

Cosumnes River College, 2025 BSI APPLICATION

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.

CRC Statement:

Cosumnes River College is committed to fostering an inclusive and equitable academic environment that prioritizes the success of Black and African American students. As part of our broader mission—to provide innovative, equitable, and inclusive pathways for all students—we specifically aim to remove institutional barriers, close equity gaps, and ensure that Black students thrive academically, socially, and professionally. We uphold this commitment through targeted programs, resource allocation, and culturally responsive teaching and support practices that affirm the identities and experiences of Black students.

Please state the percent of the college's or university's enrolled student population identifying as Black/African American students for the current term.

In Spring 2025, 15.7% of CRC's students identified as Black/African American at Cosumnes River College.

Please state the number of students identifying as Black/African American enrolled at the college or university for the current term.

In the Spring 2025 term, 2,588 students identified as Black/African American at Cosumnes River College.

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 the institution's plans to improve retention, time-to-degree or time-to-certificate completion, and graduation rates of Black and African American students.

Over the five-year period of the Black-Serving Institution designation, Cosumnes River College will focus on improving the academic outcomes of Black and African American students by increasing retention, reducing time-to-degree and time-to-certificate completion, and improving graduation rates. CRC will utilize the following strategies towards achieving these outcomes:

- Proactive onboarding, targeted counseling, and wraparound support services.
- Streamlined educational planning, enrollment in Zero Textbook Cost (ZTC) and Open Educational Resources (OER) courses, and improved access to tutoring and academic support.
- Intentional integration into support programs such as Umoja, EOPS, and MESA, as well as participation in culturally relevant student engagement opportunities.
- Continue to increase the number of faculty who regularly review and reflect on their disaggregated course success data as part of their professional learning experiences, and provide professional development opportunities focused on equity-minded teaching and learning practices.

These will be measured by the following 5-year goals:

- Increase course success rates from 60.7% to 69.3% for Black/African Students.
- Increase fall-to-spring persistence from 55.9% to 63.5% for Black/African Students.
- Increase the percentage of new Black/African American students enrolling in 15-units in their first fall term from 14.8% to 20.4%.
- Increase the percentage of new Black/African American students who receive their comprehensive student education plan in their first fall term from 16.8% to 19.8%.
- Increase the percentage of new Black/African American students who complete transfer-level English in their first fall term from 59.5% to 71.2%.

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- Increase the percentage of new Black/African American students who complete transfer-level math in their first fall term from 34.2% to 49.7%.
- Reduce the average number of units completed prior to receiving their award (degree/certificate) for Black/African American students from 72.0 units to 66.95 units.

These goals will be supported through coordinated resource allocation, continuous data monitoring, and campus-wide accountability measures focused on equity and student success.

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. Specifically, outline how these goals will improve academic equity gaps in retention, time-to-degree or time-to-certificate completion, and graduation rates between your Black and African American students and the overall student population. Provide data-driven benchmarks and strategies for achieving these objectives.

CRC's We Won't Fall Targets succinctly address the college's academic equity goals in retention, time-to-award completion, and graduation rates between our Black and African American students and the overall population. While there is one longitudinal target focused on completion, the remaining targets are markers that serve as momentum points that serve as predictors toward completion (Clive R. Belfield et al., 2019)

<https://ccrc.tc.columbia.edu/wp-content/uploads/2019/06/early-momentum-metrics-leading-indicators.pdf>.

Strategies for Achieving these objectives:

CRC has identified three key strategic components to improve academic equity outcomes for Black and African American students:

1. Strengthening Teaching and Learning:

CRC places a strong emphasis on improving teaching effectiveness to positively impact student outcomes. Faculty are supported through intentional professional development activities that encourage the ongoing review of course-level success data. Each semester, instructors are prompted to examine equity gaps in their classrooms and engage in dialogue around evidence-based practices. The college fosters a culture of continuous improvement by creating opportunities for faculty to share successful teaching strategies with one another, with a focus on culturally relevant pedagogy that supports Black student success.

2. Proactive and Integrated Student Support:

From the point of entry, Black and African American students are encouraged to enroll in a full-time course load—ideally 15 units—to promote timely completion. To support this momentum, CRC provides a comprehensive, integrated support system that includes connection to programs such as Umoja, EOPS, MESA, and Basic Needs Services starting in the first semester. The goal is to ensure students do not have to navigate the institution on their own, but are instead guided into programs that address academic, financial, and social-emotional needs from day one.

3. Instruction-Student Services Collaboration:

A core feature of CRC's strategy is the integration of academic and support services through a collaborative approach between instruction and student services. This joint effort ensures that services are not siloed, but embedded in students' educational experiences. One example is the "Take-Off" program—an initiative designed for men of color—that pairs a transfer-level statistics course with built-in academic and counseling support. This model fosters a sense of belonging while addressing both academic and non-academic barriers to success.

