REEDLEY COLLEGE STUDENT EQUITY PLAN
Executive Summary

2022-2025

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Introduction

As Reedley College enters year five of Guided Pathways Implementation, our college continues to examine and dismantle institutional processes, practices, policies, and culture which may pose a barrier to student success and we continue to make the necessary adjustments to better serve students, especially those from historically marginalized and disproportionally impacted populations. As a proud Hispanic Serving Institution, we continue our work of developing equity-minded practitioners who take personal and institutional responsibility for the success of the students we serve. In spring 2022, Dr. Gina Garcia was an invited guest speaker and shared with our college, her framework for transforming HSI's into Latinx-serving institutions. Together, we created an action plan by critically examining the dimensions of her framework, identified our strengths and weaknesses in each area, and the steps necessary to move forward. Through increased professional development focused on anti-racist practices and building a culture of collectivism and community, we are truly becoming a student-ready college.

Reedley College Equity Framework

Reedley College strives to equitize our college and educational practices by working to create a more inclusive and socially just campus by fostering a culture of critical consciousness and addressing issues of inequality and eliminating barriers to student achievement. The Reedley College Equity Framework is our college's comprehensive approach to creating and sustaining our racial equity efforts. We work to promote and advocate for policies and practices that contribute to a culture of equity-mindedness. Critical components of this framework include Curriculum/Pedagogy, Faculty Development, Institutional Culture, College Mission, Staff Development, Leadership, and Student Development. Reedley's commitment to equity is reflected in our Mission Statement and is further explicated in Goal #3 of our Integrated College Plan: Equity and Anti-Racism.

Mission, Vision, Values

Mission Statement

To cultivate opportunities that empower our students and communities through engaging, equity-minded programs and services

Vision Statement

Providing equitable educational opportunities that transform our students and communities.

Reedley College Values

To carry out our bold vision, we at Reedley College value:

- Equity, Access, and Inclusion: Our success depends on every member of our campus community achieving their educational goals
- A Focus on Students: Our practices, priorities, and policies are created, implemented, and reviewed with a relentless student-first approach
- Educational Excellence: The instruction, student services, and experience we provide to each student consistently exceed expectations
- Innovation: we embrace change that moves us closer to achieving our vision while adhering to our values, embracing the possibility that not every innovation will succeed
- Integrity: our words and actions are always consistent with our mission
- Stewardship: our decisions are made in the context of their financial, social, and environmental impacts on our campus, our region, and the world

Integrated College Plan: Goal #3 Equity and Anti-Racism

Objective 3.1: Implement Ethnic Studies courses to offer programs of study that serve our community, district, and higher education partners by fall 2022.

Objective 3.2: Expand antiracism training to create an inclusive environment for faculty, staff and students by increasing the number of faculty and staff who complete training and making it mandatory for new hires by spring 2022.

Objective 3.3: Address students' basic needs, through Open Educational Resources, Zero Textbook Cost, College Promise, childcare, technology, and transportation through 2025, including the establishment of a Basic Needs Center by Summer 2022.

Objective 3.4: Develop effective engagement strategies/ practices such as Bilingual Presentations, Parent Orientations, College Services/Programs Panel, with measurable outcomes to support parents of racially minoritized and first-generation students to build awareness of higher education opportunities.

Reedley's Transformative Equity Progress

The *Student Senate for California Community College's Anti-Racism Plan of Action* informed our work and guided our implementation efforts for professional development, curriculum changes, pedagogical improvements, and using data to advance our equity and anti-racism efforts. Feedback from the Center for Urban Education on our 2019-2022 equity plan led us to more intentionally engage faculty in becoming equity-minded and to develop practices and engagement strategies which support racially minoritized students. Several lead faculty worked together to create a localized Equity 101 course for faculty members and a separate section was created specifically for classified professionals.   Other focused efforts are described below:

- For over 30 years, Reedley College has been recognized as an HSI. The Office of HSI Initiatives was created to support the efforts of the Title V grants to create and implement institutional changes and build capacity to achieve higher levels of success particularly for Hispanic/ Latinx students.

