

## I. Introduction

### Overview

College of the Redwoods is committed to providing and maintaining access and educational services to ensure the success of its students. To demonstrate commitment to this ideal a task force was formed to update the Student Equity Plan of May 1996 to accurately reflect current trends and issues regarding student equity in 2004.

Representatives from faculty and administration comprised the task force:

Name	Title
Deanna Herrera-Thomas	Faculty
Leslie Lawson	Administrator
Peter Blakemore	Faculty
Ibrahim Ali	Administrator
Michael Butler	Faculty

With the wisdom of the 1996 Student Equity Plan as a guide along with the California Community Colleges Chancellor's and the California Community Colleges Academic Senate guidelines for the updated plan the present document has been compiled. With appreciation the task force utilized the Modesto Junior College Student Equity Plan as a template for the documents excellence in both content and form. With this current plan, College of the Redwoods will ensure that the population of historically underrepresented students (ethnic minorities, persons with disabilities, and women) reflects and exceeds the ethnic and cultural backgrounds of the community served by the college. As Humboldt, Mendocino and Del Norte counties have historically engaged in legal acts supporting the segregation and dispersion of minority populations (such as the Native American and the Chinese population) the college will continue to make efforts to mitigate this historical trend of limiting access of resources to traditionally underrepresented and disenfranchised populations by encouraging educational and economic growth of minority groups.

### Enrollment Figures for Spring 2004 as Compared with Service Demographics.

	CR student Body 2004	Humboldt County 2000 Census	Del Norte County 2000 Census	Mendocino County 2000 Census
White	71.7	84.5	78.9	89.7
Female	56.4	50.6	44.8	50.3
Male	43.6	49.4	55.2	49.7
Hispanic	6.5	5.7	13.9	10.3
American Indian or Alaskan Native	6.6	5.8	6.4	4.1
Asian Pacific Islander	2.6	3	0.1	2.3
Black	1.7	0.9	4.3	0.6

College of the Redwoods strives to maintain a leadership role in helping the community achieve economic and social success. In keeping with this principle, the college endeavors to foster excellence in its educational programs, at the same time recognizing the diverse backgrounds, needs, and aspirations of students.

As the 1996 Student Equity Plan highlights, “The College accepts the fundamental leadership role in creating an environment where underrepresented students can realize their capabilities and is committed to making certain the academic preparation and success of underrepresented students is increased”. The present plan recommits the college to these important ideals. By instituting, maintaining and annually reviewing the Student Equity Plan, College of the Redwoods commits fiscal resources and the services of its faculty, staff and administration towards helping students to succeed. This commitment is evinced by the gathering of appropriate outcome data to insure that the college will meet its goals.

The Student Equity Plan is organized around five goal indicators: Access, Course Completion, Degrees and Certificates, ESL/ Basic Skills, and Transfer. The present plan includes two additional indicators, Campus Climate and Implementation of the Student Equity Plan.

### **Definition of Indicators**

#### Access (I)

A comparison of the percentage of each group that is enrolled to the percentage of each group in the adult population within the community served.

#### Course Completion (II)

A comparison of the ratio of the number of courses that students successfully complete to the number of courses in which students are enrolled on the census day of the term.

#### Degree and Certificate Completion (III)

A comparison of the number of degrees and certificates awarded with the numbers of degrees and certificates awarded in prior years.

#### ESL and Basic Skills Completion (IV)

The ratio of the number of students who complete the degree-applicable course in the basic skills discipline within two semesters of having completed the final ESL or basic skills course in the discipline.

#### Transfers (V)

The combined number of students who transfer to a CSU or UC each fall term and the ethnic distribution of the transfer students.

### Campus Climate (VI)

Recruitment efforts and retention data reports of faculty and staff from underrepresented groups.

### Implementation of the Student Equity Plan (VII)

Strategic coordination of the implementation of the Student Equity Plan and its annual review as well as the application of activities and goals so indicated.

The appendices included in the plan are the Philosophy Statement, the Mission Statement, of the district and multicultural curriculum recommendations of the Multicultural and Diversity Committee and an ESL program proposal developed by the Student Services division of the College.

## **II. Executive Summary**

The primary objective of College of the Redwoods, explicitly stated in the first sentence of the College Philosophy (See Appendix A), is the success of each student. The commitment is extended to all students, especially those from historically underrepresented groups such as ethnic minorities, women and persons with disabilities. These ideas are reinforced by both the Board Policy # (Get this in the SEP 1996) (See Appendix B) adopting the 1996 Student Equity Plan and the College of the Redwoods Strategic Plan of 2004 which underscores this objective and applies it to the underrepresented student as delineated by the Strategic Driver I: Access, "Increasing access achieves a number of benefits including an increase in enrollment and diversity." The 2004 Student Equity Plan focuses on both access and outcomes of success.

College programs such as EOPS, DSPS, and the Transfer Center are specially funded efforts to improve goal attainment of students. However, student success requires and institution-wide commitment and the responsibility for carrying out the promise to students belongs to every member of the Board of Trustees, the highest levels of academic governance, the highest levels of administration, the faculty and the staff of the College.

Revisiting the goals of the adopted Student Equity Plan of 1996 offers the College of the Redwoods an opportunity to examine the 2004 statistics that measure the recruitment and subsequent success of underrepresented students in completing degrees and certificates or in transferring to a university and to compare those findings with the outcome measures from 1996. Where these statistics are absent the Student Equity Plan of 2004 will indicate so and recommend tracking and analysis.

The following report demonstrates that ethnic minorities at the College of the Redwoods District are represented in differing proportions to the relative populations across Del Norte, Humboldt and Mendocino counties. The College of the Redwoods student body reflects approximately the same relative population numbers as are represented in the

Humboldt County general population, with a slight overrepresentation of females, Blacks, American Indians or Alaskan Natives, and persons with disabilities. Conversely, the Hispanic minority population in Del Norte and Mendocino Counties are underrepresented in the College of the Redwoods student body by almost one half of the general population groups of their respective districts. The district wide student body at each of the branch campuses should reflect the district wide county representation of underrepresented groups and match the population trends of the counties surrounding those branch campus sites.

### **Target Groups and Equity Indicators**

The College intends to conduct research based activities which will have a positive impact on access and success for all students. There are a few groups where special emphasis will be made. A review of the data indicates a lack of representation in achievement across several academic indicators. The reviews of the research data on the five key indicators revealed a need to focus on target groups that are underrepresented in the following indicators that include:

**Access:** Hispanic students (See Table 1)

**Course Completion:** Black and Hispanic Students

**ESL/Basic Skills:** Black and Hispanic Students (See Table 2)

**Degree and Certificate Programs,** All students with relative emphasis placed on the achievement rates of underrepresented students (See Tables 3 and 4).

**Transfers:** All students with relative emphasis placed on the completion rates of underrepresented students (See Table 11).

### **Goals Addressing Indicators**

Goals have been prescribed for overall College-wide coordination of the Student Equity Plan as well as for each of the five student equity indicator areas. These goals include:

#### *Access (I)*

A comparison of the percentage of each group that is enrolled to the percentage of each group in the adult population within the community served.

- Increase the proportion of Hispanic student enrollment district wide by 2% per year to reach at least 15% by year 2010. It is important to note that the Hispanic population is the fastest growing population in Humboldt, Mendocino and Del Norte counties. Recent annual increases in the Hispanic population have been at 13% for Humboldt County alone. Therefore, the Student Equity Plan indicates the need for relative matching of growth in enrollment for Hispanic students to the relative growth of respective county populations.
- Increase the proportion of Black student enrollment by 1% per year to reach at least 5% by the year 2010.
- Maintain or increase the proportion of other historically underrepresented groups.

- Identify any barriers to success for students with disabilities and continue to review data on students with disabilities to determine if all disabled students are counted.
- Further review data on American Indian or Alaskan Native populations to determine if all these students are counted. Identify barriers to access for these students.

### *Course Completion (II)*

Course Completion is determined by the ratio of the number of credit courses that students by population group successfully complete by the end of the term compared to the number of courses in which students in that groups are enrolled on the census day of the term.

- Course completion rates to be increased by 3% per year for African American students to reach 73% success rate by 2010.
- Increase the completion rate for basic skills courses by 4% per year for Hispanic students to reach 73% by 2007.
- Increase the completion rate for basic skills courses by 2% per year for American Indian/Alaskan Natives to reach 73% by 2010.
- Achieve 75% completion rate of success for all subgroups by 2010.
- Achieve 75% completion for degree applicable and transfer courses by 2010.

