College of the Redwoods
Student Equity Plan 2012

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I. INTRODUCTION

A. Overview

College of the Redwoods is committed to providing and maintaining access and educational services to ensure an equal opportunity for success for all of its students. To demonstrate commitment to this ideal, in 2004 a task force was formed to update the 1996 Student Equity Plan to accurately reflect current trends and issues regarding student equity, and that task force produced the 2005 Student Equity Plan. Once again, a task force has been formed to update the 2005 Plan so that it responds to changes in equity indicators from 2005 to 2012. This document is in compliance with the Student Equity mandate of the state of California to support underrepresented students at each California Community College. This document adheres to Title 5; Division 6; Chapter 5; sub chapter 4, California Administrative Code 54220. The Student Equity Plan plays an integral role in the College’s mission to “put student success first.”

This 2012 update incorporates the wisdom of the 1996 and 2005 Student Equity Plans as well as the guidelines from the California Community Colleges Chancellor’s Office and the Academic Senate for California Community Colleges. The task force appreciates the ability to utilize the 2005 College of the Redwoods Student Equity Plan and the Modesto Junior College Student Equity Plan (2004) as templates for this document because of their 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 surpasses the ethnic and cultural profiles of the communities served by the College. As Humboldt, Mendocino and Del Norte Counties historically engaged in legal acts supporting the segregation and dispersion of minority populations (such as the Native American and the Chinese populations), the College will continue efforts to mitigate this historical trend of limiting access to resources for traditionally underrepresented and disenfranchised populations by encouraging educational and economic success of marginalized groups.

California was pivotal in the development of community colleges across the nation to offer open access education (Witt, 1994). At present, on a national scale, the concept of “open access” higher education has no greater champion than the community college; in particular, California community colleges have led the way as equalizers mitigating the impacts of economic and social oppression of underrepresented and impoverished populations. This aim has fostered the intellectual and economic development of all citizens in the state, and Redwoods Community College District (RCCD) is in line with this intention; however, the RCCD faces challenges in meeting this aspiration. According to researchers with the Civil Rights Project at UCLA, in California 66% of Latino and 75% of African American students who go on to higher education will attend a community college, and as recently as 2010, only 20% of all students who transferred to four-year institutions were Latino or African American (Gandara et. al., 2012). Data reveal that RCCD transfer percentages are lower than that of statewide averages for transfer. The present economic milieu impedes the institution’s ability to provide access and support for transfer. This trend is mirrored in similar data collected on a much larger scale from across the nation’s community colleges. According to the American Association of Community Colleges (2012) report from the 21st Century Commission on the Future of Community Colleges, Hispanic students have completed a degree or certificate at a rate of 26%, similar to that of African American students, compared to a 39% completion rate for their white student counterparts. The report goes on to state, “these blights threaten the American future and must be addressed (p.23).” It is evident that for College of the Redwoods these percentages are measurably lower (within a three-year period).
Like other California community college districts, RCCD depends on state funding, which has been in dramatic decline since 2000. Severe cuts to community colleges’ budgets at the beginning of the decade were the result of an 8% loss in state and local property tax revenues between 2009 and 2010 (EdSource, 2010). Arguably, community college districts located in economically challenged rural areas suffer greater losses due to decreased revenue from property taxes compared to districts surrounded by more economically robust communities. Providing quality education within an enriched learning environment has become increasingly challenging, and it is within this environment that the 2012 Student Equity Plan has been developed. The activities in the plan are derived from research-based best practices and recommendations set forth by empirical analysis of interventions that have proven successful with underrepresented populations, with an emphasis placed on small colleges in rural settings in addition to information gathered from community groups (Gandara et. al., 2012; Laden, 2000). Many activities included in the 2012 Plan can generate funding from sources such as Perkins grants; others will come at little cost to the District, while some will require more substantive resources. The activities will be reviewed annually to determine their costs and benefits relative to reaching goals determined by examining data pertaining to each Indicator.

