 percent the number of CCC students annually who acquire associate degrees, credentials, certificates, or specific job skill sets that prepare them for in-demand jobs by 2021-22.

GOAL 2: Transfer

System-wide, increase by 35 percent the number of CCC students transferring annually to a UC or CSU by 2021-22.

GOAL 3: Unit Accumulation

System-wide, decrease the number of units accumulated by CCC students earning associate degrees, from an average of approximately 87 total units to an average of 79 total units by 2021-22.

GOAL 4: Workforce

System-wide, increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 69% to 76% by 2021-22.

GOAL 5: Equity

System-wide, reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent by 2021-22 and fully closing those achievement gaps for good by 2026-27.

Development of 2019-2022 Equity Plan

In Spring 2019, Reedley College began the development of the new 2019-2022 Equity Plan in accordance with the California Community Colleges Chancellor's Office guidelines and template. The college conducted an Equity Plan gap analysis and shared the data with the college community. The Equity Coordinator and Institutional Researcher met with a variety of constituent groups including students, to solicit feedback on activities that support closing opportunity gaps. A campus survey was also developed and disseminated to gather additional feedback from faculty, staff, and administrators. The following goals and activities were identified in the 2019-2022 Equity Plan. It is important to note that there are data limitations used to identify disproportionately impacted student populations. The Chancellor's Office has not yet provided student-level data for the Student Success Metrics, consequently, disproportionate impacted (DI) populations may change. Furthermore, once our college has a more accurate understanding of the DI groups, activities will be targeted and intentionally implemented to meet the unique needs of each student population.

Table 3.

Summary of Disproportionate Impacted Population for the 2019-22 Equity Plan

	Access: Successful Enrollment		Completion of transfer level math AND English		Retention: Fall to Spring		Student Awards		Transfer to a four-year institution	
	Among all applicants, the proportion who enrolled in a community college in the selected year <i>(Enrolled in the Same Community College)</i>		Among all first time students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district		Among all students, the proportion retained from fall to spring at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution		Earned credit certificate over 18 units, associate degree, or CCC bachelor's degree (Attained Vision Goal Completion Definition)		Among all students, the number who transferred to a four-year institution (UC, CSU, Private and Out of State)	
<i>All or Gender</i>	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
American Indian/Alaska	No	No	No	No	No	No	Yes	Yes	No	No
Asian	No	No	No	No	Yes	Yes	Yes	Yes	No	No
Black or African American	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	No
Filipino	No	No	No	No	Yes	No	No	No	No	No
Hispanic	No	No	No	Yes	No	No	No	No	Yes	Yes
Native Hawaiian or other Pacific	No	No	No	No	No	No	No	No	No	No
Two or More Races	No	No	No	No	No	Yes	Yes	Yes	No	No
White	Yes	Yes	No	No	Yes	No	Yes	No	No	No
Economically Disadvantaged (BOG and or Pell recipient)	No	No	No	No	Yes	No	No	No	No	No
First-Generation	Not Availabl	Not Availabl	No	No	No	No	No	No	No	Yes
Foster Youth	No	Yes	No	No	Yes	No	No	No	Yes	Yes
Disabled	No	No	No	Yes	No	No	No	No	Yes	Yes
Veterans	Yes	No	No	No	Yes	No	Yes	No	No	No
LGBT	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Metric 1	Indicator	Baseline	
		2017-2018	Goal
Access: Successful Enrollment	Among all applicants, the proportion who enrolled in a community college in the selected year (<i>Enrolled in the Same Community College</i>)	47%	40%

	All	Gap	Goal	
<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Listed Activities</i>
Black or African American	30%	-17%	40%	<ul style="list-style-type: none"> • Modification of the Reg-to-Go process and survey to better understand students' intent • Development of a Welcome Center • Intentional student recruitment • Simplification of the student onboarding process • Improved marketing to families to encourage student enrollment, and highlighting the reasons for selecting Reedley College • Development of a research plan to better understand enrollment trends and practices • More responsive outreach and marketing based on data driven results • Specialized orientations for special populations • Support inquiry-based research opportunities to improve financial aid awareness and outreach strategies • Increase the percentage of students who complete the FASFA application
White	42%	-5%	40%	
Veterans	30%	-17%	40%	
LGBT	33%	-14%	40%	
<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>	
Black or African American	32%	-15%	40%	
White	43%	-4%	40%	
Foster Youth	39%	-8%	40%	
LGBT	33%	-14%	40%	