### *Degree and Certification completion (III)*

Completion is determined by the ratio of students in the targeted groups who have received degrees and certificates in the past three years to the total number of students with the same informed articulation goal will equal or exceed the three-year averaged ratio of enrolled targeted students to enrolled non-targeted students in the district.

- Ratios will be examined by the Spring of 2005 to indicate the ratio of under-represented students to White students (Black students/non-Blacks, Hispanic/non-Hispanics, etc...) and appropriate goals for those groups will be determined so that the ratio will equal or exceed that number.
- Increase the number of vocational education degrees and certificates awarded to Asian Pacific Islander students by 5% for the next six years to reach 90% completion rate by 2011.
- Increase the number of degrees and certificates awarded to students with disabilities by 4% for the next five years to reach 90% completion rate by 2011.
- Continue to monitor the ethnic and gender distribution of recipients to assure it is comparable to that of the total student population three years prior.

- Graduation Rates

**Cohort year 2000**

*The cohort of an institution includes all first-time full-time degree or certificate-seeking undergraduate students that began in the stated cohort year.*

<b>Graduation Rate within 150% of normal time</b>	26.90%
<b>Transfer-out rate</b>	18.90%
<b>Graduation rates by gender</b>	
Men	23.20%
Women	32.40%
<b>Graduation rates by ethnicity</b>	
White, non-Hispanic	27.50%
Black, non-Hispanic	(!) 0.0% *
Hispanic	(!) 16.7% *
Asian/Pacific Islander	(!) 45.5% *
American Indian/Alaskan Native	(!) 15.4% *
Unknown Race/ethnicity	(!) 40.9% *

(! Interpret data with caution. There are insufficient cases for reliable estimate).

*ESL/Basic Skills Completion (IV)*

This equity indicator is defined as the ratio of the number of students who complete the degree-applicable course in the basic skills discipline within two semesters of having completed the final ESL or basic skills course in the discipline.

- Track students enrolled in ESL courses and analyze the data on persistence to determine if there is a difference in the distribution of the total number of completers. Develop goals as they relate to these data.
- Increase the number of ESL students served by ESL coursework and develop viable programs aimed at the success of the ESL population.
- Incremental increases each year in basic skills for all groups should match the overall success completion percentage of 66% held by White students.
- Increase the percentage of Black student basic skills completion by 5% for the next four years to reach 66% by 2009.
- Increase the percentage of Hispanic student basic skills completion by 5% for next two years to reach 66% by 2007.
- Increase the percentage of Asian Pacific Islander student basic skills completion by 5% for the next four years to reach 66% by 2009.
- Increase the percentage of Native American/Alaskan Native students by 5% in the next year to reach 66% by 2006.

### *Transfers (V)*

This indicator is defined as the ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years (See Tables 11 and 12)

- To ensure that the transfer rate of students in the targeted groups is equal to or greater than the transfer rate of all students in the Redwoods district.
- Increase the percentage of African American students who successfully transfer by 3% per year for the next five years to reach 75% by 2010.
- Increase the percentage of Hispanic students who transfer by 5% for the next two years to reach 75% by 2007.
- Increase the percentage of American Indian/Alaskan Native students by 5% for the next two years to reach 75% by 2007.
- Increase the percentage of students with disabilities who successfully transfer by 5% in the next year to reach 75%.
- Obtain better data on the number of students who transfer.

The College of the Redwoods Student Equity Plan includes two additional equity indicators to ensure the College lives up to the ideals expressed in its Statement of Philosophy.

### *Campus Climate (VI)*

Campus climate will be assessed by recruitment efforts and retention data reports of faculty and staff from underrepresented groups.

- Increase the number of qualified faculty from ethnic minority groups and increase retention rates of these individuals.
- **Abe I need numbers!**
- Implement appropriate instrumentation (questionnaires or surveys) designed to measure campus climate and conduct data collection regarding this important issue.
- Integrate accountability measures into program development and review to measure the relative success of newly developed programs across disaggregated student groups in accordance with populations described by The System Office and the Board of Governors (Fall 2002) and The Academic Senate for the California Community Colleges.

### *Overall Implementation (VII)*

To continually update and implement the Student Equity Plan.

## Summary of Activities

The College of the Redwoods Community College has actively engaged in district-wide efforts to improve student access and success rates by a variety of means and programs. The development of the Student Equity Plan underscores these efforts and their foundational philosophy. The Plan is written with the absolute intent of making a substantive district wide impact on the success and access rate of underrepresented students with activities clearly delineated and attainable. Accountability is a necessary component of the plan so that the relative success of programs and activities will be measured by specified outcome data on an annual basis.

*Access:* Recruitment strategies will be employed and continually reviewed in order to reach out to underrepresented populations. CR will continue to work in collaboration with Humboldt State University to recruit from underrepresented population pools. Outreach events such as the *Feria De Educacion*, targeting the Hispanic population will be continued annually. CR will continue to participate on “CCC Apply”, the California Community College gateway that allows for electronic enrollment from anywhere in the world.

*Course Completion:* A number of existing activities designed to increase the success rate of under prepared students at are provided College of the Redwoods. Specific outcome data will be collected to determine the efficacy of this program with the tracking of students by ethnicity, gender and disability. Staff and faculty development activities will be provided to increase cross cultural awareness and competency. An ESL program will be designed and integrated into the existing programs to increase the success rates of ESL students. Multicultural aspects will be incorporated into general education program courses through either a 3 unit diversity and common ground requirement and/or similar requirements within the broader General Education courses offered. Such curricula will help all students recognize the importance of cross cultural competency. Research clearly indicates that multicultural curriculum development increases the completion rates for all students.

A multicultural and diversity center will be created to address campus climate issues and to provide instrumental materials and references for faculty and staff to raise awareness and to promote skill development. Multicultural events will be promoted and speakers representing pluralistic ideals will be brought to College of the Redwoods annually.

*Degree and Certificate Completion:* All students will be encouraged to complete associate degrees and those who do not complete their educational goals will be provided with an exit survey to provide the college with better data for future program development.

*ESL/Basic Skills Completion:* The number of students ((N=18) [See Tables 6, 7, and 8](#)) presently in the ESL course provided by College of the Redwoods is too small to create meaningful descriptive analyses. Raw numbers indicate that of eighteen students six obtained an F or D with one student achieving an A and twelve receiving a C or better.

The data to evaluate whether students complete English 1A after completing English 150 by ethnicity is also spurious as the total N of students enrolled in English 1A is small (N=28) (See Table 9). Extensive work will be conducted in order to create meaningful reports. The raw numbers indicate that White students have a 71% completion rate while Black students have a 0% completion rate and Hispanic students complete at a rate of 50%. Furthermore, American Indian/Alaskan Native students transfer at 78% and Pacific Islander students complete at a rate of 80% and Asian students at 100%. This final percentage underscores the importance of disaggregating Pacific Islander students from the Asian student category as patterns of success vary widely within the aggregate population.

*Transfer:* Transfer data reveal that College of the Redwoods students are more likely to transfer to California State Universities or to other California Community Colleges than to University of California or private institutions (See Tables 11 and 12). Data will be collected in order to address this trend. If students are unaware of scholarships available at the University of California and at private institutions then activities will be developed to disseminate that information.

*Campus Climate:* The Human Resources department will make available yearly data regarding the hiring and retention of underrepresented populations in faculty and staff positions. A Multicultural and Diversity Center will be developed to house research and instructional support for faculty, staff, administrators and students regarding issues related to cultural awareness. The Center will also make available information regarding events. Student Equity will be a component of the Program Review Process already existing at the College. Questions about access and success of students will be incorporated into the documents to be completed as each of the programs reviews their courses. Integration of existing programs benefiting all students will be reviewed in terms of their relative impacts on underrepresented groups by specific populations.

*Systematic Implementation of the Student Equity Plan:* To update, reevaluate and implement the Student Equity Plan a standing committee will be established comprised of the individuals representing the highest levels of academic and administrative governance. The College of the Redwoods President or Vice President, A Co-President of the Academic Senate, a College Council Representative and the Vice President of Student Affairs will comprise the committee along with two additional members appointed by the College Council, one individual chosen from the Academic Senate (Senator) and one from the administrative team of the College. The designated committee Student Equity Committee Chair will report on the progress of the Student Equity Plan to the College Council, the Academic Senate and the Board of Trustees annually. Each body of governance obtaining the report will make recommendations to the Student Equity Committee regarding recommendations for the successful implementation and progress of the plan. Responsibility for applying the Student Equity Plan will be shared across campus departments and units but will be overseen by the standing Student Equity Plan Committee.