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 while at the same time recognizing the diverse backgrounds, needs, and aspirations of its students. The RCCD Strategic Plan sets the goals of focusing on learners, facilitating student completion of educational goals, and improving basic skills success; and these ambitions parallel the goals of the Student Equity Plan. The Plan’s actions are directed at improving course (including ESOL and Basic Skills), degree, and certificate completion rates, as well as improving transfer rates; thus, the Student Equity Plan supports the achievement of goals articulated in the Strategic and Education Master Plans.

This Plan recommits the College to the important ideals stated in the 1996 and 2005 Student Equity Plans: “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.” By instituting, maintaining and annually reviewing the Student Equity Plan, College of the Redwoods commits fiscal resources and the involvement of its faculty, staff and administration in helping students to succeed. This commitment is evidenced by the gathering of appropriate outcome data to confirm that the College will meet its goals. Improving the overall College Level Indicators for the RCCD (ARCC 2012 Report) is a clear outcome in reaching the goals for the SEP Indicators. For instance, the successful course completion rates for Basic Skills courses (for credit) is five percent less than the peer group average across the state and has decreased since 2011. Improving Basic Skills course completions for some underrepresented populations who share a relatively larger percent of non-completions (College of the Redwoods Institutional Research 2012) will bolster the overall performance rate of the total aggregated population within the cohort.

The Student Equity Plan is organized around five goal indicators mandated for inclusion by the Office of the Chancellor: Access, Retention, Degrees and Certificates, ESOL/ Basic Skills, and Transfer. The present plan includes three additional indicators believed to be especially important for College of the Redwoods: Course Success, Campus Climate and Implementation of the Student Equity Plan.

Activities in the 2012 Plan will be engaged at the direction of the Student Equity Plan Oversight Committee. Each year, the committee will select activities to address Equity Indicators, identify the responsible parties for the actions, and assess the results of the activities at the end of the annual cycle.
The Oversight Committee will be formed in accordance with the Student Equity Plan guidelines (delineated by the Chancellor and the Academic Senate for California Community Colleges) that stipulate that the oversight and implementation of the SEP be under the purview of those in the highest levels of College governance. This will be done to safeguard that directives are met, yearly goals are determined and measurements of the success in meeting those goals are monitored and accurately reported. This is critical because the SEP is a multidisciplinary and multi-faceted action plan that impacts multiple units spanning administrative, student service, and academic arenas. The Student Equity Plan utilizes the following terms interchangeably: Black (African American), Latino (Hispanic), and Native American (American Indian/Alaskan Native) and ESL [English as a Second Language] and (ESOL [English for Speakers of Other Languages]). Data analysis is noted within activities; however, it will not substitute for the application of any of the other activities since this analysis is critical to the systemic evaluation of evidence that will drive the implementation process.

B. Definitions 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 communities served.

Course Completion (II)
A comparison of the number of students that successfully completed courses to the total number of students enrolled on the census day of the term.

Degree and Certificate Completion (III)
A comparison of the number of degrees and certificates awarded to the numbers of degrees and certificates awarded in prior years.

ESOL and Basic Skills Completion (IV)
The number of students who complete the degree-applicable course in the basic skills discipline within two semesters of having completed the final ESOL or basic skills course in the discipline.

Transfers (V)
The combined number of students who transfer to a CSU or UC, (or any 4-year institution), each fall term, and the ethnic distribution of all transfer students during that same term.

Retention (VI)
The combined number of students who remain in a course with a grade of F or better. Retention will be assessed by determining the number of retained students divided over the total number of students enrolled at census.

Campus Climate (VII)
Recruitment efforts and retention data reports of faculty recruited and hired from underrepresented groups

Implementation of the Student Equity Plan (VIII)
Strategic coordination of the implementation of the Student Equity Plan and its annual assessment as well as the application of activities and goals so indicated.
II. EXECUTIVE SUMMARY

The primary objective of College of the Redwoods, explicitly stated in the first sentence of the College Philosophy (Appendix A), is the success of each student. This commitment is extended to all students, especially those from historically underrepresented groups such as ethnic minorities, women and persons with disabilities, according to the College’s Mission Statement (Appendix B). These ideas are further reinforced by Administrative Procedure AP 5300 and Board Policy BP 5300 Student Equity (Appendix C) which support the 2005 Student Equity Plan and 1999 Student Equity Plan, and the College of the Redwoods Strategic Plan of 2012, 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 2012 Student Equity Plan focuses on both access and outcomes related to student success.