Metric 2	Indicator	2017-2018	Goal
Retention: Fall to Spring	Among all students, the proportion retained from fall to spring at college in the selected year, excluding students who completed an award or transferred to a postsecondary institution	63%	40%

All		Gap	Goal	Listed Activities
Female	Female	Female	Female	
Asian	52%	-11%	40%	<ul style="list-style-type: none"> Clearly defined course pathways and schedules to meet students' educational goals Expand Open Education Resources (OER) to help close the gap of accessible courses More non-traditional course schedules based on need (ex: short term, weekend, and intersession) Expanded mentoring opportunities campus wide (ex: staff and faculty advisors, major, career, affinity groups) Career and major exploration workshops in summer (ex: internships, volunteer activities to increase student engagement) Increased culture of consistent student engagement (ex: athletic, clubs, college and career readiness, college hour, Honors Program and involve students in communication and marketing) Increased professional development opportunities for student services (ex: counseling, admission and records, financial aid) Providing centralized communication to students by exploring technology to bridge communication gap (ex: RC app) Building in regular counseling and faculty check-in processes for students Support inquiry-based research opportunities for students in courses and in programs
Black or African American	53%	-10%	40%	
Filipino	44%	-19%	40%	
White	56%	-7%	40%	
Economically Disadvantaged (BOG and or Pell recipient)	61%	-2%	40%	
Foster Youth	54%	-9%	40%	
Veterans	43%	-20%	40%	
LGBT	45%	-18%	40%	
Male	Male	Male	Male	
Asian	52%	-11%	40%	
Black or African American	54%	-9%	40%	
Two or More Races	51%	-12%	40%	
LGBT	45%	-18%	40%	

Metric 3	Indicator	2016-2017	Goal
Transfer to a four-year institution	Among all students, the number who transferred to a four-year institution (UC, CSU, Private and Out of State)	1019	40%

		All	Gap	Goal	
<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Listed Activities</i>
Hispanic	353	0.84	40%	<ul style="list-style-type: none"> • Recognition of all students who are accepted for transfer • University tours to encourage transfer • Increased student awareness of transfer requirements • Building connections to four-year institutions • Increased culturally responsive marketing of transfer opportunities • Information nights for families • Full-time transfer coordinator for Reedley and Madera Community College Center • Increased awareness of opportunities for students enrolled in honors courses • Support inquiry-based research opportunities for students in courses and in programs • Support inquiry-based research opportunities to improve financial aid awareness and outreach strategies • Increase the percentage of students who complete the FASFA application 	
Foster Youth	15	0.80	40%		
Disabled	30	0.69	40%		
LGBT	5	0.54	40%		
<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>		
Hispanic	196	0.76	40%		
First-Generation	116	0.64	40%		
Foster Youth	6	0.78	40%		
Disabled	22	0.59	40%		
LGBT	3	0.48	40%		

Metric 4	Indicator	Baseline	
		2017-2018	Goal
Completion of transfer level math AND English	Among all first-time students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the district	6%	40%

	All	Gap	Goal	
<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Listed Activities</i>
LGBT	0%	-6%	40%	<ul style="list-style-type: none"> • Expanding and diversifying tutorial offerings (ex: embedded tutoring, extending the classroom, and supplemental instruction) • Shifting the culture of academic support services, “tutoring, learning communities, and cohort enrollment programs” • Professional development opportunities for all employees, especially for English, Math, and ESL faculty, to support student engagement in and outside of the classroom • Professional development opportunities for counselors based on best practices related to balanced course load • Intentional award planning aligned with market needs (stackable, scheduling, certificates and associates) • Building in opportunities for awards and reevaluating sequenced course planning • Celebrating milestone accomplishments (ex: completing 30 units) • More awareness of certificate and degree opportunities
<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>	
Black or African American	2%	-4%	40%	
Hispanic	4%	-2%	40%	
Disabled	2%	-4%	40%	
LGBT	0%	-6%	40%	