## Resources

The implementation of the Student Equity Plan relies on the commitment of the institution to apply resources to the programs and activities delineated by the Plan. Programs such as an ESL program and the Multicultural and Diversity Center will require the efforts and intentional application of funding towards their development. There are activities that require a reconfiguration of existing programs and these will be funded by those existing resources.

## District Contact

<b>Casey Crabill (Full Name Here Contact Info and Title)</b>
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## Philosophy Statement

College of the Redwoods takes seriously its responsibility to the citizenry of the counties it serves. The College has an ongoing commitment that every student is given an equal opportunity to reach his or her goals in an atmosphere of academic and institutional respect. Increasing access and opportunities for success of historically underserved groups is an important goal of the Student Equity Plan as the College recognizes the importance of institutionalizing student equality by creating specific goals and activities that will address the outcomes of specified indicators of success. Furthermore, the College demonstrates this philosophy in measurable terms so that program development and services provided are developed based upon sound research.

Student equity is a critical indicator of the success of the College of the Redwoods District in serving its surrounding communities. The success of all students is the marker for the receptivity and responsiveness of the institution to the counties it serves. College of the Redwoods demonstrates its values in the allocation of resources and efforts to the campus community wide effort to institute and continually review and apply the 2004 Student Equity Plan.

## Principles of the Plan

Revisiting the Student Equity Plan of 1996 reveals the guiding principles of that plan as it was first written and the foundation the current plan rests upon today. The principles focus on assessing and changing the “institutional culture”; developing a “sense of community” among administration, faculty, staff, and students; and building a college that embraces diversity and fairness in order to provide students with what they need—a successful and positive college experience. The principles of the 1996 and 2004 plans are as follows:

1. To review and improve the coordination of planning, programming, and funding in order to maximize the efficiency, effectiveness, and integration of resources designed to improve the success rate of all students, especially that of underrepresented students.
  - a. To achieve equity for historically underrepresented students, we must focus on enrollment, retention, degrees/certificates earned, and transfer outcomes, so that

the outcomes for such students are equal to or greater than that of the general population served by the college.

2. To acknowledge that real change cannot be made in a negative social and political environment. The college must honestly assess its institutional culture, philosophy, and campus climate. The evaluation will aid the college in fostering positive change through open collaborative processes, content-focused reviews, and action plan and implementation driven by data.
  - a. The “institutional culture” or “campus climate” of the college will be assessed by examining every norm or practice to determine if it constitutes an institutional barrier to student equity or if it can, with some change, more effectively foster student success.
  - b. The major component of the campus climate concept is a review of the retention of faculty, staff and students from underrepresented groups and the perception of students, staff and faculty from underrepresented groups of the institution.
  - c. Relationships between student perceptions/decisions and their educational experience and career choices include the following factors:
    - Faculty composition and philosophy
    - Student/faculty interaction
    - Curriculum content and pedagogical approaches
    - Availability of academic support services
    - The quality of student life
    - The extent of interaction among students
    - The campus image in the eyes of the community
    - Student’s expectations of the campus prior to enrollment vs. their actual experience once enrolled
    - Campus leaders’ philosophy and the effectiveness of policy implementation.
  
3. To maintain and foster the following values, as articulated in *Campus Life: In Search of Community*, developed by the Carnegie Foundation for the Advancement of Teaching. The College will strive to be:
  - a. a just community where sacredness of the person and diversity are honored;
  - b. a challenging and supportive environment;
  - c. an educationally purposeful community where students, faculty, staff, and administration work together to enhance learning;
  - d. an open community where freedom of expression is protected and civility is affirmed;
  - e. a responsible community where individuals accept their obligations to the college;
  - f. a caring community where each individual is supported and service to others is acknowledged; and

- g. a collaborative community where both traditions and change are widely shared.

### **Planning Process**

The initiation of the 2004 Student Equity Plan was made at the request of the Chancellor of the California Community Colleges. A task force was appointed by the College of the Redwoods Academic Senate Co-Presidents and the President of the College of the Redwoods District. The overall delineation of the plan was developed with the collaboration of the Vice President of Student Affairs (Administration), the Human Resources Director, (Administration) the Chair of the Multicultural and Diversity Committee (faculty), one faculty Senator and one member of the Curriculum Committee (faculty). The Plan could not have been completed without the guidance and direction of the College statistician Michelle Henson (?) and David Bazard 2004 Co-president of the Academic Senate.

### **Existing Activities**

The College of the Redwoods district has been actively engaged in supporting the academic goals of students. A number of existing activities are designed to benefit all students and some are specifically funded to support the underrepresented student. (add as needed)

**The existing programs and services that support all students are the following:**

1. **Transfer Center**
2. **Counseling Center**
3. **Under-prepared Student Project (is this the correct name?)**
4. **The Health Center**
5. **Learning Resource Center**
6. **Academic Support Center**
7. **Probationary Student Follow- Up**
8. **Learning Communities/Linked Courses**
9. **Early Alert**
10. **New Student Outreach**
11. **Early College High School Program/New Academy**
12. **Star Transfer Program**
13. **Child Development Center**
14. **Career Center**
15. **Updated Matriculation Process**

**Existing programs/activities that specifically serve the underrepresented student populations:**

1. **EOPS**
2. **DSPS**
3. **Recruitment Efforts and Outreach to underrepresented populations**

#### 4. Faculty Senate Multicultural and Diversity Committee and the Multicultural and Diversity Committee Web site.

### Campus Based Research

#### Overview

The CRCCD statistician provided the data for the analysis of the student equity indicators. The population terms were provided by the Office of the Chancellor. Existing data was mined from a variety of sources. The main sources are as follows:

#### Sources include

<http://www.cpec.ca.gov/OnLineData/OnLineData.asp>

<http://nces.ed.gov/ipeds/cool/GRS.ssp?UNITID=121707>

[College of the Redwoods Campus Data Base \(what should we call this?\)](#)

The indicators for student equity were determined by the Office of the Chancellor and they include: Access, Course Completion, Degree/Certificate Completion, ESL/Basic Skills completion, and Transfer. Projective goals for the indicator areas for the underrepresented student groups were arrived at by determining the highest (or overall) indicator percentage of any given population or of the total population on each indicator. The Student Equity Plan utilizes the terms Black and African American interchangeably.

A review of the data indicates a lack of information provided for representation at each of the branch campuses regarding specific populations. This is of particular concern in the case of the African American population as the census data by county varies widely across Humboldt, Del Norte and Mendocino and it is unknown whether each college campus successfully recruits students relative to the specific population numbers.

The data regarding ESL and Basic Skills completion is spurious as the Numbers used in the tabulations are so small that no real analysis or interpretation of the data can be made regarding this indicator for underrepresented groups. This is also the case for Transfer data (Graduation rates by ethnicity ([See Table 3](#)) and Transfer to Public Institutions by ethnicity ([See Table 12](#)). This underscores the importance of the College of the Redwoods commitment to track, analyze and keep current with data concerning the five indicators for student equity defined by the California Community Colleges Office of the Chancellor.

#### Research Data

The data pages (Section III: Data Tables) illustrate the numerical information in table form used in the creation of the Student Equity Plan and the subsequent development of goals and activities.

## **Goals and Activities**

Goals and activities have been delineated for each of the five indicators determined by the Office of the Chancellor as well as two additional goals determined by the Student Equity Task Force of 2004. These additions include the Implementation of the Student Equity Plan and the Campus Climate indicator. Activities were chosen by the Task Force because of their promise of significantly increasing the likelihood of reaching the goals respective to each. A number of programs have been developed to enhance the learning outcomes for all students and the present plan fully supports these efforts while promoting the review of these activities in their specific service to underrepresented students. It is at this time unknown if there are differential success rates of various programs regarding specific student sub-groups. Where specific activities already in place can be augmented to maximize their potential efficacy those will be noted.

