

1. State your institution's commitment to address Black and or African American student success and explain how your commitment is consistent with your institution's mission.

Our Commitment

American River College is deeply committed to transforming the educational experience of Black and African American students through intentional action, collective accountability, and sustainable structures of support. This commitment is directly aligned with the college's mission to serve our community through inclusive and equitable education that transforms lives and builds pathways to opportunity.

ARC's vision is to create a future in which Black and African American students experience an environment that mirrors the support and sense of belonging typically found at Historically Black Colleges and Universities. ARC is committed to developing an integrated and culturally grounded academic and student support system that connects existing programs such as Umoja Sakhu Learning Community, the Honors Program and Dual Enrollment as well as providing a general education pathway for completion of an associate degree or transfer to a four-year university which centers the Black experience (Black Student Success Pathway).

What We Are Doing

ARC is actively building a foundation of programs, partnerships, and institutional frameworks that center Black student success.

Institutional Frameworks and Alignment

ARC's equity work is guided by the Student Equity Plan, Institutional Equity Plan, African American Disproportionately Impacted Report, and the District Diversity, Equity, and Inclusion Plan. These frameworks keep equity at the forefront of collegewide planning, budgeting, and professional development and are part of our iterative and self-reflective processes. This institutional foundation is also reflected in ARC's Mission and Vision, which affirm social justice and equity as guiding principles. The 2022 Accreditation Site Visit Team recognized this public articulation of equity as central to the college's operations. The pursuit of the Black Serving Institution (BSI) designation formalizes and expands our ongoing work to ensure that African American students thrive, graduate, and lead.

Outreach and Community Engagement

ARC has strengthened intentional partnerships with high schools, community organizations, and local programs to increase access and visibility for Black students and families. Other partnerships are expressed through various programs and services to the benefit of our students:

- Outreach specialists engage directly with feeder high schools, hosting application and financial aid workshops.
 - The Outreach team continues to prioritize consistent communication and a visible presence with our high school partners to ensure students and families are well-informed and supported throughout their transition to ARC. This includes conducting yearly check-ins with our partner schools to reflect on previous collaborations, identify areas for improvement, and explore innovative strategies to better serve our incoming students. Additionally, Outreach also offers services to both our high school and community partners, such as:
 - ARC Information Sessions
 - Application & Next Steps Workshops
 - Support at College Fairs/Events
 - High School Office Hours
 - Lunch Tabling
 - General Assistance FAFSA/CADAA Application
 - Collaboration with Undecided Student Support Program
 - Annual Support for High School Counselor Conference
- A K–12 Outreach Specialist is maintained to focus specifically on building early connections with local, predominantly Black feeder high schools.
- The college partners with Improve Your Tomorrow (IYT), A²MEND, Dusty Baker Center, Black Men Run, and the Umoja Community Foundation to expand leadership development, wellness, and mentoring pipelines.
- The Transfer Center and Black Student Success Center host the annual HBCU Caravan, connecting students with Historically Black Colleges and Universities through on-the-spot admissions and transfer support.
- ARC staff maintain a presence at community events and on local boards such as I Stand With Immigrants, Improve Your Tomorrow, Greater Sacramento Urban League, Umoja high school outreach programs and the Capital Black Chamber of Commerce among others, ensuring visibility and connection.

Academic and Learning Support

Building on the college's academic foundation and learning support, ARC offers a robust range of courses and programs that directly support the intellectual and cultural goals of the BSI designation:

- ETHNS 320 – Introduction to African American Studies explores the historical, cultural, and political experiences of African Americans and fulfills CSU Area F and IGETC 4 & 7.
- ETHNS 300 – Introduction to Ethnic Studies builds foundational understanding of systemic inequities and intersectional identities, required for Cal-GETC transfer.

- AA-T in Social Justice Studies: Race and Ethnicity provides a structured pathway to CSU/UC in sociology, ethnic studies, and public policy.
- English and Humanities courses, including: African American Literature and Ethnic Literature, highlight Black authors and critical race perspectives and are expanding under a general education pathway for completion of an associate degree or transfer to a four-year university which centers the Black experience..
- Humanities and History offerings integrate African, diasporic, and multicultural perspectives to reinforce transfer readiness through an equity-minded curriculum.
- The Umoja-Sakhu Learning Community provides HCD 310 College Success each semester and offers counseling, tutoring, and mentoring within a culturally relevant context.
- The Learning Resource Center/Umoja have provided embedded tutors that give academic support in the Black Student Success Center.
- Faculty and staff have created more inclusive processes and reduced barriers to employment in tutoring and learning assistance roles to hire more Black and African Americans.
- The Library and LRC collaborate to provide Chromebook loans to Umoja Scholars and to host events such as Black Writers Month and Black History Month book exhibits.
- The Mathematics, Engineering, Science Achievement (MESA) Program has efforts that are focused on meeting and supporting the needs of Black and African American students in calculus-based majors.
- Chromebooks lending for semester for UMOJA students.