- Reedley College's efforts to engage and build the campus' equity and anti-racism competence have been through a variety of efforts, these include an Equity Book Series, and an assortment of facilitated discussions including the Coffee, Tea, and GP Series and College Hour. In spring 2021, our inaugural book was *How to be an Anti-Racist* by Ibram X. Kendi. This endeavor was so successful that it was continued to include two books the following semester: *Whistling Vivaldi: How Stereotypes Affect Us* by Claude Steele *and What We Can Do* and *Grading for Equity* by Joe Feldman. Additionally, Reedley College won honorable mention for the CCCCO Exemplary Program Award for the Coffee, Tea, and Guided Pathways Series. The theme for this year's award was Addressing Inequity in a Time of Crisis.

- Our Data Coaching Program entered its third year. A Data Literacy course was created to train data coaches and any employee who desires to learn more

about data. This course is grounded in equity and provides training and support in facilitating equity conversations around data, helping pathways identify equity gaps, and identifying key leading indicators that support closing equity gaps.

- In fall of 2021, the College Office of Research and Evaluation developed a dashboard highlighting disproportionately impacted populations. With this dashboard, users can see course success and retention by pathway and subject. The dashboard was used through spring 2022 by Pathway Data Coaches. For fall 2022, a new dashboard will be launched to include program review data with highlighted equity gaps so that users do not have to self-calculate.

- Fall 2021, Reedley College, in partnership with the Career Ladders Project (CLP) developed a survey for faculty and staff to better understand their equity-mindsets and practices. Over 200 faculty and classified professionals participated in the survey and three professional development areas were identified: earning strategies to make students feel welcome inside of the office/classroom; strategies for building positive interpersonal relationships with underserved students; and techniques to empower students. CLP also held focus groups with Reedley's administration to better understand how equity work is supported through management and leadership. A two-day Equity in Practice professional development event was then held to address the needs that came out of our institutional self-study.

- Reedley College in collaboration with the K-16 Collaborative, participated in the Warrior-Healer-Builder (WHB) workshops. These workshops were designed for people who identify as Black/African American in becoming better warriors, healers and builders who challenge people, policies, and practices that oppress Black people.

- In spring 2021, 21 of Reedley College's administrators participated in an 8-week University of Southern California Equity Institute. Courses included: Foundations of Racial Equity in Higher Education, Talking and Race, Racism, and Racial Inequities, Advancing Racial Equity in Mostly White Contexts, Using Assessment and Evaluation to Improve Campus Racial Climates, Making Racial Equity Data Transparent, Retention and Advancement of Professional of Color, Relationships of Power and reducing Abuse of Power in the Workplace, and Messaging

Commitment to Racial Equity. Several recommendations were made to improve our racial equity work, many of which have been implemented such as enrolling in the National Assessment for Collegiate Campus Climate (NACCC), and greater leadership support for racial equity matters.

- Partners in Community (PIC) was established as a result of the Equity in Practice professional development session. The purpose of PIC is to create a strong sense of community among faculty and staff with the focus on developing relationships to benefit students. PIC is a way to cultivate intercollegiate relationships which will help employees become more familiar with how others are serving and supporting students all while developing a welcoming learning atmosphere for students.

- Reedley College was approved to establish a charter of the African American Male Education Network and Development (A2MEND). The purpose of this student organization is to improve academic success, reaffirm the value of Black/African American cultural traditions, create awareness around issues of social justice, and foster a culture of positive peer support.

- Reedley College is participating in the Racial Equity for Adult Credentials in Higher education (REACH) project, which aims to increase the number of adult learners of color who enroll in California Community Colleges, complete high-value non-degree credential and associate degrees, and go on to earn a living wage. REACH implementation strategies include noncredit onramps to degree and transfer pathways, Credit for Prior Learning (CPL), and skills badging (needs recognition from employers). Reedley has identified creating tuition free noncredit Career Development and College Preparation (CDCP) certificates that mirror existing credit certificates as their primary strategy.

- Reedley College was selected as one of 16 colleges in the nation for the National Center for Inquiry and Improvement (NCII) Rural Guided Pathways Project. The NCII Rural Guided Pathways Project is a three-year project in which a national cohort of 16 rural community colleges will work with each other and with community partners in their regions to implement evidence-based, institution-wide reforms grounded in the Guided Pathways framework.

- The Professional Learning and Collaboration Environment (PLACE) was created to holistically address the needs of the institution as it relates to Student Equity, professional development, and instructional design. The PLACE is a physical space dedicated to supporting instructional faculty and staff and houses the Student Equity Coordinator, Excellence in Education and Student Success Faculty Lead, Instructional Design and Outcomes Coordinator, and the Noncredit Coordinator.