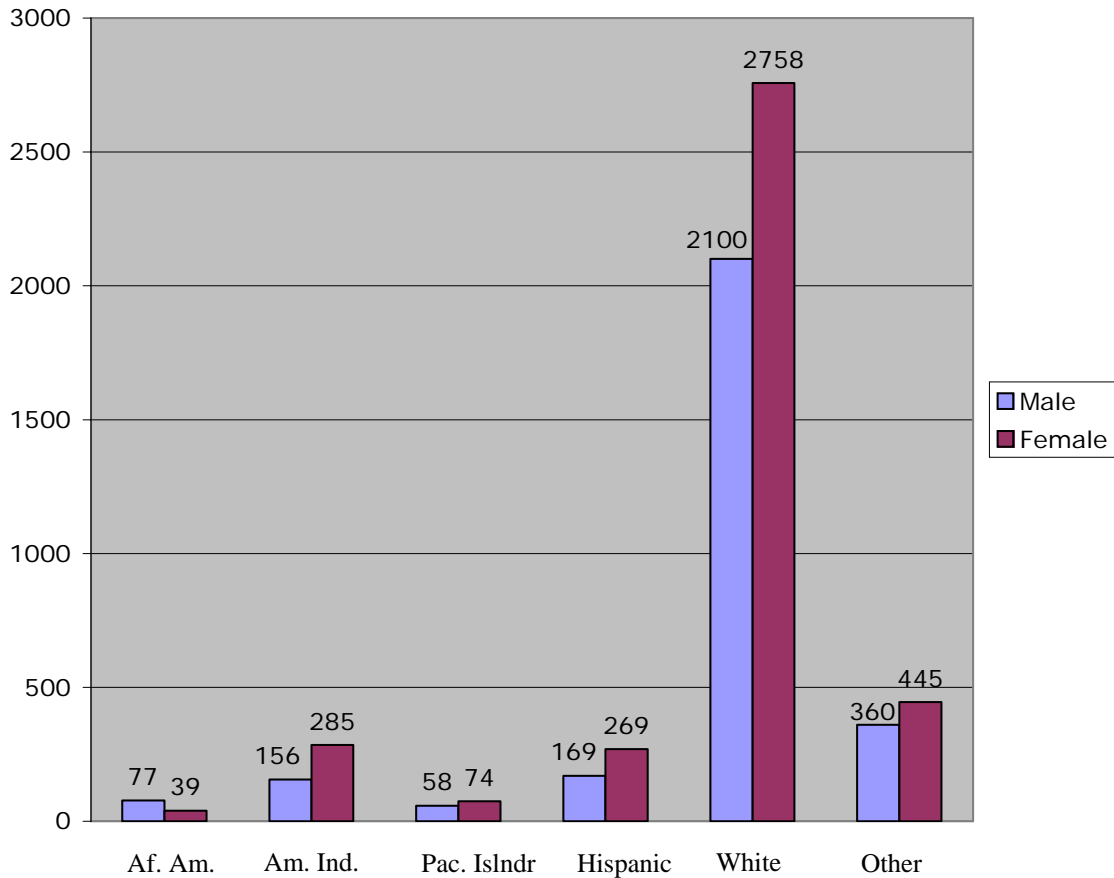
The remainder of the Student Equity Plan will first address each indicator for student equity followed by data regarding that indicator displayed in graph form which will be followed by a summary of goals salient to those data. Activities regarding the specific goals will be indicated in Section III as will individuals and units responsible for the overall coordination and implementation of the identified activities. In conclusion, possible funding sources to support the activities will be outlined.

### III. Indicators

#### COLLEGE OF THE REDWOODS COMMUNITY COLLEGE DISTRICT

#### INDICATOR I: ACCESS

#### Current CR Student Body Ethnicity by Gender (Fall 2004)



#### Goals

Table 1

- 1. Increase the proportion of Hispanic student enrollment district wide by 2% per year to reach at least 15% by year 2010.**
- 2. Increase the proportion of Black student enrollment by 1% per year to reach at least 5% by the year 2010.**
- 3. Maintain or increase the proportion of other historically underrepresented groups.**
- 4. Identify any barriers to success for students with disabilities and continue to review data on students with disabilities to determine if all disabled students are counted.**

5. **Further review data on American Indian or Alaskan Native populations to determine if all these students are counted. Identify barriers to access for these students.**
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## Activities

### **Increase Hispanic Student Enrollment**

1. *Community Recruitment Program:* Create a “Community Recruitment Program” involving Latino leaders, Spanish speakers and/or successful students who will act as mentors. Using a “Latino Advisory Committee” (with leaders from the community and campus), to develop workshops, tours and field trips to recruit Hispanic students and to provide information to their parents.  
*Responsible: VP Student Services*
2. *School Visits and tours:* Continue to visit schools in the area and provide information about CRCCD and conduct campus tours directed to Hispanic students.  
*Responsible: VP Student Services*
3. *Work in conjunction with Humboldt State University to provide ESOL learning opportunities to the community to generate positive alliances with the Latino community.*  
*Responsible: VP Academic Affairs*
4. *Create and maintain a substantive TESOL program for the Redwoods Community College District (See Appendix 3).*  
*Responsible: VP Academic Affairs*

### **Increase Black Student Enrollment**

1. *Create a “Community Recruitment Program” involving African American leaders from the CR campus and the community (including Humboldt State University).* Develop workshops, tours, cultural history and appreciation events for African and African American culture geared toward recruiting African American students (See Appendix D).  
*Responsible: VP Student Services, Co-Presidents of Academic Senate*

### **Maintain and/or Increase Enrollment of Traditionally Underrepresented Groups**

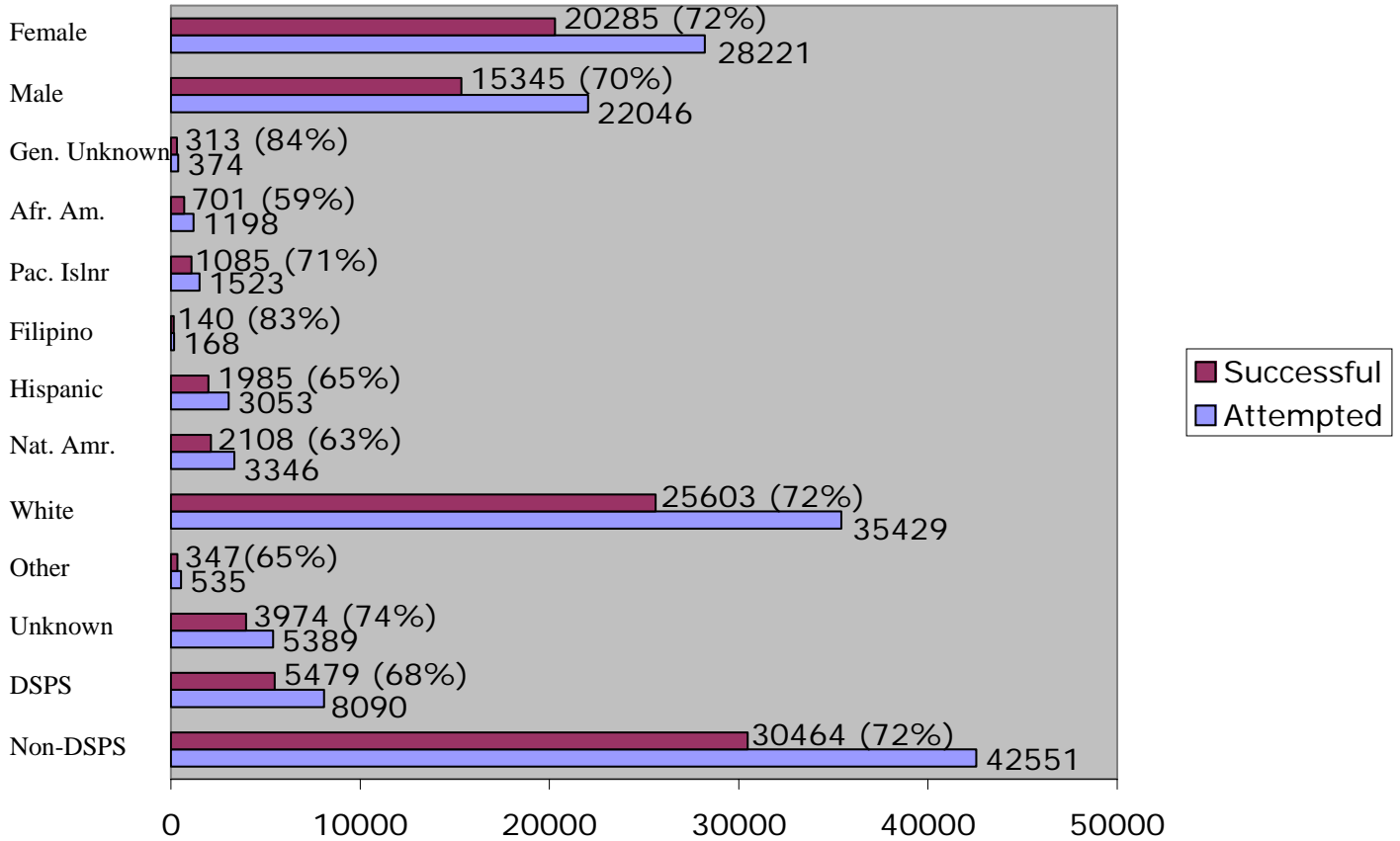
1. *Continue to engage in “Listening Sessions” to determine needs of underrepresented populations.* Annually review progress of strategic drivers of the Strategic Plan (2004) related to access.  
*Responsible: President*