Basic Needs and Holistic Support

ARC recognizes that academic achievement is connected to well-being and stability. As such the following supports have been put in place specifically to support the students:

- The Black Student Success Center, funded through institutional and foundation resources, provides mentorship, connection, and resource navigation.
- Partnerships with local mental health professionals such as Dr. Tiffany Mims and Chase Moore support culturally responsive wellness programming.
- The UNITE Center houses Financial Aid and Admissions staff weekly to support students in resolving barriers quickly.
- EOPS/CARE and CalWORKs assist parenting and working students with direct resources and counseling.

Faculty and Staff Development

The college invests in professional learning to ensure that all employees can serve students through an equity-minded and antiracist lens.

- New Faculty Learning Community. The College gives its newly hired tenure track faculty release time to receive structured training and discussion opportunities around pedagogy, the needs of the students and the institution. It focuses a significant portion of the training to familiarize faculty with Black and African American students' specific needs and supports.
- Faculty and classified staff engage in regular workshops through the Learning Institute for New Employees (LINE), Center for Teaching and Learning, and National Faculty Learning Community.
- Distance Education supports the creation of equitable and accessible online courses through Universal Design for Learning (UDL) and equity-centered course design consultations.

These structures ensure that professional development remains continuous, systemic, and anchored in the principles of culturally responsive teaching and institutional equity.

Career and Economic Mobility Pathways

ARC's academic and workforce programs are structured to connect education with real-world opportunity.

- Programs such as Welding, Business, and Healthcare integrate mentorship and employment pathways.
- Faculty and staff leaders in CTE have become models for supporting Black student engagement in nontraditional fields such as welding.
- The college's partnership with local employers and workforce programs expands access to living-wage careers and entrepreneurship.

Funding and Resource Alignment

ARC's financial investment in Black Student Success reflects its commitment to institutionalizing equity. The institution commits over \$500,000 in direct support and over \$492,000 in programming that have elements that speak specifically to professionally developing faculty, staff and administrators understanding of the needs and support for our Black and African American students.

Current Funding Overview and Use

- Umoja Grant: funds student travel, stipends, temporary classified and programming \$243,000 annually
- Student Equity Access Plan: \$342,032
 - Faculty Coordination (salary and benefits) (1.0 FTE): \$202,000
 - Split between 0.5 Umoja liaison and 0.5 Outreach Coordinator
 - Temporary Staff and Student Workers for Umoja: \$19,402

- Temporary Staff and Student Workers for the Black Student Success Center: \$10,000
- Counseling (salary and benefits) (0.5 FTE): \$102,308
- Classified SSA (salary and benefits) (.5 FTE): \$44,160
- Institutional District Funding (\$40,000):
 - Instruction (HCD 310): \$20,000
 - ETHNS 320 – Introduction to African American Studies \$20,000
 - What about the other classes mentioned english, humanities etc
- Other Institutional Funding - Professional Development

While not solely focused on training to assist in understanding how to assist and teach Black and African American students, these programs focus a significant amount of attention on that subject:

 - The LINE Institute - \$299,728
 - Equity/AB 1705 professional development - \$182,813
 - New Faculty Academy - \$30,000
- SEAP: One Time Funding - \$110,100
 - Ghana - ADES 2024 SUMMIT, NCORE, Anti-Racism Series, Bridge the Gap, and other professional development training.
- **Total Approximately: \$1,625,543 (one-time and on-going funds) for the last academic year.**

Ongoing Efforts

ARC continues to pursue new foundation and grant funding while exploring alumni-supported philanthropy to sustain these programs beyond initial investments. Future resource planning will align with the Black Student Success Advisory Committee to ensure financial transparency, accountability, and continued growth.