Metric 5	Indicator	Baseline	
		2017-2018	Goal
Student Awards	Earned credit certificate over 18 units, associate degree, or CCC bachelor's degree (Attained Vision Goal Completion Definition)	1176	40%

		All	Gap	Goal	Listed Activities
<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>	<i>Female</i>	
American Indian/Alaska Native	3	0.54	40%	<ul style="list-style-type: none"> • Intentional award planning aligned with market needs (stackable, scheduling, certificates and associates) • Building in opportunities for awards and reevaluating sequenced course planning • Celebrating milestone accomplishments (ex: completing 30units) • More awareness of certificate and degree opportunities 	
Asian	16	0.38	40%		
Black or African American	10	0.61	40%		
Two or More Races	8	0.50	40%		
White	89	0.62	40%		
Veterans	3	0.78	40%		
LGBT	4	0.32	40%		
<i>Male</i>	<i>Male</i>	<i>Male</i>	<i>Male</i>		
American Indian/Alaska Native	1	0.38	40%		
Asian	12	0.53	40%		
Black or African American	6	0.35	40%		
Two or More Races	8	0.70	40%		
LGBT	2	0.26	40%		

Summary of New Developments

AB705

In fall 2017 the California legislature passed Assembly Bill 705, which restricts colleges from placing students into remediation unless placement research shows that the student is highly unlikely to succeed in transfer-level math or English. According to the legislation, all colleges must comply with the mandates of AB 705 by fall 2019. Placement policies have serious implications for equity. Research shows that students of color are more likely to be placed into remedial courses; and, students placed into remediation are much less likely to reach their educational goals. AB 705 implementation will have an immediate effect on equity gaps in access to transfer-level courses and maximize the number of students, especially underrepresented populations, who begin and complete transfer-level English and mathematics courses.

Reedley College Administrators, Faculty, and Staff recognizes that narrowing equity gaps is a key component of AB 705. As a result, Reedley began early implementation in spring 2019 by incorporating the use of multiple measures, including high school performance, for placement, academic and non-academic support structures, including corequisite models and resources from learning assistance. Training faculty and staff to adopt equity-minded practices is an important element of narrowing equity gaps, supporting professional development, providing students with an effective support structure, and taking the necessary steps to accommodate a growing number of entering students enrolling directly in transfer-level courses. Reedley College cited several key strategies: incorporating culturally relevant pedagogy and addressing the affective learning domain in the classroom; helping faculty to recognize and address their own biases through professional development; funding incentives offered by the state to colleges that show progress; and adopting equity-minded practices and policies.

Guided Pathways

In 2017, Reedley College committed to developing a comprehensive reform model and was selected as one of the 20 California Community Colleges to design and implement Guided Pathways. The Guided Pathways model is an integrated, institution wide approach to student success based on intentionally designed clear and structured educational pathways supported by data and evidence that will guide students effectively and efficiently from high school to college and beyond. Curricular pathways are supported by embedding and contextualizing student support services. The integrated approach to this redesign has required ongoing dialogue, data sharing and continuous assessment in order to develop and facilitate timely interventions targeted to the needs of each pathway and student. As our college works to develop and implement Guided Pathways, Equity continues to remain at the forefront of the work we do. Our college embraces a culture of equity and inquiry focused on incorporating student voice into the redesign of our college structure.