## **Continue to Identify and Remedy Barriers to Success for Disabled Students**

1. Continue to develop distance education program.  
*Responsible: VP Academic Affairs*
2. Report Analysis: Analyze the reports developed for the “Americans with Disabilities Act” and create activities to address any problems.  
*Responsible: Director DSPS (*correct name?*)*

**INDICATOR II: COURSE COMPLETION**

**Successful Completion of All Courses (2002-2003)**



**Goals:**

(Table 2)

1. **Course completion rates to be increased by 3% per year for African American students to reach 73% success rate by 2010.**
2. **Increase the completion rate for basic skills courses by 4% per year for Hispanic students to reach 73% by 2007.**
3. **Increase the completion rate for basic skills courses by 2% per year for American Indian/Alaskan Natives to reach 73% by 2010.**
4. **Achieve 75% completion rate of success for all subgroups by 2010.**
5. **Achieve 75% completion for degree applicable and transfer courses by 2010.**

**Activities**

**Overall Activities**

**Increases in achievement of course completion in all areas (basic skills, degree applicable and transfer courses), five activities will be promoted to meet these goals.**

1. Curriculum changes:
  - Explore various ways to enhance the curriculum to reflect changing needs of students, in such areas as applied learning.
  - Promote diversity and common ground requirement consistent with articulation criterion at Humboldt State University to create a complete transfer package and to increase retention of all students.
  - Promote educational activities for faculty on outcome based research revealing a positive correlation between multicultural curriculum infusion and student success (See Appendix E).

*Responsible: Co-Presidents of Faculty Senate, VP of Academic Affairs, Office of the President, Chair of Curriculum Committee and Chair of Multicultural and Diversity Committee*

2. Variety of teaching techniques: Continue to expand the use of variety of teaching styles directed towards different learning styles of students with the intent of improving student success.

*Responsible: VP Academic Affairs, VP Student Services*

3. Explore ways to mine information regarding population status for basic skills students to mitigate the possibility that they drop or fail while concurrently determining what services these students would benefit from.

*Responsible: VP Student Services*

4. Develop exit interview protocol instrumentation (questionnaire) for students who drop or fail three or more courses to develop data based programs designed for specific population needs if applicable. Responsible:

*VP Student Services*

5. Mentoring: Explore options for providing mentoring that involves students, college staff and community members. The mentors would assist students in accessing resources designed to help them stay in college.

*Responsible: Academic Senate*

### **Increase Completion Rates for All Courses: Focus on African American/Native Alaskan, African American and Hispanic students**

1. Reinforce home support systems: Assist the students in creating strong “support systems” at home to assist in their educational goals. Offer programs that engage family members to become better at providing assistance to students.

*Responsible: VP of Student Services*

2. Examine population differences in response to programs designed to increase the retention of all students such as the Early Alert and the Under-prepared student programs. Disaggregate data by tracking each student through various

programs so that relative success rates can be determined and the institution can respond to data based analysis.

*Responsible: Office of the President*

3. Promote and support Multicultural and Diversity Resource Center where all students, faculty and staff can easily access up to date information regarding events, resources such as films, books, and research. The Center would also provide a gathering space for students to promote social activities.

*Responsible: Academic Senate and VP Student Services*

### **Increase Achievement Success for African American, American Indian/Alaskan Native and Hispanic Students**

1. Recruit Culturally Diverse Staff and Faculty: Recruit Staff and Faculty that reflects the cultural diversity of underrepresented groups.

*Responsible: Office of the President*

2. Employ the *Diversity Scorecard* to measure relative achievement rates by specific populations with existing data.

*Responsible: Office of the President*

### INDICATOR III: DEGREE AND CERTIFICATION COMPLETION

#### Graduation Rates and Vocational Course Completion

##### Graduation Rates

Cohort year 2000

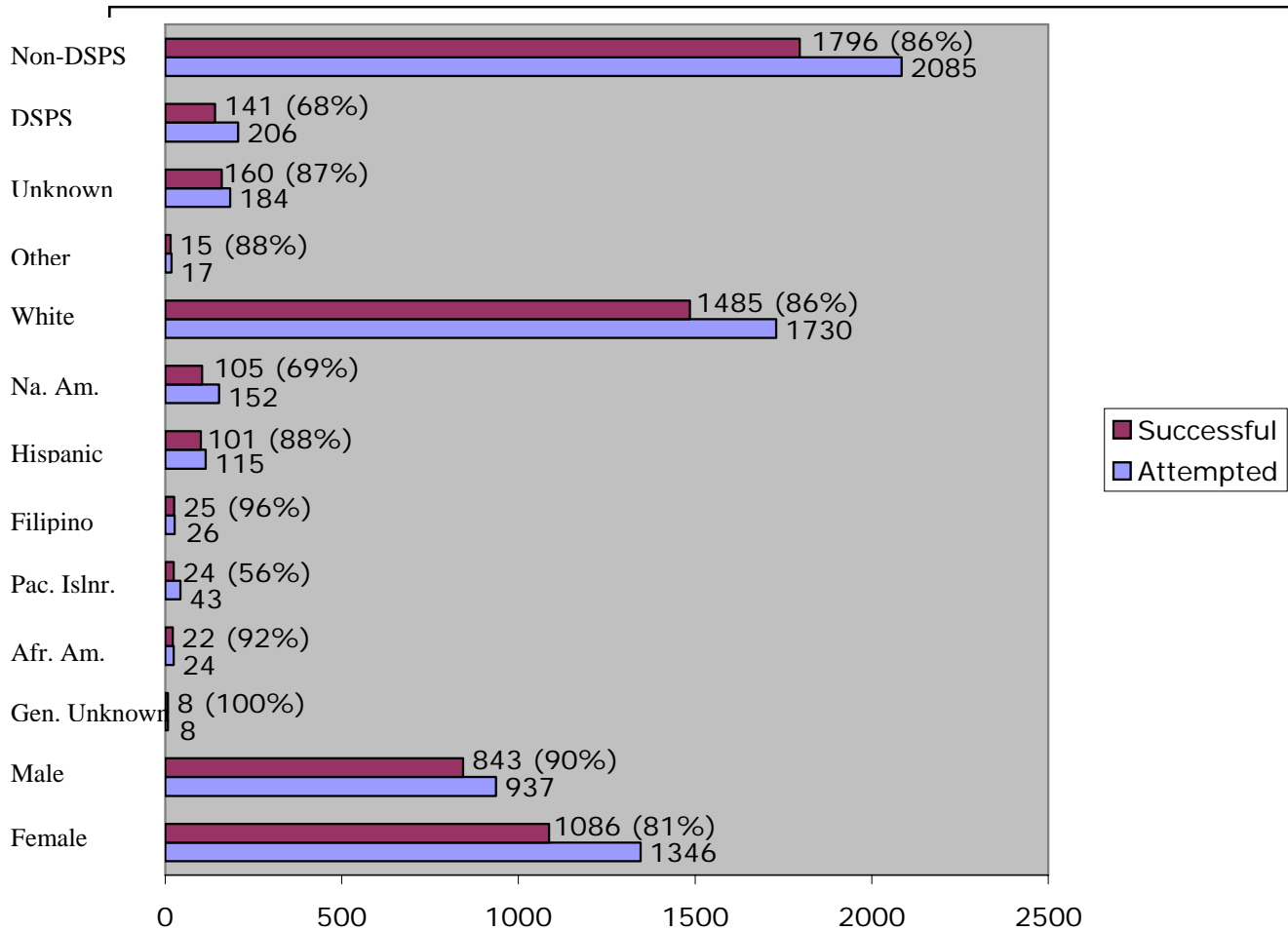
*(The cohort of an institution includes all first-time full-time degree or certificate-seeking undergraduate students that began in the stated cohort year.)*

<b>Graduation Rate within 150% of normal time</b>		<b>26.90%</b>
<b>Transfer-out rate</b>		<b>18.90%</b>
<b>Graduation rates by gender</b>		
	<b>Men</b>	<b>23.20%</b>
	<b>Women</b>	<b>32.40%</b>
<b>Graduation rates by ethnicity</b>		
	<b>White, non-Hispanic</b>	<b>27.50%</b>
	<b>Black, non-Hispanic</b>	<b>(!) 0.0%*</b>
	<b>Hispanic</b>	<b>(!) 16.7%*</b>
	<b>Asian/Pacific Islander</b>	<b>(!) 45.5%*</b>
	<b>American Indian/Alaskan Native</b>	<b>(!) 15.4%*</b>
	<b>Unknown Race/ethnicity</b>	<b>(!) 40.9%*</b>

**(! Interpret data with caution. There are insufficient cases for reliable estimate.)**

(Table 3)

## Vocational Course Completion (2002-2003)



(Table 4)

### Goals:

1. The ratio of students in the targeted groups who have received degrees and certificates in the past three years to the total number of students with the same informed articulation goal will equal or exceed the three-year averaged ratio of enrolled targeted students to enrolled non-targeted students in the district.
2. Increase the number of vocational education degrees and certificates awarded to Asian Pacific Islander students by 5% for the next six years to reach 90% completion rate by 2011.
3. Increase the number of degrees and certificates awarded to students with disabilities by 4% for the next five years to reach 90% completion rate by 2011.