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

Revisiting the goals of the adopted 2005 Student Equity Plan offers College of the Redwoods an opportunity to examine the 2010-11 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 2007¹ (The Student Equity Plan of 2012 will highlight where these statistics are absent and will make recommendations for future tracking and analysis).

The following report demonstrates that ethnic groups enrolled at College of the Redwoods are represented in differing proportions to the relative populations within Del Norte, Humboldt and Mendocino Counties.

The Eureka and Del Norte campuses of the College of the Redwoods serve a larger percentage of the ethnic minority population than is present in their surrounding counties. Mendocino serves about the same percentage, with 74 percent of Caucasian students served in a county that is 73 percent Caucasian. With a rising population of ethnic minorities who appear likely to attend the College of the Redwoods, it is expected that the College will experience a notable change in the ethnic composition of the student body, especially with an increase in population groups that have been underrepresented in higher education.

The 2010 Census revealed the Hispanic population is the fastest growing population in Humboldt county (10%) Del Norte county (18%), and the region of the Mendocino county served by CR (25%). The Eureka campus reflects the county population percentage, the Mendocino Center is less at 17% and the Del Norte Center reveals the greatest difference in representation at 11%.

Humboldt County’s population included 50% females, 10% Hispanic, 1% Blacks and 6% American Indians or Alaskan Natives. At the Eureka Campus in 2010-2011 there were 52% females, 11% Hispanic, 4% Blacks, 8% American Indians or Alaskan Natives, 5% Asian/Pacific Islanders and 11% persons with disabilities.

¹ Data was made available
Del Norte County’s population included 45% females, 18% Hispanic, 4% Blacks, 8% American Indians or Alaskan Natives, and 4% Asian/Pacific Islander. At CR’s Del Norte Campus there are 66% females, 9% Hispanic, 1% Black, 11% American Indians or Alaskan Natives, and 7% Asian/Pacific Islanders and 13% persons with disabilities.

The Mendocino County region served by CR had 50% females, 25% Hispanic, 1% Blacks, 1% American Indian or Alaskan Natives (Census 2012). The Mendocino Campus student body includes 66% females, 19% Hispanic, 1% Blacks, 3% American Indian or Alaskan Natives, 3% Asian/Pacific Islander and 19% persons with disabilities.

A. 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 reveal a need to focus on target groups that are underrepresented as specified below:

**Access**: Black students, Hispanic, Disabled and American Indian/Alaskan Native students

**Course Completion**: Black, American Indian/Alaskan Native and Hispanic Students

**ESOL/Basic Skills**: Black, American Indian/Alaskan Native and Hispanic Students

**Degree and Certificate Programs**: All students with relative emphasis placed on the achievement rates of underrepresented students

**Transfers**: All students with relative emphasis placed on the completion rates of underrepresented students.

**Retention**: Asian Pacific Islander, Disabled, American Indian/Alaskan Native and Hispanic students.

B. Goals Addressing Indicators

District-wide goals have been developed for the Student Equity Plan as well as for each of the five student equity indicator areas and two additional indicators that were developed and ratified by the Academic Senate and then adopted by the College’s Board of Trustees in 2005. This plan includes an additional indicator. These goals include:

**Access (I)**

**Indicator**: 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. It is noteworthy that every student population in the CR District, except the Caucasian (which declined from 67% to 66%), has increased by one percentage point from 2009-2010 to the present.

**Goals**:

- Increase the District-wide Hispanic student enrollment, which in 2010-2011 was at 9%, by 2% per year to reach at least 12% by year 2015. The 2010 Census revealed the Hispanic population is the fastest growing population in Humboldt (10%), Mendocino (25%) and Del Norte (18%) Counties. 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.

