Yuba College Equity Plan
2019-2022
Executive Summary

In November 2018, Yuba College efforts related to the previous Basic Skills Initiative, Student Success and Support Program, and Student Equity initiatives were consolidated under the guidance of a new integrated committee focused on Leadership for Equity, Achievement, and Diversity (LEAD). This group was established to support the development of a new Equity Plan and provide strategic direction to the work on advancing the dialogue and engagement of all campus constituencies around diversity, inclusion, equity, and student success. The primary objective was to identify new and existing strategies to recognize and address the needs of disproportionally impacted (DI) student groups as well as the general barriers to success experienced by the general student population. The secondary, but no less important objective, was to identify the current state of diversity, inclusion, and equity efforts at the college and identify overarching goals for improving the institutional culture in this area. This work led to the development of the Yuba College Equity Imperative presented below.

Yuba College Equity Imperative

While Yuba College historically served predominately white students, minoritized students now represent at least two-thirds of our student population. Minoritized students are members of groups that are different in race, religious creed, nation of origin, sexuality, and gender and as a result of social constructs have less power or representation compared to other members or groups in society. However, there remains a significant disparity between the diversity present among our student population and that of our college employees. This disparity is particularly stark when comparing faculty and administrative diversity to student diversity based on race and ethnicity. As an example, Latinx students make up 34% of our student population but only 10% of our tenured faculty and 6% of our non-tenured faculty. To add further complication, we do not currently have data to compare student and employee populations based on linguistic diversity, LGBTQ+, or disability.

This lack of diversity, data, and awareness results in a campus environment, and in curricular design, hiring practices, and funding and policy choices that continue to disproportionately impact the minoritized groups on our campus. This is reflected in the college's underperformance in student success indicators for students who, for example, identify as African Ancestry, American Indian or Alaska Native, disabled, and/or LGBTQ+.

Yuba College recognizes that we need to rethink and take action regarding our approach to our curriculum, hiring, governance, policies, and campus culture if we are to change our history of failing to fully support minoritized students. We recognize the need to be courageous and self-aware, to engage in complex conversations and to be willing allies.

To begin this process, we commit to the following:

- To notice that we are more likely to feel connected to students who are most like ourselves.
- To notice and take action when our language, syllabi, teaching tools and assignments speak most effectively to the lived experiences of those who are white, abled, heterosexual, and/or native English speakers.

- To notice and address the systemic ways in which dominant social identifies such as whiteness, ableness, heterosexuality, and Christianity are implicit in the underlying expectations on which the college operates.
- To notice and address the ways in which implicit bias and stereotypes play out in our expectations and relationships, especially with minoritized students.
- To value Allyship, meaning that although someone is not a member of a minoritized group, they make a concerted effort to better understand the struggle, provide support and advocacy for the inclusion of diverse voices, and hold others equally accountable.
- To develop awareness of intersectionality, which is the theory of how overlapping or intersecting social identities impact any one individual's experience in a given system or structure, and its impact on our students and our colleagues.
- To notice how and when we commit microaggressions, which are common verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative prejudicial slights and insults toward any group; as an example, when we shy away from African Ancestry and Latinx males whom we may perceive as threatening or off-putting.
- To notice that we are more likely to describe minoritized students using deficit language such as at risk, disadvantaged, underprepared and achievement gaps, which identify these groups as lacking, for example. And, to shift our language use and our actions so that we acknowledge them as human beings with valuable diverse experiences, skills, cultures, and worldviews.

Student Equity Goals

The Student Equity Goals for the overall population and the disproportionally impacted student groups were developed using a methodology for equitable goal setting that the Yuba College Equity Plan workgroup learned at the Equity Planning Institute at the Center for Urban Education. This method identifies the total number of students needed to achieve full equity, should the current demographic makeup of the college remain fairly constant. Given that these numbers are subject to shifts in enrollment and/or the demographics of the college or the community, these goals are somewhat representative of the true goal of eliminating achievement gaps.