4. Continue to monitor the ethnic and gender distribution of recipients to assure it is comparable to that of the total student population three years prior.

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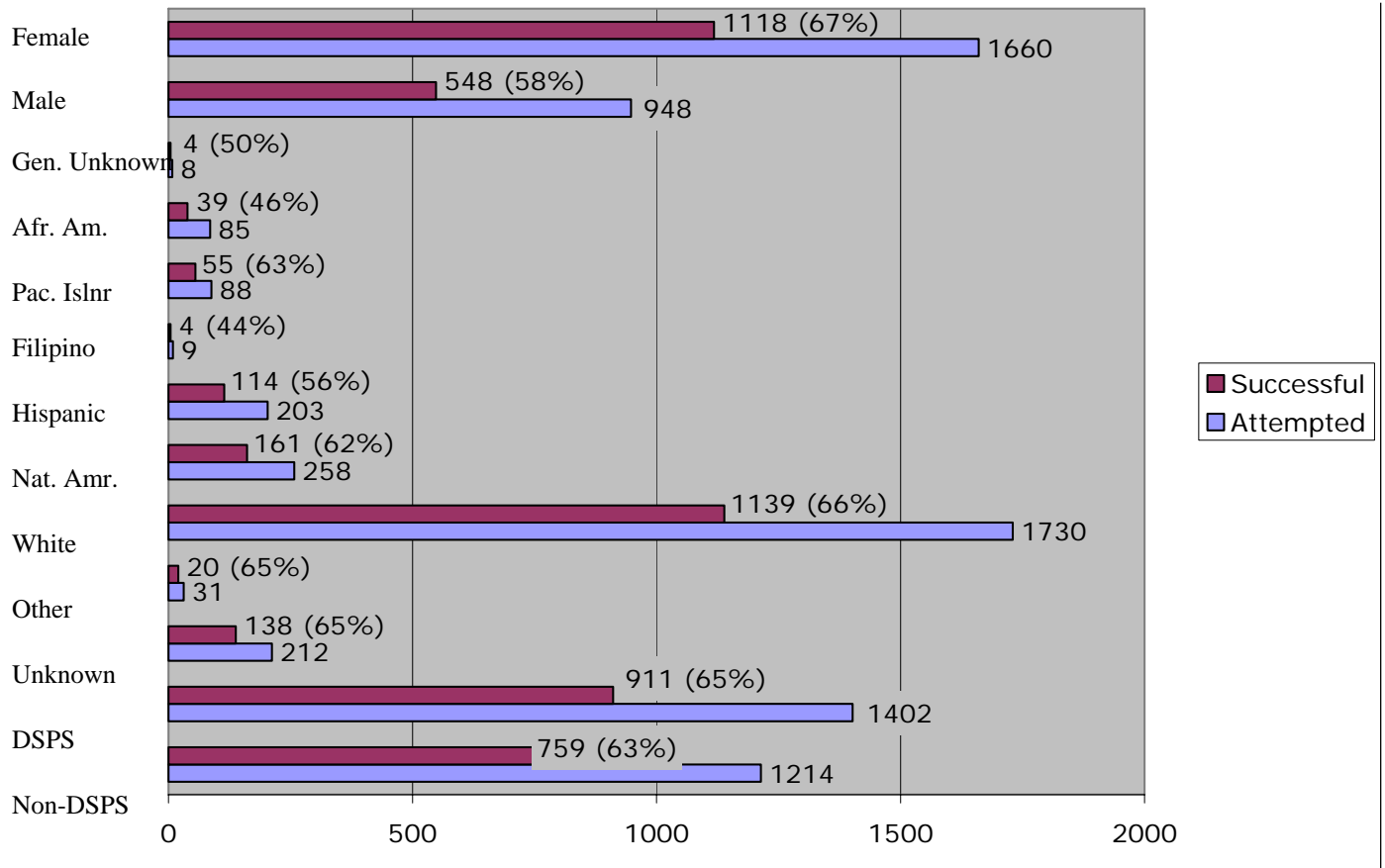
## Activities

### **Increase Number of Degrees and Certificates Awarded: Focus Asian Pacific Islander and Students with Disabilities**

1. Promote the Associate Degree: Continue to promote the Associate Degree and develop materials on how to achieve and benefit from the degree.  
*Responsible: VP Student Services*
2. Students who have met most requirements for the Associate Degree will be identified and sent information about how to complete it (Leslie, do we have a degree audit system?) with information on the benefits for doing so.  
*Responsible: VP Student Services*
3. Certificate of completion for general education requirements.  
*Responsible: VP Instruction and VP Student Services*

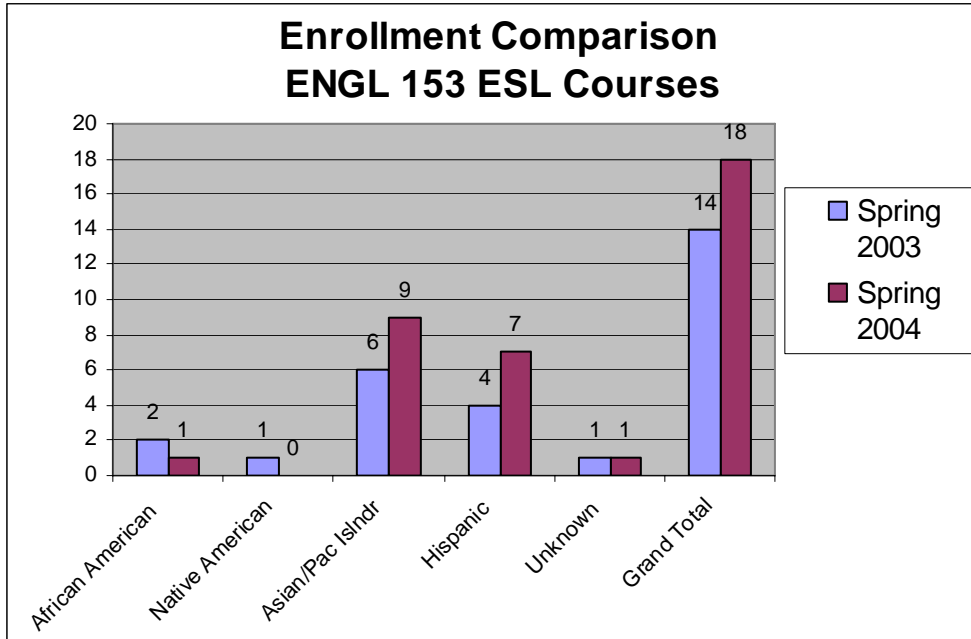
## INDICATOR IV: ESL/BASIC SKILLS COMPLETION

### Successful Completion of Basic Skills Courses (2002-2003)



(Table 5)

## ESL Completion



(Table 6)

Spring 2003 ENGL 153 ESL Success Rates by Ethnicity								
Sum of Grade Count	Grade							
Ethnicity *	A-	B	B-	B+	C	D	F	Grand Total
African American					1	1		2
Native American							1	1
Asian/Pac Islndr			1	1	4			6
Hispanic	1	1	1		1			4
Unknown					1			1
Grand Total	1	1	2	1	7	1	1	14

(Table 7)

Spring 2004 ENGL 153 ESL Success Rates by Ethnicity									
Sum of Grade Count	Grade								
Ethnicity	A	B	B-	B+	C	C+	D	F	Grand Total
African American							1		1
Asian/Pac Islndr			1	1	2	1	4		9
Hispanic		2	1	1	1	1		1	7
Unknown	1								1
<b>Grand Total</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>18</b>