What We Will Continue to Do

ARC will continue to strengthen collaboration across instruction, student services, and administration to ensure the Black Student Success Pathway grows into a sustainable model.

This includes:

- Embedding Black student success priorities into the Strategic Plan, Student Equity Plan, and Institutional Equity Plan.
- Developing a general education pathway for completion of an associate degree or transfer to a four-year university which centers the Black experience with special emphasis in STEM, Hospitality, and the Arts.
- Building a leadership program for Black students called the Kujichagulia Academy. It will be grounded in the principle of self-determination.

- Developing the Black Scholars Transfer Institute (BSTI) to align with BSI's statewide network and Sacramento State's Black Honors College for academic mobility.
- Continuing professional development for faculty, classified professionals, and administrators focused on equity, antiracist teaching, and belonging.
- Deepening partnerships with K–12 and community organizations to maintain a strong and intentional pipeline.
- Increasing student employment opportunities connected to academic programs, tutoring, and peer mentoring.

ARC will also continue to cultivate district and community partnerships, philanthropic relationships, and alumni engagement to ensure these efforts remain financially and structurally supported.

Looking Ahead

ARC will continue to maintain unique, dedicated spaces for Black Student Success programs, including the Black Student Success Center and Umoja. These spaces will remain cultural and academic hubs that foster belonging, connection, and excellence. This vision is anchored in what ARC's Black Faculty and Staff has defined as the Pillars of Permanency, which serve as our framework for growth and institutional readiness. These pillars outline how ARC will move from programs supported by one-time funding to institutionally sustainable staffing and with campus-wide policies that ensure continued Black Student success.

Moving toward a path to permanency, the college will:

- Maintain a .5 FTE faculty counselor.
- Maintain a .5 FTE coordinator assigned to Umoja.
- Maintain a 0.5 FTE faculty position to support the Black Student Success Center.
- Establish a 1.0 FTE classified support specialist dedicated to serving the Black Student Success Center and the broader Black Student Success Pathway.
- Strengthen the connection between physical space, staffing, and programming to ensure continuity of services and equitable access.
- Embed BSI priorities into institutional planning, resource allocation, and evaluation processes to guarantee long-term sustainability.

Pillars of Permanency

ARC's long-term commitment to Black student success is anchored in a pathway to permanency built on six institutional pillars. These pillars ensure sustainability, accountability, and growth as the college moves from short-term investments to lasting transformation.

Revenue and Resource Development

- Create a recurring and transparent budget dedicated to Black Student Success programming, reviewed annually by the Advisory Committee.

- Continue to seek philanthropic and foundation funding to strengthen programs, staffing, and innovation.
- Ensure that SEAP and other institutional funds remain aligned with BSI priorities and integrated into ongoing operations.

Dedicated Space and Infrastructure

- Sustain the physical presence of the Black Student Success Center and Umoja as cultural and academic anchors.
- Maintain spaces that include classrooms, tutoring areas, computer labs, and meeting spaces where students feel seen, supported, and celebrated.

Curriculum and Learning Pathways

- Expand a culturally grounded curriculum that highlights African American history, identity, and achievement.
- Develop a Black Honors College Pathway.
- Support the Umoja Learning Community.
- Develop a Black student leadership program

Permanent Staffing and Faculty Representation

- Maintain a 0.5 FTE of counseling
- Maintain a 0.5 FTE Faculty coordination for Umoja
- Maintain a 0.5 FTE faculty for the Black Student Success Center
- Establish a 1.0 FTE classified support specialist.
- Prioritize the hiring and retention of Black faculty and staff, especially in disciplines such as English and STEM.
- Incorporate more equity-based initiatives into hiring, interview, and evaluation processes.

Professional Development

Continue providing ongoing equity-minded professional learning for all employee groups.

- Increase the focus of the New Faculty Academy curriculum on serving Black and African American students.
- Build understanding serving capacity through the LINE Institute, CTL Communities of Learning, and the National Faculty Learning Community.
- Integrate accountability measures that ensure professional development translates into improved teaching, service, and policy.

Policy and Institutional Practice

- Conduct continuous review of institutional practices in student conduct, enrollment, and basic needs to ensure equitable outcomes.
- Elevate Black student success priorities in the Strategic Plan, Student Equity Plan, and Institutional Equity Plan.

- Use data-driven reflection and feedback loops to evaluate progress and remove systemic barriers.
- Periodic audit and update of the Black and African American Disproportionately Impacted report.