- The comparison between the three counties’ Black populations shows Humboldt at 1%, Mendocino at 1% and Del Norte at 4%. Enrollment data indicates the Eureka Campus has 4%, and both Mendocino and Del Norte have 1% Black students. Across the District, this population is relatively small and not significantly increasing. However, in Mendocino and Del Norte Counties there is a discrepancy between population data as reflected in enrollment at the College.
- Increase Hispanic population 1% per year to reach 24% by the year 2017 at the Mendocino Center.
- Increase the percentage of Black student enrollment in Mendocino and Del Norte Counties by .5% (average between the two counties) per year to reach at least 3% by the year 2015.
- Identify barriers to access for American Indian or Alaskan Native populations.
- Increase the percentage of American Indian Alaskan Natives at the Mendocino Center by 1% for two years to reach 5% by the year 2014.
- Identify any barriers to success for students with disabilities.

Course Completion (II)

**Indicator:** Course Completion is determined by computing the ratio of the number of credit courses that students by population group successfully completed by the end of the term compared to the number of courses in which students in those groups were enrolled on the census day of the term.

Course completion rates for students district-wide have remained relatively stable at 69% since 2005. However, attention should be paid to the underrepresented populations specified below since performance of these groups is below the district average, and below that of Caucasian and Asian students.

**Goals:**
To increase course completions in the Hispanic, Black, American Indian/Alaskan Native, and Pacific Islander populations the college aims to:
- Increase the course completions of African American Students 5% per year for five years to reach 69% by 2017.
- Increase the course completions of Hispanic students 2% per year for five years to reach 69% by 2017.
- Increase the course completions of American Indian/Alaskan Natives 2% per year for five years to reach 69% by 2017.
- Increase the course completions of Pacific Islander students 1% per year for five years to reach 69%.

Degree and Certificate Completion (III)

**Indicator:** Completion is determined by comparing the number of students in the targeted groups who have received degrees and certificates in the past three years to the completion rates of the non-target group of students with the same informed articulation goal. Target group completion will be considered sufficient if it equals or exceeds the three-year averaged ratio of enrolled targeted students to enrolled non-targeted students in the District. The 150% or 3 year completion rate for the total student population in the 2008-2009 cohort hovers at 6.1%.
Goal:

Due to the relatively small percent of students who are completing degrees and certificates in three years, the goal for this indicator is more expansive.

1. Achieve greater rates of completion for equity and other populations by at least 1% (or more) per year over the next five years with the target of 6.1% or more for all equity groups. Examine course completion data by the end of the Spring 2013 semester to determine the ratio of underrepresented students to Caucasian students (Black students/non-Blacks, Hispanic/non- Hispanics, Disabled-non Disabled, Native American/non Native American) and to set appropriate goals for those groups, so that the target ratios will be equal to or exceed that number.
   - Continue to monitor the ethnic and gender distribution of degree and certificate recipients to ensure it is comparable to that of the total student population who enrolled for the first time three years earlier.

ESOL/Basic Skills Completion (IV)

Indicator: The number of students who complete a degree-applicable course in the Basic Skills discipline within two semesters of having completed the final ESOL or Basic Skills course in the discipline.

Goals:
- Reverse declining trends in success completion rates in Basic Skills in all equity groups with the exception of the Asian Pacific Islander group since 2005. The decline in success rates has been greatest for African American and Native American students.
- Increase the percentage of African American student Basic Skills completion by 4% for the next five years to reach 55% by 2017.
- Increase the percentage of Hispanic student Basic Skills completion by 1.5% per year for the next five years to reach 55% by 2017.
- Increase the percentage of Native American/Alaskan Native student Basic Skills completion by 1.5% in the next five years to reach 55% by 2017.
- Continue to track females enrolled in Basic Skills courses to monitor recent trends in success gaps in BSI courses.

Transfers (V)

Indicator: 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.