(Table 8)

**Spring 2003 Engl 1A Grade after Fall 2002 Engl 150 \* Ethnicity Cross tabulation**

			African American	American Indian/ Alaskan Native	Asian	Pacific Islander	Hispanic	Other	Unknown	White	Total
<b>Grade</b>	A	Count	0	1	0	3	1	0	1	10	16
	A-	Count	0	0	1	0	0	0	0	6	7
	B+	Count	0	0	0	1	0	0	1	11	13
	B	Count	0	1	1	0	0	0	0	11	13
	B-	Count	0	0	0	0	2	0	1	8	11
	C+	Count	0	4	0	0	0	1	0	3	8
	C	Count	0	1	1	0	1	0	1	14	18
<b>Grades &gt; C Total</b>				<b>7</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>63</b>	<b>86</b>
	D	Count	0	0	0	0	0	0	0	1	1
	F	Count	1	0	0	1	0	0	1	10	13
	W	Count	1	2	0	0	4	0	1	15	23
	<b>Total</b>	<b>Count</b>	<b>2</b>	<b>9</b>	<b>3</b>	<b>5</b>	<b>8</b>	<b>1</b>	<b>6</b>	<b>89</b>	<b>123</b>
<b>% of Successful Completion</b>			<b>0%</b>	<b>78%</b>	<b>100%</b>	<b>80%</b>	<b>50%</b>	<b>100%</b>	<b>67%</b>	<b>71%</b>	<b>70%</b>

(Table 9)

**Spring 2003 GE Math Grade after Fall 2002 Math 120 \* Ethnicity Cross tabulation**

			American Indian/ Alaskan Native	Asian	Pacific Islander	Hispanic	Other	Unknown	White	Total
<b>Grade</b>	A	Count	1	0	1	0	0	2	33	37
	A-	Count	0	0	0	0	0	0	3	3
	B+	Count	0	0	0	1	0	1	7	9
	B	Count	3	0	2	2	0	6	18	31
	B-	Count	0	0	0	0	1	2	6	9
	C+	Count	0	1	0	1	0	0	5	7
	C	Count	1	3	0	1	0	1	21	27
<b>Grades &gt; C Total</b>			<b>5</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>1</b>	<b>12</b>	<b>93</b>	<b>123</b>
	D	Count	0	0	0	0	0	1	5	6
	F	Count	2	0	0	0	0	1	6	9
	W	Count	4	0	1	3	0	1	20	29
	<b>Total</b>	<b>Count</b>	<b>11</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>1</b>	<b>15</b>	<b>124</b>	<b>167</b>
<b>% of Successful Completion</b>			<b>45%</b>	<b>100%</b>	<b>75%</b>	<b>63%</b>	<b>100%</b>	<b>80%</b>	<b>75%</b>	<b>74%</b>

(Table 10)

(! Important Note: Interpret data with caution. Raw numbers are not sufficient for a reliable estimate on this metric.)

**Goals:**

1. Track students enrolled in ESL courses and analyze the data on persistence to determine if there is a difference in the distribution of the total number of completers. Develop goals as they relate to these data.
2. Increase the number of ESL students served by ESL coursework and develop viable programs aimed at the success of the ESL population.
3. Incremental increases each year in basic skills for all groups should match the overall success completion percentage of 66% held by White students.
4. Increase the percentage of Black student basic skills completion by 5% for the next four years to reach 66% by 2009.
5. Increase the percentage of Hispanic student basic skills completion by 5% for next two years to reach 66% by 2007.
6. Increase the percentage of Asian Pacific Islander student basic skills completion by 5% for the next four years to reach 66% by 2009.
7. Increase the percentage of Native American/Alaskan Native students by 5% in the next year to reach 66% by 2006.

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## Activities

### **Track students enrolled in ESL and Basic Skills programs by population group Analysis of Data**

1. Create reports: Work with information systems to create reports on the persistence of students from the final basic skills or ESL course to a degree applicable course.

*Responsible: CRCCD Research Office and Office of the President.*

### **Serve ESOL student needs to increase success rates of Hispanic students Program Development**

1. Develop appropriate ESOL skills assessment at enrollment and accurate placement in courses.

*Responsible: Director of Academic Resource Center*

2. Develop substantive ESOL program with relevant coursework (See Appendix D).

*Responsible: Office of the President, Academic Senate and VP of Academic Affairs*

### **Increase skills completion for all students: Focus on African American, Hispanic, Asian Pacific Islander and American Indian/Alaskan Native student groups**

#### **Data Review**

1. Review the persistence data and set goals about what should be accomplished.

*Responsible: Academic Senate, VP of Academic Affairs and Office of the President*

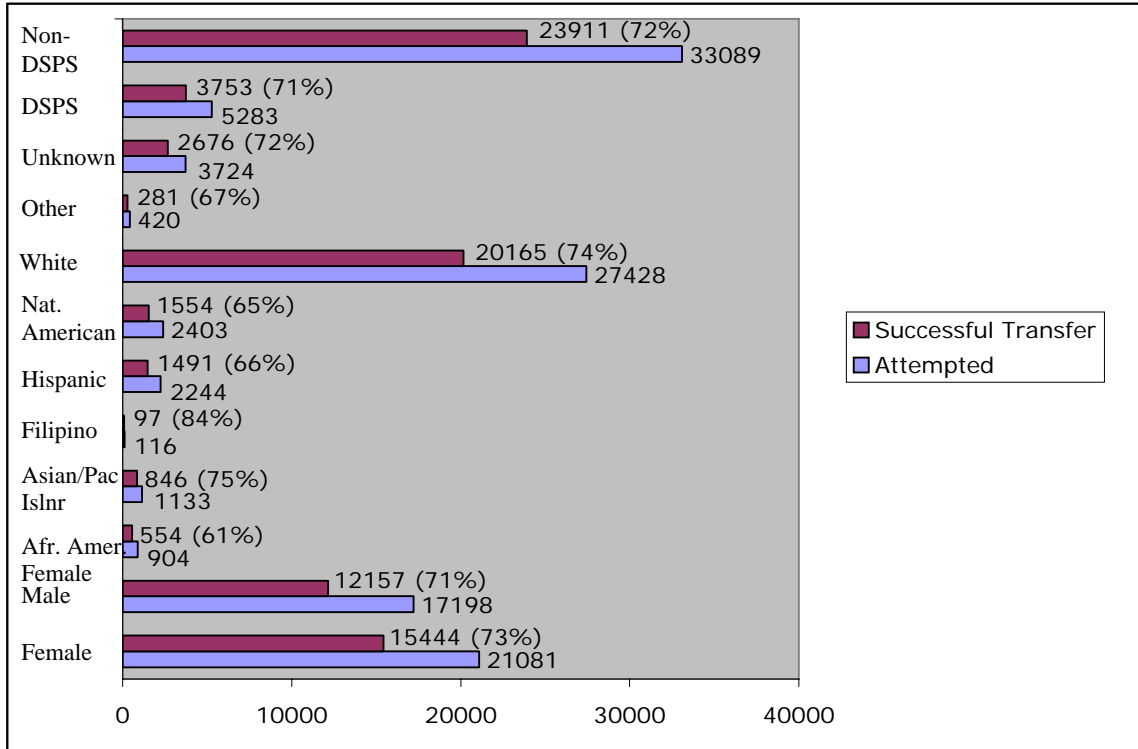
2. Examine population differences in response to programs designed to increase the retention of all students such as the Early Alert and the Under-prepared student programs. Disaggregate data by tracking each student through various programs so that relative success rates can be determined and the institution can respond to data based analysis.

*Responsible: Office of the President*

**INDICATOR V: TRANSFERS**

Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

**Transfer Course Completion by Ethnicity and Gender (2002-2003)**



( Table 11)

**Insert Table 12 of Transfer data to various institutions, I don't have this Michelle?**

**Goals:**

1. To ensure that the transfer rate of students in the targeted groups is equal to or greater than the transfer rate of all students in the Redwoods district.
2. Increase the percentage of African American students who successfully transfer by 3% per year for the next five years to reach 75% 2010.
3. Increase the percentage of Hispanic students who transfer by 5% for the next two years to reach 75% by 2007.
4. Increase the percentage of American Indian/Alaskan Native students by 5% for the next two years to reach 75% by 2007.
5. Increase the percentage of students with disabilities who successfully transfer by 5% in the next year to reach 75%.
6. Obtain better data on the number of students who transfer.