- Reedley College is part of the State Center Community College District (SCCCD) Chancellor's Commission on the Engagement of Young Men. The charge of this commission is to provide expert advice to the Chancellor on how we can improve our policies and procedures related to the declining college participation among men enrolled at colleges of SCCCD.

Additional equity focused activities that the college has been engaged in since the writing of the last equity plan are summarized below:

Initiatives:

- Implemented Success Teams with roles and responsibilities
- Developed a Data Coaching Program with mandatory data certification training grounded in equity
- Eliminated all below transfer English and Math courses and expanded support services (co-requisites and embedded tutors)
- Expanded Faculty and Staff Associations to include Asian American Pacific Islander Association and the Black Faculty Staff Association
- Modified the Program Review template to require programs to answer equity related questions and to think critically about their relationship with student success
- The Equity Committee was promoted from a subcommittee to a full college committee
- Modified Mission, Vision, Values; Strategic Plan; and Institutional Learning Objectives to include equity, diversity, inclusion, and stewardship
- Increased intentional Classified Professionals' participation and representation in

committees, and campus-wide governance

- Developed and began implementation of an Anti-Racism Action plan
- Established an LGBTQIA+ workgroup
- Expanded use of Starfish, targeted student support software, that enables faculty to connect students with resources on campus
- Implemented an Equity Curriculum checklist for Course Outline of Records
- Student Centered Scheduling
- CCAMPIS Grant to provide childcare funding for student parents
- Food Pantry and Clyde's Closet

Projects:

- Expanded the relationship between curriculum and the Library to offer no-cost course materials
- Established a Welcome Center as a central starting point: The Front Door to the Campus.
- Created clear mapping and sought student involvement in signage for gender-neutral restrooms
- Offered four free courses for faculty and staff through the Center for Organizational Responsibility and Advancement on equity, and best practices for serving men of color.

Activities:

- Professional Development supporting the development of an Equity 101 course, OER, creation of Faculty Inquiry Groups (FIGS) supporting equity-based grading practices, guest speakers trained employees on being more equity minded and race conscious
- Conducted weekly College Hour sessions on topics encouraging equity, diversity, and inclusion

- Held an inaugural Pride Flag raising and "Rainbow Brunch" celebrating our LGBTQIA+ community
- Expanded the offerings of cultural celebrations: Black History Month celebrations, Asian American Pacific Islander Month celebrations, Pride Month celebrations, Hispanic Heritage Month celebrations, etc.

Pandemic Acknowledgement

In some ways, the pandemic catalyzed our equity efforts by identifying gaps in services that we might not have otherwise noticed. College Hour was expanded to be offered weekly with multiple sessions dedicated to providing students, faculty, and staff with the opportunity to fully engage with our anti-racism discussions and work. Additionally, sessions were offered to help students be more successful with the move to online courses, and to faculty to develop equitable practices for online teaching. We expanded our technology checkout program (mi-fi, laptops, cameras, etc.) to bridge the gap between access and technology. Additionally, our parking lot was designated as a wi-fi hotspot for students. The Library was open three days a week so that students could access print materials. Our campus's food pantry expanded access during the pandemic, meeting students in the parking lots for drive-through food pickup. However, the pandemic brought with it an enrollment and engagement crisis. Student-centered scheduling has become a central goal for our campus to ensure that we are meeting the needs of our students by offering the classes and resources students need when they need them. The need to engage with students more has brought to light the necessity of spaces for students to socialize with their peers.

Overview of Student Equity Metrics by Disproportionate Impacted Populations

The table below shows the student populations experiencing disproportionate impact in 2019-2022 compared to the DI groups for 2022-2025. Please note that in the 2019-2022, the metric definitions changed which is detailed in the table below. Despite similar or identical success indicators, none of the data/metric definitions are the same as previous years.