ARC's vision for the future is clear. The college is intent upon building a lasting, sustainable ecosystem of support that honors Black excellence, uplifts student voice, and transforms opportunity into reality. Permanency is not just a goal; it is the foundation of the work moving forward.

2. Please state the percent of the institution's enrolled student population identifying as Black African American for the most recent term.

In the Fall of 2024, American River College was 8.2% African American as determined by students self-identifying as African American.

3. Please state the number of students identifying as Black African American enrolled at the college or university for the most recent term.

In the Fall of 2024, 2,107 students identified themselves as African American.

4. Describe the academic goals for the institution to achieve within the five year period in which the initial designation is awarded. The goals described in this section should outline plans to improve retention, time to degree or time to certificate, and graduation rates of Black and or African American students.

ARC recognizes the need for aspirational and yet attainable goals. We have set the primary goal as the elimination of the equity gap for Black and African American students within the next five years as our goal. The following success metrics will be routinely monitored to insure progress towards the increased success of Black and African American students.

Goal 1: Improved retention and persistence

Increase first year persistence and overall retention by 2 percent per year over the five year period to reach 40 percent total to effectively close the gap. Table I illustrates 4-year data for retention from year-to-year, comparing Black and African students to the general population.

- Strategies.
 - Strengthen case management and early alerts
 - Expand proactive advising, embedded tutoring, and mentoring in the Black Student Success Center and Umoja
 - Offer learning communities and high touch cohort models

- Increase outreach with Financial Aid and Admissions in UNITE to prevent barriers to enrollment

Table I. Year-to-Year Retention

Academic year	One Year Retention Rates Black and African American	One Year Retention Rates all students
Fall 2020	39%	40%
Fall 2021	36%	38%
Fall 2022	38%	40%
Fall 2023	36%	40%

Goal 2: Reduce time to degree and certificate attainment

Decrease average time to degree and time to certificate by one full semester within five years.

Table II and III illustrates 4-year data comparing Black and African students to the general population.

- Strategies
 - Community designed curriculum aligned with workforce needs
 - Structured academic maps, guided pathways, proactive counseling touchpoints
 - Expand summer bridge, first year experience, and transfer preparation
 - More short-term, online, and hybrid options

Table II. Degree Completion within 300 percent of normal time

Years	Black students	All students	Rate
2016–2022	47	531	8.9%
2017–2023	62	519	11.9%
2018–2024	60	485	12.4%

Table III. Certificate Completion within 300 percent of normal time

Years	Black students	All students	Rate
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2016–2022	24	531	4.5%
2017–2023	32	519	6.2%
2018–2024	34	485	7.0%

Goal 3: Increased degree and certificate attainment and transfer rates

Increase degree rate and certificate attainment rate by 25 percent and transfer rates by 30 percent over five years. Table 4, 5 and 6 illustrate the number of Certificates and Degrees awarded and transfer rates for the past 3-4 years

- Strategies
 - Strengthen CSU and UC transfer partnerships
 - Prioritize outreach within Psychology, Social Science, and Science
 - Integrate culturally relevant pedagogy and mentorship
 - Provide clear degree audit tools and proactive counseling

Table IV. Certificate completion

Academic year	Certificates Black and African American	Certificates all students
2021–2022	91	1,085
2022–2023	105	1,033
2023–2024	122	1,717
2024–2025	139	1,867

Table V. Degree completion

Academic year	Degrees Black and African American	Degrees all students
2021–2022	248	2,573
2022–2023	303	2,438
2023–2024	303	2,521
2024–2025	305	2,542

Table VI. Transfer rates

Year	Black transfers	Total Black students	Transfer rate	All transfers	Total students	All student transfer rate
2018–2022	69	485	14.2%	665	3,675	18.1%
2019–2024	66	465	14.2%	611	3,482	17.5%
2020–2024	79	451	17.5%	747	3,466	21.6%

5. Describe the academic equity goals your institution aims to achieve within the five year period of the initial designation as a California Black Serving Institution. Include how these goals will improve equity gaps in retention, time to degree or time to certificate, and graduation between Black and or African American students and the overall student population. Provide data driven benchmarks and strategies.