Goals:
There has been a dramatic drop in overall transfer percentages across all populations of transfer eligible students since 2003. There are also large discrepancies between underrepresented populations and the total population percentages.

Transfer rates for eligible students are at 40% for the Caucasian population in 2005-2006 and there are differential percentages for equity populations with the total population percent at about 37%. Goals are based on bringing all populations lower than 40% up to 40% parity.
• Increase female percentage of transfer by 1% every year for the next five years to reach 40% by 2017.
• Increase Black student percentage of transfer 1.5% per year for five years to reach 40% by 2017.
• Increase American Indian Alaskan Native transfer 4.5% every year for the next five years to reach 40% by 2017.
• Increase Asian Pacific Islander percentage of transfer 2% every year for the next five years to reach 40% by 2017.
• Increase Hispanic percentage of transfer 2% for the next five years to reach 40% by 2017.
• Increase Female percentage of transfer 1% for the next five years to reach 40% by 2017.

Retention (VI)

Indicator: The combined number of students who remain in a course with a grade of F or better. Retention will be assessed by the number of retained students divided over the total number of students enrolled at census.

Goals

Course Retention
• Maintain and increase Latino retention by 1% in one year to reach 88% by 2013.
• Increase the Disabled Student population retention by 1% in one year to reach 88% in 2013.

Vocational Course Retention
• Monitor Asian Pacific Islander retention percentages closely to determine factors that contribute to decline in retention.
• Increase Asian Pacific Islander retention by 2% per year to reach 92% by 2015.
• Monitor Disabled Student retention percentages closely to determine factors that contribute to the decline in retention.
• Increase Disabled Student retention by 2% every year to reach 92% by 2015.
• Monitor Native American retention percentages closely to determine factors impeding retention.
• Increase Native American retention by 2% every year to reach 92% by 2014.
• Monitor Latino retention percentages closely to determine factors that contribute to the decline in retention.

The College of the Redwoods Student Equity Plan includes three additional equity indicators to ensure that the College is able to measure the extent to which it fulfills the ideals expressed in its Statement of Philosophy.

Campus Climate (VII)

Indicator: Campus climate will be assessed by analyzing the recruitment efforts and retention data related to the hiring of faculty and staff from underrepresented groups.

Goals
• Increase the number of qualified faculty hires from ethnic minority groups and increase the retention rates of these individuals.
• Implement appropriate instrumentation (questionnaires or surveys) designed to measure campus climate and conduct data collection regarding this important issue.
• Integrate campus climate 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 Academic Senate for California Community Colleges.

Overall Implementation (VIII)

Indicator: To continually monitor, update, and implement the recommendations of the Student Equity Plan.

C. Summary of Activities

College of the Redwoods has actively engaged in District-wide efforts to improve student access and success rates in a variety of ways. The development of the Student Equity Plan underscores these efforts and their foundational philosophy. The Plan is written with the absolute intention of making a substantive District-wide impact on the access and success rate of underrepresented students with activities clearly delineated and attainable. Accountability is a necessary component of the plan, so that the relative success of different programs and activities will be measured by specified outcome data on an annual basis. One activity includes integrating student equity population success into Program Review.

1. 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 targeting underrepresented populations will be reinstated and continued annually. Access for Hispanics and Native American youth will be enhanced by their participation in the Academy of the Redwoods, an Early College High School initiative launched in 2004.

2. Course Completion: A number of activities designed to increase the success rate of under-prepared students are already provided at College of the Redwoods. Specific outcome data will be collected to determine the efficacy of these programs 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 ESOL program will be designed and integrated into the existing programs to increase the success rates of ESOL students. Multicultural dimensions will be incorporated into general education program courses through 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.

3. Degree and Certificate Completion: All students will be encouraged to complete certificates and/or 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.