Metric 1:   Enrolled in the Same Community College

	Baseline	Goal	Equity Change
Overall Student Population	8,344	10,111	+21.2%
Disproportionally Impacted Student Groups			
American Indian/Alaska Native, Female	134	190	+41.8%
Black/African American, Female	213	330	+54.9%
Black/African American, Male	248	344	+38.7%
Native Hawaiian/Alaska Native, Male	29	48	+65.5%
Native Hawaiian/Other Pacific Islander, Female	32	62	+93.7%
White, Female	1,786	2,483	+39.0%
Foster Youth, Female	171	239	+39.8%
Foster Youth, Male	91	125	+37.4%
LGBT+, Female	191	278	+45.5%
LGBT+, Male	86	125	+45.3%

Metric 2:   Retained from Fall to Spring at the Same College

	Baseline	Goal	Equity Change
Overall Student Population	3,722	3,903	+4.9%
Disproportionally Impacted Student Groups			
Black/African American, Male	49	62	+26.5%
Native Hawaiian/Other Pacific Islander, Female	4	8	+100.0%
White, Female	797	878	+10.2%
Foster Youth, Male	10	17	+70.0%

Metric 3:   Completed Both Transfer-Level Math and English Within the District in the First Year

	Baseline	Goal	Equity Change
Overall Student Population	59	303	+413.6%
Disproportionally Impacted Student Groups			
Disabled Students, Female	0	7	+600.0%
LGBT+, Female	0	7	+600.0%

Metric 4:   Attained the Vision Goal Completion Definition

	Baseline	Goal	Equity Change
Overall Student Population	683	1,026	+50.2%
Disproportionally Impacted Student Groups			
American Indian/Alaska Native, Female	3	6	+100.0%
American Indian/Alaska Native, Male	0	4	+300.0%
Black/African American, Female	4	17	+325.0%
Black/African American, Male	8	21	+162.5%
Filipino, Male	1	3	+200.0%
Native Hawaiian/Other Pacific Islander, Female	1	3	+200.0%
Native Hawaiian/Other Pacific Islander, Male	0	2	+100.0%
Some Other Race, Male	1	7	+600.0%
Disabled Students, Male	12	32	+166.7%
Foster Youth, Female	3	7	+133.3%
Foster Youth, Male	1	4	+300.0%
LGBT+, Female	3	21	+600.0%

Metric 5:   Transferred to a Four-Year Institution

	Baseline	Goal	Equity Change
Overall Student Population	597	792	+32.7%
Disproportionally Impacted Student Groups			
American Indian/Alaska Native, Female	2	4	+100.0%
More Than One Race, Female	18	33	+83.3%
More Than One Race, Male	5	20	+300.0%
Native Hawaiian/Other Pacific Islander, Female	0	2	+100.0%
Native Hawaiian/Other Pacific Islander, Male	0	1	+0.0%
Some Other Race, Male	0	6	+500.0%
Disabled Students, Female	20	46	+130.0%
Disabled Students, Male	8	25	+212.5%
Foster Youth, Male	0	3	+200.0%
LGBT+, Female	6	14	+133.3%
LGBT+, Male	4	7	+75.0%

Equity Plan Activities

In order to support the college's work towards achieving these goals and eliminating achievement gaps across the five metrics, the LEAD committee has identified a series of activities. These have been briefly described below along with a list demonstrating the alignment between each activity and the goals for the overall population or disproportionally impacted student groups.

Activity 1: First Year Experience

Yuba College faculty, staff, administration, and students will work to build a scaled model of effective practices for cohort-based student learning communities designed to increase learning, engagement, and success. This will include intentional scheduling, proactive support, and peer mentorship from student onboarding to persistence into the second year.

Activity 2: Teaching Communities (Math, English, ESL, Cross-disciplinary)

Ongoing communities of practice where full and part-time faculty collaborate on professional learning. Topics range from effective teaching strategies and the creation of inclusive classrooms to the use and incorporation of Yuba College resources and student services. ESL, ENGL and MATH TCs will also address the challenges of implementing AB 705. These teaching communities will intentionally focus on equity within the framework adopted by LEAD with an emphasis on supporting students in the selected DI groups.

Activity 3: Foster Youth Program

Identify current foster youth students and form a group that will meet regularly to identify strategies and activities to support foster youth success. These recommendations will be forwarded to the Foster Kinship Care Education (FKCE) Advisory Committee for review and implementation. There will also be a focus on integrating the work of FKCE and the college's foster youth liaisons while attempting to improve the rate of foster youth self-identification.

Activity 4: Equity-Minded Academic and Student Support Services

Use an equity lens to revise student services paperwork (such as the IGETC document) so that it welcomes, partners with, and validates racially diverse students, while demystifying terminology and processes. Also, employ the Equity framework to review and improve existing academic and student support services on campus. This will include intentional work on aligning practices in the various tutoring services provided at the college in support of AB 705 implementation.