2019-2022 Success Indicators	2019 Student Equity Plan Disproportionately Impacted Populations	2022-2025 Success Indicators	2022 Student Equity Plan Disproportionately Impacted Populations	Data Indicator Change/Explanation
Access (enrollment of applicants)	**Female:** Black/African American, White, Vets, LGBTQ **Male:** Black/African American, White, Foster Youth, LGBTQ	**Successful Enrollment in First Year**	**Female:** Asian, Black or African-American, White **Male:** None **Overall:** Female, Asian, Black or African-American	**2019-2022:** Any student who applied in the selected year who enrolled in the college in same year. 2022-2025: First-time in college, excludes special admit, credit enrolled students
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	**Term to Term Retention**	**Female:** None **Male:** None **Overall:** Asian, Black or African-American, Two or More Races, White, Foster Youth, Veterans	**2019-2022:** Any student who enrolled in the fall who subsequently enrolled in Spring (excluding those who got award or transferred) 2022-2025: •First-time in college, excludes special admit, credit enrolled students Fa •Not just fall to spring, but spring to fall retention, too •First term counted only
Transfer to a four-year institution (All in academic year)	**Female:** Asian, Black/African American, Filipino, White, Foster Youth, Vets, LGBTQ, **Male:** Asian, Black/African American, Two or More Races, LGBTQ	**Transferred to Four-Year Institution**	**Female:** None **Male:** Hispanic, Economically Disadvantaged. First-Generation, Disabled **Overall:** Males, Hispanic, Economically Disadvantaged, Foster Youth, LGBTQ	**2019-2022:** Any student who transferred to a four-year in selected year, was enrolled in 12+ units in previous year, was not concurrently enrolled in any CCC in selected year 2022-2025: •First-time in college, excludes special admit credit enrollment •Tracking cohort forward for three-years, no longer snapshot of selected year

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Completion of transfer level math and English	**Female:** LGBTQ **Male:** Black/African American, Hispanic/Latinx, Students with Disabilities, LGBTQ	Completion of Transfer-Level Math and English in First Year	**Female:** None **Male:** Disabled, **Overall:** Males, Asian, Black or African-American, Disabled, LGBTQ+	**2019-2022:** Any student new to the district who completed transfer-level math and English in first year **2022-2025:** First-time in college, excludes special admit, credit enrolled students
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	Attained Vision Goal Completion	**Female:** Black or African-American **Male:** None **Overall:** Foster Youth	**2019-2022:** Any student who earned a degree or certificate in selected year 2022-2025: •First-time in college, excludes special admit, credit enrolled students •Tracking cohort forward for three-years, no longer snapshot of selected year

Using the data provided by the California Community College Chancellor's Office, we reviewed each metric to identify the disproportionately impacted populations. The chart below shows the frequency of primary populations across all metrics. Limitations to the Student Equity Plan, is that colleges must focus on just five populations, overall. The Equity Writing Team reviewed all populations and historical trends to decide which top five will be a priority:

1. Asian
2. Black or African-American
3. Males
4. Foster Youth
5. DSPS

*Additional Populations: Hispanic/Latinx and LGBTQ+

It is noted that although Hispanic/Latinx, and LGBTQ+ populations did not appear as a DI group in multiple metrics and therefore not part of the top 5 DI's, our college firmly believes that these groups should remain as identified DI groups due to historical patterns the college has observed in local data and from previous equity plans. It is further noted, our college recognizes that there is intersectionality among Hispanic/Latinx and LGBTQ+ and the other DI groups (Males, Foster Youth, and DSPS). Further inquiry will be necessary to understand what percentage of each DI population is also Hispanic/Latinx and LGBTQ+ so that targeted supports can be implemented.

Successful Enrollment	Completion of Math and English	Persistence	Completion	Transfer
Asian	Males	Asian	Black/African American	Males
Black/African American	Asian	Black/African American	Foster Youth	Hispanic/ Latinx
	Black/African American	Foster Youth		DSPS
	DSPS			Foster Youth
	Foster Youth			LGBTQ+
	LGBTQ+			

Goals and Activities for Disproportionally Impacted Populations

The chart below shows the top five Disproportionally Impacted populations with baseline and goals. The baseline is the number of students within the cohort that achieved the metric. The goal numbers provided are the number of students needed to achieve full equity per metric.

Metric	Population	Baseline	Goal
Successful Enrollment	Asian	13	26
	Black/African-American	13	20
Completion of math & English	Asian	3	9
	Black/African-American	0	5
	Male	93	125
	DSPS	7	18
Persistence	Asian	45	54
	Black/African-American	28	36
	Foster Youth	44	60
Completion	Black/African-American (F)	23	27
	Foster Youth	7	14
Transfer	Male	113	169
	Foster Youth	7	14
	DSPS (M)	9	16

Number of students shown are cohort outcomes (numerator) and will be smaller compared to looking at snapshot outcomes.