4. ESOL/Basic Skills Completion: The number of students from 2005 in the ESOL course provided by College of the Redwoods was too small (N=18) to create meaningful descriptive analyses.
numbers indicate that of these eighteen students six earned 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 in 2005 was also spurious as the total N of targeted students enrolled in English 1A was extremely small. Extensive work has been conducted since 2005 to create meaningful reports although the number of students remains small. The overall findings demonstrate consistent trends in ESOL/Basic Skills Completion over time, across cohorts and when analyzed in relation to other indicators (College of the Redwoods IR report 2012). Additional data will be monitored and reported on annually to ascertain the reliability and validity of these trends. ESOL data reveal positive trends in Access, Course Completion and Basic Skills Completion within ESOL cohorts. However, Basic Skills completion has revealed overall downward trends, impacting some equity groups in greater amounts.

5. **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. Additional data will be collected in order to evaluate the meaning and cause of this trend. If students are unaware of scholarships available at the University of California and at private institutions, then activities will be developed to better disseminate that information.

6. **Retention:** Retention data reveal that underrepresented students fare better in non-vocational course retention than in vocational course retention. The reasons for these trends are unknown. Activities will include those that support students in degree and certificate programs and will meet goals to continue to monitor retention rates closely in groups showing declines in retention rates and for those that show decrements in retention.

7. **Campus Climate:** The Human Resources department will make available yearly data regarding the hiring and retention of underrepresented populations in faculty positions. The Professional Development Committee will promote training opportunities and workshops to heighten the awareness of faculty and staff regarding diversity related issues. A Multicultural and Diversity Center will be developed to house research and instructional support for faculty, staff and administrators regarding issues related to cultural awareness. The Center will also make available information regarding events, both within and beyond the immediate geographical area. A Multicultural Student Center will be created and supplied with educational materials, computers and seating areas to promote a supportive environment for students. Student Equity will be a more visible 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 its courses, services and programs. Integration of existing programs benefitting all students will be reviewed in terms of their relative impacts on underrepresented groups by specific populations.

8. **Systematic Implementation of the Student Equity Committee Plan:** Establish standing committee to implement, update, and reevaluate the Student Equity Plan that reflects the highest levels of governance as recommended in the Student Equity Plan guidelines. This committee will be comprised of the following persons: the CR President/Superintendent; the Vice President of Instruction; the Vice President of Student Development; one additional member appointed by the College Council; a Senator chosen from the Academic Senate; a Multicultural and Diversity Committee representative; a representative from the Institutional Research Office; and one Dean of Instruction. This committee will invite an ASCR student representative. This committee will provide direction to the program, will identify internal and external funding sources, and assess progress towards achieving specified goals and implementing activities. The 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 governance body receiving the report will make recommendations to the Student Equity Committee regarding enhancing the implementation and forward progress of the plan. The chairperson of this committee will be appointed by the CR President/Superintendent. Responsibility for implementing the Student Equity Plan will be shared across campus departments and units but will be overseen by the Student Equity Plan Committee. The 2012 Student Equity Plan will be made available on the College of the Redwoods website in order to assure accessibility for reporting and accountability. Data on equity indicators provided from Program Reviews will be made available to the committee in order to support data driven practices.

D. 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 ESOL program and the Multicultural and Diversity Center will require energy as well as the intentional application of funding towards their development. There are also activities that may require a reconfiguration of existing programs; these will be funded by existing resources. Grant and other funding sources will be pursued to support activities.

E. District Contact

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F. 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 will be given an equal opportunity to reach his or her goal 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 (SEP) 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.

The extent to which student equity is achieved is a critical indicator of the success of the Redwoods Community College District. The success of all students is a reflection of 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 in the strength of its efforts to institute and continually review and apply the 2012 Student Equity Plan.

G. Principles of the Plan

Revisiting the Student Equity Plans of 1996 and 2005, reveals the guiding principles of those plans as they were first written. These are the foundations on which the current plan rests 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: access to and support of a successful and positive college experience. The principles of the 1996 and 2005 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
      • Students’ 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.
4. The support for underrepresented groups yields economic and social gains for the Redwoods Community College District campus, centers and surrounding communities. This underscores the district's adherence to mandates set forth by the Office of the Chancellor and the participation in realizing the mission of the California Community College system.