Activity 5: Student Advisory Committee

The co-chairs of the LEAD committee will convene a broadly representative group of students to meet on an ongoing basis and provide input on campus initiatives. The meetings will be structured so as to gather student input and perspectives on issues relating to the student experience, student support programs and services, and equity and inclusion activities.

Activity 6: 49er SafeZone Training

Following effective practices established through other SafeZone programs, Yuba College will develop and implement a 49er SafeZone training and certification program for any individual who interacts with Yuba College students, including student workers and student leaders, focused on providing a welcoming and supportive environment for minoritized groups such as LGBT+, DSPS, Foster Youth, Dreamers, and Veterans.

Activity 7: Yuba College Identity and Engagement Center

Creation of a student-led identity center on campus, to include student ideas in the creation of activities/displays to further educate staff and students and support equity and inclusion goals and initiatives. The center will have an intersectional approach to better support the diverse group of students of Yuba College.

Activity 8: Advancing the Dialogue College-Wide

Expand the current Leadership for Equity, Achievement, and Diversity (LEAD) Committee practice of "Advancing the Dialogue" through a year-long offering of monthly "brown bag" lunch meetings designed to bring together students, faculty, staff, and administration for equity-minded workshops. Participants will engage with readings, presentations, and activities that address topics such as microaggressions, intersectionality, defining inclusivity and what a "safe space" means with the broader intent of creating a more culturally responsive, racially equitable, and identity inclusive college, district, and community environment.

Past Equity Plan Expenditures

	Category	2015-16	2016-17	2017-18
1000	Academic Salaries	$95,961	$197,225	$252,971
2000	Classified and Other Non-Academic Salaries	$123,341	$263,945	$247,184
3000	Employee Benefits	$80,066	$199,526	$208,438
4000	Supplies and Materials	$24,929	$4,545	$6,394
5000	Other Operating Expenses and Services	$199,524	$122,747	$54,388
6000	Capital Outlay	$228,093	$8,195	$852
7000	Other	$0	$0	$0
	Total	**$751,914**	**$796,183**	**$770,227**

Progress on Previous Goals

In the Integrated Student Success Plan that was submitted in 2018, the College aligned the efforts of SSSP, Equity, and BSI into five goals. These goals were also aligned with the goals that the college established for the Educational Master Plan, which have now been aligned with the Chancellor's Office Vision for Success goals. Included below, is a brief overview of the progress that the college has made in each of these areas.

Goal 1:   Increase the number of students eligible for college-level math and English courses.

Prior to the passage of AB 705, the college had been engaged in acceleration work related to the English and had begun the implementation of placement rules closely aligned with the Multiple Measures Assessment Project research. This work was already demonstrating significant improvement in student's eligibility for college- and transfer-level coursework in math and English. With the full implementation of AB 705 compliant placement policies in Fall 2019, nearly all students will be placed directly into college- or transfer-level coursework in both of these areas with varying levels of additional support.

Goal 2:   Increase the number of students persisting term-to-term.

In order to improve student persistence from one term into the next, the college took a multi-faceted approach. Traditional support mechanisms like tutoring services, early alert programs, and counseling interventions were continuously supported. Additional efforts were put into embedded tutoring support for gateway courses, expanded campus life and student engagement activities, and improvements in general student communications through email and the Yuba College mobile app. The major effort initiated by the college was a targeted persistence campaign with student-centered language, just-in-time information about registration, and individual progress towards goal attainment.

Goal 3:   Increase the rate and number of students completing courses, degrees, and certificates.

The main approach to improving student success in this area involved expansion and innovation in counseling services. The counseling office started to implement online counseling sessions, engaged in a process of mapping the student journey and identifying/eliminating unnecessary barriers, and improved the Academic Success workshops for probation. Additionally, the persistence campaign included targeted communications to students who meet certain benchmarks that suggest they may be close to completing a degree.

Goal 4:   Increase the rate and number of students transferring to a 4-year university.

Improvements in this area included targeted communications, workshops, and college/university information days coordinated by the Transfer Counselor along with a number of UC or CSU transfer trips.

Goal 5:   Create an environment supportive of professional learning.

The college continued to support on-campus opportunities for professional learning and development through college Flex activities in the week before the start of the Fall and Spring terms as well as other days throughout the year. This included the creation of Teaching Communities focused on improving collaboration and integration in the ESL program as well as engaging cross-disciplinary faculty in the exploration of innovative andragogical approaches. Additionally, a workgroup has been developed to specifically address the needs of the classified staff also designed training days throughout the summer.