Activities by Student Equity Metric

The chart below shows the actions/intervention by student equity metric.

Action Item	Metric Assigned to
Work with the Institutional Research office and the Data Coaches to disaggregate the Asian student population into more representative groups.	Successful Enrollment
Partner with the faculty and staff associations and community organizations to strategize how we will promote Reedley College within the Black/African American community.	Successful Enrollment
Partner with the faculty and staff associations to develop a plan for targeted outreach to Asian and Black/African American students and ensure implementation.	Successful Enrollment
Collaborate with the K-16 Collaborative to increase parent and high school student awareness and engagement with the campus.	Successful Enrollment
A workgroup will conduct research on best practices for student centered scheduling, then will work with administration on implementation.	Completion, Completion of Math & English, Successful Enrollment
The REACH collaborative and the Guided Pathways Rural Campus Initiative will work towards offering classes in the communities we serve.	Successful Enrollment
Include Adult Schools for Reg-to-Go.	Successful Enrollment
To support the increased need for childcare, Reedley College will provide childcare vouchers to students. Vouchers can be used to pay for off campus childcare options at licensed or district-based programs for children 0-12yrs old.	Successful Enrollment
Equal Employment Opportunity training will be offered to increase representation in the hiring process.	Successful Enrollment
Management will be asked to consider offering extended hours for student services to ensure that potential students can receive services.	Successful Enrollment
Student worker opportunities will be expanded and more widely advertised to Asian and Black/African American students with support through the application process.	Successful Enrollment
We will participate in the SCCCD Diversity, Equity, Inclusion, and Access Hiring Task Force to create a pilot program for full-time faculty recruitment.	Successful Enrollment

Establish policies and practices to support zero-degree cost for students, (examine Promise Grant allocation.	Completion of math & English
Develop contextualized math and English courses.	Completion of math & English
Work with marketing and communication for targeted outreach to Asian, Males, and Black/African American students regarding importance of English/Math courses, support services available, and course offerings.	Completion of math & English
Develop an Alternative Assessment course for faculty to learn equitable grading practices.	Completion of math & English
Work to establish a Basic Needs Center with targeted outreach for Black/African Americans, Asian, and Foster Youth.	Persistence
Work with Regional Guided Pathways Coordinator to establish affinity spaces for Hispanic/ Latinx, Black African American, and Asian students.	Completion, Persistence
Establish the PLACE to provide ongoing professional development for faculty and staff.	Persistence
Increased training for faculty and staff on the needs of specific populations and how to address them (LBGTQ+, Foster Youth, Black/African American).	Persistence
Conduct an Equity Walk-thru of physical spaces at Reedley College to ensure that our campus is inclusive, welcoming, and diverse in its representation of its artifacts (photographs, artwork, displays, etc.)	Persistence
Work with district office about creating a universal application that can be used to scan for various programs the student may be eligible for (EOPS, Veterans, CalWORKS, SSS, etc).	Persistence
Open "for End-Of-Course" survey for faculty who would like to participate.	Completion
Increase engagement with Pathway events specifically targeting student who identify as Black/ African American and Foster Youth.	Completion, Transfer
Start an A2Mend chapter for Black/ African American Males.	Completion
Develop a culture of milestone celebrations.	Transfer
Develop a community of mentorship (4-year peer to CC peer).	Transfer
Review process of warm transition from CC to local 4-year.	Transfer
HBCU Transfer Agreement Training for counselors.	Transfer

Expenditure of Student Equity and Achievement Funding 2022-2025

Category	2022-2023	2023-2024	2024-2025
Academic Salaries	$1,199,574	$1,223,565	$1,235,801
Classified & Other Non-Academic Salaries	$618,839	$ 631,216	$637,528
Employee Benefits	$779,320	$794,906	$802,855
Supplies	$5,000	$5,500	$5,000
Other Operating Expenses & Services	$70,000	$65,000	$59,000
Capital Outlay	$10,000	$10,000	$10,000
Other Outgo	$286,312	$238,858	$218,861
	$2,969,045	**$2,969,045**	**$2,969,045**

*Projections Based on Annual Allocation of $2,969,045

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