Goal Methodology: For the overall student population, a standard deviation using the most recent five years of each metric was calculated. This value was multiplied by 1.96 and added to the most recent year to get a goal. The goal for Black/AA students was calculated by multiplying the equity gap for that group by 0.4 and adding it to the goal for all students. This equates to a 60% reduction in the equity gap for Black/AA students. For the final metrics - pertaining to

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units earned upon degree completion - there was no equity gap for Black/AA students. In this case, a standard deviation was again calculated for the last five years (for all students). This value was multiplied by 1.96 and then added to the most recent year for both groups.

Course Success Rate (fall term)	Fall 2024 (Baseline)	5-Year Goal
Black/African American Students	60.7%	69.3%
Overall Student Population	70.6%	73.3%

- Increase course success rates from 60.7% to 69.3% for Black/African Students, and the overall student population (70.6% to 73.3%). Reduce the course success rate equity gap between Black and African American and overall student population from -9.9 percentage points to -4 percentage points.

Fall-to-spring persistence (first fall term)	Fall 2023 - Spring 2024	5-Year Goal
Black/African American Students	55.9%	63.5%
Overall Student Population	58.6%	64.6%

- Increase fall-to-spring persistence from 55.9% to 63.5% for Black/African Students, and the overall student population (58.6% to 64.6%). Reduce the persistence rate equity gap between Black and African American and overall student population from -2.7 percentage points to -1.1 percentage points.

Enrolling in 15 units in first Fall term	Fall 2024	5-Year Goal
Black/African American Students	14.8%	20.4%
Overall Student Population	18.5%	21.9%

- Increase the percentage of new Black/African American students enrolling in 15-units in their first fall term from 14.8% to 20.4%, and the overall student population (18.5% to 21.9%). Reduce the 15-unit enrollment rate equity gap between first time new Black and African American and overall first time new student population from -3.7 percentage points to -1.5 percentage points.

Completing Comprehensive Student Education Plan in first fall term	Fall 2024	5-Year Goal
Black/African American Students	16.8%	19.8%
Overall Student Population	17.0%	19.9%

- Increase the percentage of new Black/African American students who receive their comprehensive student education plan in their first fall term from 16.8% to 19.8%, and the overall student population (17.0% to 19.9%). **While there is currently not an equity gap with the percentage of new Black/African American students who receive their comprehensive student education plan in their first fall term, the college will continue its efforts to maintain no equity gap.**

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% Completing Transfer-Level English	Fall 2024	5-Year Goal
Black/African American Students	59.5%	71.2%
Overall Student Population	70.2%	75.5%

- Increase the percentage of new Black/African American students who complete transfer-level English in their first fall term from 59.5% to 71.2%, and the overall student population (70.2% to 75.5%). Reduce the completion rate in transfer-level English (in their first fall term) equity gap between first time new Black and African American students and overall first time new student population from -10.7 percentage points to -4.3 percentage points.

% Completing Transfer-level math	Fall 2024	5-Year Goal
Black/African American Students	34.2%	49.7%
Overall Student Population	50.2%	56.1%

- Increase the percentage of new Black/African American students who complete transfer-level math in their first fall term from 34.2% to 49.7%, and the overall student population (50.2% to 56.1%). Reduce the completion rate in transfer-level math (in their first fall term) equity gap between first time new Black and African American and overall first time new student population from -16 percentage points to -6.4 percentage points.

Time to Degree/Cert (Average units to attain award or transfer)	2023-2024	5-Year Goal
Black/African American Students	72.0	66.95
Overall Student Population	73.6	68.56

- Reduce the average number of units completed prior to receiving their award (degree/certificate) for Black/African American students from 72.0 units to 66.95 units, and the overall student population (73.6 units to 68.56). ***While there is currently not an equity gap with average units completed prior to attaining award/transfer, the college will continue its efforts to maintain no equity gap.***

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

At CRC:

- Umoja
- A2MEND
- Los Rios Black Faculty and Staff Association (BFSA)
- Improve Your Tomorrow (IYT)

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5. Attach your institution's strategic plan to address the academic goals and academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. The strategic plan should include, but not be limited to, all the following:

(A) a mission statement that addresses the applicant's commitment to serve Black and or African American students;

Cosumnes River College is committed to fostering an inclusive and equitable academic environment that prioritizes the success of Black and African American students. As part of our broader mission—to provide innovative, equitable, and inclusive pathways for all students—we specifically aim to remove institutional barriers, close equity gaps, and ensure that Black students thrive academically, socially, and professionally. We uphold this commitment through targeted programs, resource allocation, and culturally responsive teaching and support practices that affirm the identities and experiences of Black students.