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## Activities

### Increase Number of Transfers

1. Develop a “Pipeline Project” modeled after that of program developed for Hispanic females to encourage transfer and apply to all underrepresented groups. This program includes.
  - a. Student mentoring: CR students involved in recruiting at the High Schools and mentoring High School students.
  - b. Collaboration with Humboldt State University and Sonoma State University where students at the State University level mentor students from College of the Redwoods District.
  - c. Collaboration with the University of California to bring in students to from underrepresented groups to recruit for transfer.
  - d. Instructor mentoring where faculty work with students to assist them in transferring to an upper division college or university.
  - e. Alumni connections where alumni and alumni groups from the community, as well as staff of CR are recruited to serve as mentors and resources to encourage students to attend their alma maters.

*Responsible: Academic Senate, VP Student Services, VP Academic Affairs, Office of the President, Transfer Center, Counseling, CR Foundation*

2. Continue to promote transfer guarantees and develop a more complete articulation package for Humboldt State University by developing a Diversity and Common Ground requirement at the GE level that will meet the same requirement at Humboldt State University.

*Responsible: Transfer Center/Counseling*

### Obtain Better Data

1. Work with Chancellors Office to obtain better data on students who transfer from the CRCCD.
2. Develop statistical program to better follow students by population through the CRCCD system.

*Responsible: Institutional Research Officer (what is Michelle's Title?)*

## INDICATOR VI: CAMPUS CLIMATE

**The College of the Redwoods Community College Student Equity Plan includes two additional equity indicators: Campus Climate and Systematic Implementation of the Student Equity Plan. In respect to indicator VI the following goals are delineated.**

- Increase the number of qualified faculty from ethnic minority groups and increase retention rates of these individuals.
  - **Abe I need numbers!**
  - Implement appropriate instrumentation (questionnaires or surveys) designed to measure campus climate and conduct data collection regarding this important issue.
  - Integrate accountability measures into program development and review to measure the relative success of newly developed programs across disaggregated student groups in accordance with populations described by The System Office and the Board of Governors (Fall 2002) and The Academic Senate for the California Community Colleges.
- 

### Activities

#### **Increase number of faculty from underrepresented groups and increase retention**

1. Explore recruitment strategies that increase numbers of qualified individuals to apply for employment at the CRCCD.  
*Responsible: Human Resources Director*
2. Execute and develop training to selection committees on cross cultural competency.  
*Responsible: Human Resources Director*
3. Hire outside trainers to provide diversity awareness seminars to faculty, staff and administrators.  
*Responsible: Office of the President and Human Resources Director*
4. Conduct exit-interviews of faculty candidates who declined employment offers at the CRCCD.  
*Responsible: Office of the President*
5. Research appropriate instrumentation developed to mine student, faculty and staff attitudes regarding the “Campus Climate” of the CRCCD. Apply the assessment measures as appropriate.  
*Responsible: Human Resources Coordinator and VP of Student Services*

6. Promote and support Multicultural and Diversity Resource Center where all students, faculty and staff can easily access up to date information regarding events, resources such as films, books, and research. The Center would also provide a gathering space for students to promote social activities.  
*Responsible: Academic Senate and VP Student Services*
7. Provide release time to faculty to pursue funding through grant applications to address student equity activities.  
*Responsible: VP Academic Affairs, Office of the President*
8. Student Equity will be a component of the Program Review Process already existing at the College. Questions about access and success of students will be incorporated into the documents to be completed as each of the programs reviews their courses.  
*Responsible: VP Academic Affairs and Academic Senate*
9. Diversity and Fellowship Award to be provided to any employee of the CRCCD who has been consistently involved in the education and enhancement of pluralistic ideals and positively contributes to both the College of the Redwoods campus communities or to the surrounding counties the College serves.  
*Responsible: Academic Senate and Human Resources Director*

INDICATOR VII: SYSTEMATIC IMPLEMENTATION OF THE STUDENT EQUITY PLAN.

**Goal:**

**To continually update and implement the Student Equity Plan.**

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**Activities**

**To continually update and implement the Student Equity Plan**

1. Committee: Establish a standing Student Equity Committee as part of the College Council to provide direction to the program, to identify outside funding sources, and to assess progress towards achieving goals and implementing activities.

*Responsible: Office of the President*

2. Promotion: Promote the goals and activities in the Student Equity Plan to all college faculty, staff and students through the use of media and printed materials, open forums, and the institution of College Hour activities.

*Responsible: Office of the President and Academic Senate*

2. Annual Review of the Student Equity Plan by a standing committee comprised of individuals from the highest levels of governance working collaboratively with the Student Equity Committee.

*Responsible: Office of the President (President), Academic Senate (Co-Presidents), VP of Student Programs*

## **IV. Implementation**

### **Sources of Funding**

The sources of funding for the Student Equity Plan and its activities include both external and internal resources. These sources will be examined in detail to determine whether shifting funds will be possible from some programs to accommodate the added activities outlined by this plan. Many activities will require little or no funding yet necessitate a shift in awareness to include for instance, additional data sets for analysis of existing programs. Others will require additional funds that may come from outside sources.

#### *Internal Resources:*

Budgetary concerns may limit the accessibility of funding of activities delineated by the present plan. However, it is critical that the institution demonstrates commitment to the principles and values of the Student Equity Plan and to its own Philosophy, Mission statements (as well as Board Policy) which create the foundation that this present plan rests by committing monies to reach the goals hereby indicated. The 2004 Student Equity Plan Task Force recommends that:

- Existing resources may be utilized by shifting the allocations of some funds to accommodate the added student equity activities.
- Examination of reallocation of existing resources for selected student equity activities transpire at the highest level of governance.

#### *External Resources:*

- The submission of grant applications will continue to address student equity activities.

### **Assessment Review Schedule and Process**

The assessment for the plan will include both informal and formal (data analysis) processes. These informal and formal evaluations will be conducted by the standing Student Equity Plan Committee comprised of the College of the Redwoods president or Vice President of Academic Affairs, A Co-President of the Academic Senate, a College Council representative chosen by the College Council and the Vice President of Student Affairs. Two additional members will be included who are appointed by the College Council and will include one Senate representative from the Academic Senate and one administrative officer of the CRCCD. The membership of the standing Student Equity Committee will represent the highest levels of governance at College of the Redwoods in keeping with both the guidelines for the Student Equity Plan as put forth by the California Community Colleges Academic Senate and the Office of the Chancellor. The Student Equity Plan Committee will delegate responsibilities for the implementation of the Student Equity Plan and those units or parties will report semi-annually to the Committee regarding progress on various activities relegated to those respective parties or units.

The Committee will meet twice yearly. Once to prioritize activities and goals and to allocate responsibilities to persons or units to implement activities, and once to receive reports for those responsible for enacting the activities. The Student Equity Plan Committee will report annually to the Academic Senate, the Board of Trustees and to the College Council on the progress of the Student Equity Plan. Progress of the Student Equity Plan will be determined by progress made in the following areas:

- Activities Conducted
- Activities Success Rates
- Augmentation and Adjustment of Activities

Data Analysis will be conducted based on the five equity indicators provided by the Office of the Chancellor. The progress of each goal related to each indicator will be reviewed by the Student Equity Plan Committee annually at a pre-determined consistent meeting date. This process is designed to ensure that consistent collaboration and accountability will be built into the systematic review of the Student Equity Plan. The annual report given to the Board of Trustees will be posted on the College of the Redwoods web-site for easy access to anyone at the college or for the public to review. This will promote further accountability.

### **Closing Statement**

In reviewing the Student Equity Plan of 1996 and comparing the data and activities to current College of the Redwoods responsiveness to underrepresented students it is clear that significant gains have been made. For instance, the data reveal a marked improvement in access across populations as the College is particularly strong in its representation of female students and students with disabilities. A substantial number of new programs have been developed to increase the success rates for all students and great efforts have been made to recruit students from underrepresented groups. For further review of gains made since the 1996 report please refer to the Attachment provided (See Attachment F). Conversely, the data demonstrate that the college is challenged to improve its functioning in other areas, such as in its responsiveness to the surrounding Asian Pacific Islander and Hispanic communities by only serving eighteen students with one ESOL course offering. One critical advantage of updating the Student Equity Plan of 1996 is to create an opportunity to honestly review how the College is doing in respect to underrepresented students and to responsibly address critical issues related to access, persistence and success.

One overriding issue emerged while updating the 1996 report which is the lack of institutional research available and the present report strongly recommends consistent efforts to develop and adopt necessary statistical programs to track students for accurate data assessment and analysis. In this way the CRCCD will be well positioned to develop programs which are based upon substantive data with larger numbers making those data sets more reliable and therefore more informative.