Institutional focus

American River College’s academic equity goals are designed to close persistent equity gaps for Black and African American students in achievement, retention, completion, and transfer. These goals are built upon the college’s Student Equity Plan, Institutional Equity Plan, and the African American Disproportionately Impacted Report, and are grounded in a model that combines quantitative and qualitative data with continuous feedback from students, faculty, and staff. ARC’s goal is to transform existing equity frameworks into measurable outcomes that ensure Black student success is not episodic, but institutionalized and permanent.

Primary Goal – Close overall equity gaps

ARC’s data show an approximate 20-percent overall equity gap between Black and African American students and the collegewide average in course success and completion.

Target: Reduce the equity gap by at least two percentage points each year.

Strategies

- Use the college’s Action Research Model each term to identify root causes through focus groups, student interviews, and course-level data.
- Integrate equity reflection and data review into division meetings, program review, and faculty evaluation processes.

- Expand and create culturally grounded learning communities such as Umoja and the Black Honors Scholars Program to increase engagement and persistence.
- Enhance partnerships with local high schools and community programs to build a strong transition pipeline.

Benchmarks

Collegewide average in course success and completion increases by two percent annually.

Goal 1 – Improved retention and persistence

While persistence among Black students has improved, retention still lags behind the college average.

Target: Increase first-year persistence and overall retention for Black and African American students by 10 percent within five years, with incremental gains of 2 percent per year.

Strategies

- Expand proactive academic advising and case management for Umoja and Black Student Success Center participants.
- Maintain weekly Financial Aid and Admissions presence in the UNITE Center to remove administrative barriers to re-enrollment.
- Strengthen cohort-based learning communities that combine faculty, staff, and peer support.
- Leverage tutoring, embedded support, and mentoring to sustain engagement throughout the semester.

Benchmarks

- Year-to-year persistence and retention rates increase by at least two percentage points annually.
- Over 50 percent of students in the Black Student Success Pathway complete a comprehensive educational plan by the end of their first year.

Goal 2 – Reduce time to degree and certificate

ARC recognizes that timely completion is critical for economic mobility and confidence.

Target

- Reduce average time to degree or certificate by one full semester within five years.
- Decrease excess unit accumulation by 10 percent within five years.

Strategies

- Implement guided pathways and structured academic maps aligned to transfer and workforce outcomes.
- Increase proactive counseling and enrollment planning touchpoints prior to registration.

Benchmarks

- Students earning 30 units in the first-year increase by at least 10 percent within five years.
- Average excess units decline by at least five percent by year three and 10 percent by year five.

Goal 3 – Increase degree and certificate attainment rates

ARC data show consistent growth in completions among Black students and recent parity in transfer rates.

Target

- Increase degree and certificate attainment for Black and African American students by 15 percent, and transfer rates by 15 percent within five years.
- Maintain transfer parity already achieved with no gap greater than 1 percentage point.

Strategies

- Strengthen articulation and cohort advising partnerships with CSU and UC campuses.
- Focus targeted support in majors with high Black student enrollment—Psychology, Social Science, and Science.
- Embed mentorship and culturally relevant pedagogy within those disciplines.
- Provide structured degree audit campaigns every semester to identify students within 15 units of completion.
- Integrate HBCU partnerships and Black Scholars Transfer Institute for seamless transitions to four-year universities.

Benchmarks

- Annual degree and certificate awards increase steadily across the five-year period.
- Transfer rate remains at parity or above with overall student rate for all years of the designation.

Goal 4 – Improve course success and lower D, F, and W grade rates

Course-level performance, especially in gateway English and Math, directly affects completion timelines.

Target

- Increase gateway English and Math success within 5 years.
- Reduce D, F and W grade rates in the ten highest-enrolled courses for Black students by five percentage points within five years.

Strategies

- Expand embedded tutoring and peer academic support within targeted courses.
- Provide faculty training in inclusive teaching and equity-minded assessment through the Center for Teaching and Learning.

Benchmarks

- Term-to-term increases in course success for Black students.

- Five percent annual decline in D,F and W grade rates in key courses until parity is achieved.

Goal 5 – Integrate basic needs and financial stability with academic success

Financial stress remains a significant retention barrier.

Target

- Reduce stop-outs for financial reasons by 10 percent within five years.
- Ensure at least 90 percent of students in the Black Student Success Pathway complete all financial aid steps by census each term.

Strategies

- Deliver targeted Beaver Cares workshops in the Black Student Success Center on housing, food security, and emergency aid.
- Add peer navigators to help students complete financial aid steps and connect with resources.
- Host “Financial Aid Clearing Days” in UNITE before census and at term end.
- Expand completion grants for students within 12 units of a degree or certificate.