(B) outreach services to potential Black and or African American students;
Outreach and Recruitment Plan

To expand outreach and improve access for Black and African American students, CRC implements an intentional, student-centered approach. Once an application is submitted, a designated outreach specialist engages the student with personalized follow-up. This includes assistance with financial aid, course registration, educational planning with a counselor, and proactive connections to programs such as Umoja, EOPS, Basic Needs Support, MESA, and Tutoring Services. This hands-on model ensures students are not left to navigate college alone but are systematically supported from their first contact through enrollment.

(C) existing and/or proposed academic or basic needs support services to assist in the academic success of Black and/or African American students. Support services described in this section may include campus affinity centers, coursework, activities or events;

CRC supports Black student success through an integrated ecosystem that provides coordinated academic, emotional, and basic needs support. Upon enrollment, Black students who qualify are co-enrolled in Umoja, EOPS, and MESA. Umoja offers flexibility to serve students who may not meet EOPS or MESA eligibility. Black male students are engaged through A2MEND-sponsored activities and mentoring. Additionally, students receive access to housing assistance, food support, technology (e.g., laptops), and culturally relevant mental health services, including proactive workshops to destigmatize therapy.

Tutoring support is available via the Tutoring Center, where peer tutors are intentionally recruited for their ability to connect with students' lived experiences. CRC also provides workshops on ethical AI usage and access to Open Educational Resources (OER) and Zero Textbook Cost (ZTC) courses to reduce financial barriers. Our Black Empowerment Center includes a study area, lounge, counselor's office, classified staff space, and student worker support—serving as a cultural and academic hub for Black students.

(D) an outline of the planned allocation of resources during the five-year period in which the initial designation awarded;

CRC has made significant institutional investments to support Black students. This includes dedicated staffing: one full-time Black Student Success Counselor, one full-time Black Student Success Specialist, and a 0.5 FTE Outreach Specialist for Black student engagement. Student Equity funds are allocated annually to support additional classified positions and student workers serving Black students. Additionally, the Black Empowerment Center's establishment and maintenance reflect CRC's commitment to providing sustained, visible support for Black student success.

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Resources are also earmarked for faculty and staff professional development, enabling attendance at the A2MEND Conference, Umoja Conference, and the African Diaspora Education Summit (ADES).

(E) an outline of how the institution is using or will use existing resources to provide culturally relevant professional development for the applicant’s faculty and staff in pursuit of Black Serving Institution goals.

CRC integrates culturally responsive professional development into its institutional structure. The college’s PD Coordinator receives 0.80 FTE release time, much of which is dedicated to leading a team of Teaching and Learning Leads, who are instructional faculty on release time (0.40 FTE) assigned to lead equity-centered teaching and learning professional development within the instructional divisions. The PD Coordinator also programs professional development collegewide, such as convocation and flex week. At Convocation, the college highlights Black student outcomes and strategies for closing equity gaps. We offer inclusive professional development institutes open to all faculty—including part-time adjuncts—focused on culturally affirming pedagogy and student engagement.

Our Equity Academy, required for newly hired tenure-track faculty, centers on equity-minded teaching practices and inclusive curriculum development. Additionally, with the resources provided by a state grant, the college’s Teaching and Learning Leads led/facilitated teaching and learning communities of practice called Collaborative Learning Circles. While the Equity Academy was solely for new full-time faculty, the Circles were open to all faculty, including adjunct faculty. In total, 35 faculty participated, 11 of which were adjunct faculty, with representation across all instructional areas. The programming for the Equity Academy and Collaborative Learning Circles were aligned in focus to address instructional improvement, while closing equity gaps; and, both programs will continue in Spring 2026. Lastly, CRC provides individual PD funds (approximately \$800/year) for all employees to pursue training aligned with its Strategic Plan Goals, which institutionalized the college’s centering of educational equity. These efforts ensure our educators are well-prepared to support Black student achievement and advance the goals of the BSI designation.

Data [upload file]
For the last three most recent years

(A) The number of degree and certificate programs completed by all students, and by Black and or African American students.

Number of Degree/Certificate Earners	2021-2022	2022-2023	2023-2024
Black and/or African American students	202	197	213
All students	1,790	1,975	1,932

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(B) The number of all students, and of Black and or African American students, who completed degree and certificate programs within normal time and up to 300 percent of normal time to degree completion.

Cohort	Fall 2016-2022	Fall 2017-2023	Fall 2018-2024
Black and/or African American students - Cohort Size	404	419	408
Black and/or African American students - Completion Rate	8.4%	7.6%	13.2%
All students - Cohort Size	2,453	2,431	2,434
All students - Completion Rate	15.2%	17.0%	18.5%

(C) The student transfer rates for all students, and for Black and or African American students, to four-year colleges and universities. (300%)

Cohort	Fall 2016-2022	Fall 2017-2023	Fall 2018-2024
Black and/or African American students - Cohort Size	404	419	408
Black and/or African American students - Transfer Rate	16.6%	19.3%	20.1%
All students - Cohort Size	2,543	2,431	2,434
All students - Transfer Rate	26.7%	28.1%	31.8%



[upload file] Please Submit a certification, in writing, by the chief administrative officer of the college or university, of the applicant's commitment to address Black and African American student success that is consistent with the applicant's mission.