Equity and Basic Needs Subcommittee

The purpose of the MOR Equity & Basic Needs Work Subcommittee is to provide support, facilitation, and monitoring of the Student Equity Plan, analyze and/or collect (as necessary) quantitative and qualitative data related to student equity outcomes, provide professional development opportunities for faculty, staff, and administrators focused on best practices to support disproportionately impacted student groups, and build institutional capacity. The Equity and Basic Needs subcommittee works to identify student needs (including housing, transportation and food insecurities and mental health issues) that impact educational advancement as well as develop and implement strategies to effectively address these issues. Lastly, the purpose of the Equity and Basic Needs Subcommittee is to engage in a continuous reflective process to identify and examine practices or policies that may create inequitable access or opportunity for students. We recognize that a lack of basic needs, as they relate to housing, food, transportation, & wellness (mental health) have a direct impact on quality of life and the ability of our students to succeed in attaining their educational goals. We are committed to supporting our students by working to address these insecurities and increase their quality of life and student success.

First Year Experience/RC&Me

In 2017, Reedley College began to scale up its First year Experience (FYE) program for student success. By creating a series of FYE cohorts, faculty and student services work together to encourage highly-motivated high school graduates to complete needed math and English courses in the first semester or two of their college career. The program has now evolved into RC&Me (Reading, Composition and Math Engagement) at the Reedley campus, and First Year Experience at the Madera campus. The purpose of the program is to increase successful completion of math and English coursework in the first year of enrollment by reducing the number of barriers students face in their first year. Evidence suggests that when students are given the opportunity to belong to a group of motivated individuals with a specific first semester schedule, tutorial support, and access to a named counselor, they are more likely to persist in their academic pursuits. Students in this program are scheduled to complete 30 units towards their Associate Degree in their first year. This cohort approach has been highly successful.

Reedley College Dream Center

Reedley College is committed to supporting and advocating for undocumented students. The Dream Center, currently limited in services offered, is designed to provide information and counseling to new and continuing undocumented students. These services include: academic counseling, guidance and referrals to financial aid and scholarships, career and employment, mental and psych services, referrals to community legal resources, outreach to potential students, and orientation services. The College is committed to expand the Dream Center and the services to our undocumented students.

Coordination across Student Equity-Related Categorical Programs

Reedley College is currently undergoing a structural redesign using the Guided Pathways framework. Equity-related categorical programs and campus-based programs are included in the redesign process to identify support services offered and to avoid duplication of services. The Guided Pathways Transformation Team is currently working on designing success teams for each pathway. Part of this work includes surveying categorical programs to establish best practices and building these practices into each pathway. Additionally, a current focus of the college through our strategic driver #2 is to improve campus communication. Through this improved communication, our college will highlight the success of respective equity-related categorical programs and campus-based programs.

Process for Evaluating Progress Made Toward Meeting Student Equity Goals

Reedley College remains committed to institutionalizing equity and embedding equity practices into our work. Our college has updated the Program Review Annual Progress Report to include an equity question. Specifically, programs are asked to report on the steps taken to close equity gaps. The Program Review template is also being redesigned to address student equity and success. Beginning the fall term of each academic year, Reedley College will establish an “equity priority” to be more intentional as we work to improve our campus culture and inclusivity. All activities identified in the Equity Plan will be measured utilizing qualitative and quantitative data such as survey instruments and focus group data. Student Success metrics will be monitored for continuous improvement and progress will be shared with the campus community on an annual basis. While continuous measurement and evaluation of metrics are needed, it is also critically important that we check the temperature of our college and what it means to be an equitable college where our students can succeed. There will be a greater use of our current Equity website to not only include our Equity Executive Summary but to also demonstrate visual dashboards to help the campus community keep a pulse of our work

Review of Past Equity Expenditures

	2015-16	2016-2017	2017-18
Outreach	\$32,239	\$48,332	\$22,649
Student Services & Categorical	\$9,814	\$0	\$24,764
Research & Evaluation	\$40,371	\$83,742	\$69,537
Student Equity Coordination & Planning	\$95,687	\$106,301	\$145,107
Curriculum/Course Dev. & Adaptation	\$22,967	\$51,028	\$11,847
Professional Development	\$45,527	\$49,678	\$13,343
Instructional Support	\$92,733	\$241,796	\$147,754
Direct Student Support	\$799,402	\$492,293	\$556,455
Total	\$1,138,740	\$1,073,170	\$991,456 as of 3/31/19.
Balance	\$0	\$0	\$196,283 *Remaining balance will be spent by 6/30/19

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