Benchmarks

- Annual decrease in financial-related withdrawals.
- Increased continuation rates among students receiving basic needs or emergency aid.

Goal 6 – Sustain equity-minded professional learning

To sustain gains, faculty and staff must have ongoing development that translates into classroom and service improvements.

Target

- By year five, most faculty teaching Umoja or Black Student Success Pathway courses will complete annual equity training.
- Majority of front-line staff in Student Services, UNITE, and Beaver Cares complete training in intrusive advising and culturally responsive service annually.

Strategies

- Integrate professional learning through LINE, CTL Communities of Learning, and the National Faculty Learning Community.
- Emphasize and continue to require reflection on equity practices within evaluation and tenure review processes.

Benchmarks

- Year-over-year increases in faculty participation and completion of equity modules.
- Visible improvement in student surveys measuring belonging, clarity of instruction, and overall satisfaction.

Continuous evaluation

ARC's Institutional Research Office and the Black Student Success Advisory Committee will jointly publish annual progress updates to monitor retention, completion, and equity indicators. Mid-year "action research briefs" will summarize what interventions moved the needle and which need recalibration.

This ongoing cycle of data, reflection, and action ensures ARC remains accountable to measurable, sustainable progress—and that every Black and African American student not only enrolls, but thrives, completes, and transfers with pride and purpose.

6. Identify institutional memberships, charters, or affiliations to organizations dedicated to the advancement of Black and or African American students.

American River College is actively engaged in multiple institutional memberships and professional networks that directly advance the success, leadership, and well-being of Black and African American students. These partnerships strengthen our institutional capacity, expand professional development opportunities, and connect our students to local, statewide and national communities of support.

- **Improve Your Tomorrow (IYT):** ARC partners with IYT to increase college access, persistence, and completion for young men of color, particularly Black and African American students. Through IYT's mentorship, case management, and transfer support, ARC strengthens the pipeline from high school to college and beyond.
- **Black Men Run:** The college maintains a local collaboration with Black Men Run to promote health, wellness, and brotherhood within the Black male student community. This partnership connects physical well-being to academic success and builds community among Black students, faculty, and staff.
- **African American Male Education Network and Development (A²MEND):** ARC is an institutional member of A²MEND, which provides mentoring, leadership development, and professional learning for faculty, staff, and students. Through this affiliation, ARC staff and students participate in annual conferences, statewide initiatives, and mentoring programs focused on advancing equity for Black men in higher education.
- **Umoja Community Education Foundation:** As an active member of the Umoja Community, ARC integrates Umoja's statewide model of culturally responsive teaching, mentoring, and community building into our local Umoja Sakhu Learning Community and broader Black Student Success Pathway. This partnership enhances professional development and ensures alignment with statewide best practices.
- **Mental Health and Wellness Partnerships:** ARC partners with local and regional professionals, including **Dr. Tiffany Mims** and **Chase Moore**, to provide culturally responsive mental health and wellness services for Black and African American students. These collaborations expand trauma-informed counseling, workshops, and

community-based healing practices that address the unique mental health needs of Black students.

- **Greater Sacramento Urban League:** ARC partners with the Greater Sacramento Urban League to empower the Black community in securing economic self-reliance, educational fulfillment, social justice, and civil rights while living well, being well, and thriving.
- **Capital Black Chamber of Commerce:** ARC partners with the Capital Black Chamber of Commerce to empower Black entrepreneurs. ARC has administrators working collaboratively with the Chamber to provide successful initiatives
- **Roberts Family Development Center** serves a primarily Black and Brown community. ARC works with the center by helping to provide interns, funding, and support.

7. Describe the campus resources available to promote equity and inclusion for Black and African American students. Include details on academic support programs, cultural centers, mentorship opportunities, student organizations, financial aid initiatives, and other efforts to foster an inclusive and supportive campus environment.

ARC is committed to serving and providing the resources necessary for our Black and African American students to succeed.