June 3, 2025

To the members of the Governing Board for the Black-Serving Institution (BSI) Designation Application:

As the Chief Business Officer of Cosumnes River College, I am pleased to affirm our financial and operational commitment to advancing the success of Black and African American students. This commitment is deeply embedded in our mission to provide equitable and inclusive pathways that empower all students—especially those who have been historically marginalized—to reach their academic and personal goals.

Cosumnes River College has made and will continue to make intentional investments in support of Black student success. These commitments include, but not limited to:

- **Designated Personnel:** We are funding and sustaining a full-time Black Student Success Counselor, a full-time Black Student Success Specialist, and a .5 FTE Outreach Specialist specifically focused on outreach and onboarding of Black students. These roles are essential to creating a proactive and culturally responsive support structure.
- **Physical Infrastructure:** We have established and continue to maintain the **Black Empowerment Center**, a dedicated space that serves as a hub for academic support, community building, and connection to services. This space includes a lounge, study area, counselor's office, and workstations for classified professionals and student workers.
- **Professional Development:** Annual institutional funds are designated to support professional development for classified professionals and faculty, including participation in equity-centered professional learning. These investments help ensure our educators and staff are prepared to effectively serve, support, and teach Black students.
- **Student Support Programming:** We have committed ongoing funding for culturally relevant student programs and activities, including mental health workshops, academic tutoring, AI literacy sessions, and transfer and career exploration programming. Additionally, we have set aside equity funds to support **basic needs services**, including housing and food assistance, for Black and African American students facing financial hardship.

Our resource allocation strategy reflects a sustained, multi-year commitment to closing equity gaps and promoting the success of Black students. These investments are central to our institutional identity and will remain a strategic priority throughout the duration of the California Black-Serving Institution designation and beyond.

Please accept this letter as formal certification of Cosumnes River College's financial and operational commitment to fulfilling the goals of the BSI designation.

Sincerely,

Dr. Edward Bush
College President

Theresa Tena
Vice President, Administrative Services

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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 any other institutional efforts designed to foster an inclusive and supportive campus environment.

CRC is deeply committed to student success through an equity-driven approach that supports Black students from entry to completion. This includes intentional outreach, streamlined onboarding, and robust retention efforts.

Programs like the Umoja Diop Scholars, which has been a part of CRC since 2006, and A²MEND Student Charter, housed in the Black Empowerment Center, provide culturally relevant curriculum, mentorship, and community support. Student-led groups such as the Black Student Union, African Student Union, and Melanated Conversations (a support space for Black women) foster belonging, identity, and leadership. CRC also offers African American Studies courses, a Black Faculty and Staff Directory, and participates in the districtwide annual Celebration of Excellence to affirm and uplift Black student achievement.

To reduce barriers and improve access, CRC offers innovative supports like Opt-Out Scheduling, which helps first-time students start with full-time, major-aligned course loads, and the Zero Textbook Cost (ZTC) initiative, which expands access to courses with free instructional materials, now adopted by two-thirds of faculty.

In addition, the Hawk CARES Center connects students with essential basic needs, including food, housing, transportation, and emergency support, ensuring that students can focus on their education without facing insecurity. The Center for Inclusion and Belonging provides a welcoming space for identity-based programs and student communities, promoting equity, cultural engagement, and cross-cultural dialogue.

Together, these efforts reflect CRC's strong commitment to equity, inclusion, and the holistic success of Black students and the broader campus community.

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

CRC has demonstrated a longstanding and genuine commitment to Black student success through both grassroots and institutional efforts. During the pandemic, Black faculty and staff organized formally and informally to build a supportive community focused on ensuring Black student enrollment and persistence were not disproportionately impacted. These efforts were matched by a strong commitment from the college's executive leadership team, resulting in targeted initiatives and resource allocation aimed at advancing Black student success.

CRC's culture of inquiry is supported by a robust research office capable of producing disaggregated data and conducting in-depth qualitative research to better understand the experiences and outcomes of Black students. This allows the institution to make data-informed decisions and continuously refine strategies to close equity gaps.

Furthermore, at CRC, equity—particularly racial equity—has been normalized as a shared responsibility across all employee groups. Ongoing dialogue and professional development centered on achieving racial equity are embedded in the fabric of the institution and actively engage faculty, classified professionals, and administrators alike.

These collective efforts illustrate CRC's deep institutional readiness to fulfill the responsibilities of a California Black-Serving Institution and ensure that Black students are supported, valued, and empowered to succeed.