Outreach and community engagement

- Specialist focused on outreach to Black and African American students at feeder schools
- Yearly check ins with partner schools and coordination via the Campus Wide Outreach Collaborative
- Partnerships with IYT, A²MEND, Umoja Community Foundation
- Annual HBCU Caravan hosted by the Transfer Center and Black Student Success Center
- Collaborations such as Black Men Run and mental health partners

Academic and basic needs support

- Umoja Sakhu Learning Community offering HCD 310 each semester
- Beaver Cares Basic Needs Center for food, housing, transportation, technology, and emergency aid
- Tutoring and embedded support in the LRC, including an Umoja embedded tutor inclusive tutor
- Library collaboration, including Chromebook distribution as well as information literacy instruction (e.g. orientations, etc. for Umoja Scholars and cultural exhibits
- Counseling support with 0.5 FTE counselor dedicated to Umoja Sakhu
- Transfer advising and workshops in UNITE

- English offerings highlighting African American literature and honors pathways
- Black and African American Advisory Group and Dusty Baker Center
- Student athlete academic and mentorship support including the statewide Student Athlete Leadership Conference
- Dedicated spaces for Umoja, A²MEND, and the Black Student Success Center in Portable Village 604A
- Childcare and family friendly study rooms
- MESA tutoring and advising for STEM
- EOPS and CARE serving increasing numbers of Black and African American students

Alignment with the Disproportionately Impacted Report

- Regular data reviews through Institutional Research
- Expanded access to tutoring, counseling, and outreach
- Mixed methods research on barriers and experiences
- Track progress on closing the 20 percent equity gap through the Action Research Model
- Integrate student voice in equity and governance planning

Culturally relevant professional development

- New Faculty Academy training
- LINE for foundational equity training
- National Faculty Learning Community
- CTL Communities of Practice
- Instructional Technology Center support for UDL and accessible design
- Joint training for Student Services and Instruction

Proposed enhancements

- Expanded equity training for adjuncts and classified professionals
- Create a Black Student Success Pathway Faculty Fellows program
- Establish stronger collaboration with Distance Education for equity centered online learning

Proposed services and initiatives

- Black Student Success Pathway
- Black Scholars Transfer Institute to align with Sacramento State's Black Honors College
- Expansion to multiple unique discipline pathway cohorts
- Black Student Leadership Program
- Black Student Success Pathway Certificate with articulation and transfer agreements

- Increased Beaver Cares outreach with peer navigators and workshops specific to our Black and African American students
- Expanded classroom and instructional space for Umoja and culturally focused classes

8. Include any additional information that the governing board should consider in evaluating your institution's readiness to be identified as a Black Serving Institution.

American River College's application to become a designated Black Serving Institution reflects both deep institutional self-reflection and a clear vision for the future. The college's decision to apply was not made lightly. It was shaped by months of dialogue, data review, and intentional convening of faculty, staff, administrators, and students who are committed to advancing Black student success. Through this process, we have reflected on where we have been, where we need to grow, acknowledged the work still to come, and affirmed our shared belief that Black student success must be viewed as a permanent and foundational part of our college's mission. This application is not simply a request for recognition; it is a statement of purpose. ARC's vision is to build a permanent and sustainable structure of support for our Black students that is student-centered, faculty and staff-supported, and administratively championed.

This vision is anchored in the Pillars of Permanency (as noted in Section 1, Looking Ahead), which serve as our framework for growth and institutional readiness. These pillars outline how ARC will move from strong programs and one-time funding to sustained structures, dedicated staffing, and integrated policies that ensure Black student success for generations to come.

Affirmation and Institutional Readiness

ARC's readiness to become a designated Black Serving Institution is rooted in self-reflection, collaboration, and collective purpose. The decision represents a shift from programmatic support to institutional transformation. ARC continues to cultivate philanthropic partnerships, campus engagement, and districtwide support that align with this vision. The college is building a culture that celebrates Black excellence, uplifts the voices of students, and inspires hope and pride across the campus community.

Our vision for the future is clear: permanency, stability, and belonging. This application has institutional support as the Executive Leadership Team (composed of the President's Cabinet, Faculty, Classified, and Student Senate Leadership, and the co-chairs of the Governing Councils) and the Black Faculty and Staff Advisory Committee supported applying for this designation. Because of that, the work ahead is grounded in accountability, guided by community, and sustained by a shared belief that Black student success is not temporary. It is the future we are

building together.

9. As outlined in Senate Bill 1348 all applicant institutions are required to post their application online. Please submit that URL here.

<https://losrios-arc-staging.ingeniuxondemand.com/campus-life/news/american-river-college-submits-black-serving-institution-designation-application>