H. Existing Activities

The Redwoods Community College District has been actively engaged in supporting the academic goals of students since its founding. A number of existing activities are designed to benefit all students and some are specifically funded to support the underrepresented student.

The existing programs and services that support all students are:

1. Student Advising
2. Student Health Center
3. Transfer Center
4. Career Center
5. Learning Resource Center
6. Academic Support Center
7. Initiatives to increase the success rates of students on academic probation and dismissal status.
8. The institution of learning communities and linked courses, and an additional community designed for first-year students
9. (CalSOAP)
10. Orientation Activities through Advising
11. Child Development Center (Child Care)
12. Implementation of a more directive and intrusive assessment and matriculation process for all new students
13. Early College High School/Academy of the Redwoods
14. Veterans Resource Center
15. Institutional Research
16. CalWorks

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

1. EOPS (serving special and underrepresented populations)
2. DSPS
3. TRIO/Student Support Services Grant (Del Norte)
4. Recruitment efforts and outreach to special populations not defined by student equity indicators: homeless, former foster youth, formerly incarcerated
5. Academic Senate Multicultural and Diversity Committee

Programs and services no longer funded or supported for underrepresented student populations:

1. Specific ESOL course offerings in Del Norte
2. Regularly Scheduled Native American Studies course offerings at the Eureka campus
3. Multicultural and Diversity Center (previously housed at the Eureka Learning Resource Center)
4. Trainings for faculty regarding hiring practices and underrepresented student populations (Chancellor's Office funding was made available in 2010 through the offices of Human
Resources and it is unknown if this funding remains available) (http://asccc.org/content/sunrises-equity-and-diversity-issues-looking-ahead-2009-2010).

Programs and services to begin in the fall of 2012 consistent with activities included in the 2012 SEP.

1. ESOL Pilot Project offered at the Eureka site with specific outreach programming.
2. BSI funded translation of application forms to targeted ESOL population groups.
3. Student Equity dimensions will be included into Program Review process.
4. Educational Plans designed with student collaboration.

I. Campus-Based Research

Overview

The District Institutional Research office provided the data for the analysis of the student equity indicators. The population terms were provided by the Office of the Chancellor. Existing data regarding existing programs were 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 Colleague Data Base
Chancellor’s Office Data Mart Transfer Velocity Report
U.S. Census Bureau, State and County Quick Facts

The indicators for student equity were determined by the Office of the Chancellor and they include: Access, Retention, Degree/Certificate Completion, ESOL/Basic Skills completion, and Transfer. Course Completion is added to report on the 2005 SEP indicator. 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.

A review of the data indicates a lack of information about underrepresented student enrollment at each of the branch campuses. This is of particular concern in the case of the African American population as the census data by county varies widely across the College’s tri-county service area and it is unknown whether each College campus successfully recruits students relative to the specific population numbers.

Interpretations of the data regarding ESOL and Basic Skills completion may be spurious because the numbers used in the tabulations are so small that analysis of the data may be vulnerable to error. However, the College of the Redwoods Institutional Research website presents corresponding data collected from significantly greater subject numbers over a longer period of time that indicate the trends of disparity in success between equity populations are consistent with the Basic Skills analysis. Transfer to public institutions by ethnicity also involves small subject numbers that render findings vulnerable to error (See Graph 5 and Table 22). This underscores the importance of the College’s commitment to track, analyze and keep current data concerning the five indicators for student equity defined by the California Community Colleges Office of the Chancellor. Further, this underscores the relative small numbers of students representing their respective populations. This is also the case for the graduation rates by ethnicity.
**Research Data**

The data pages (Section III: Data Tables) provide 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 three additional goals determined by the Student Equity Task Force of 2004. These additions include the Course Completion and Campus Climate indicators as well as the implementation of the Student Equity Plan and Activities, which were chosen by the Task Force because of their promise of significantly increasing the likelihood of reaching the goals respective to each. Implementation is outlined in the guidelines determined by the Academic Senate of California Community Colleges. 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. Specific activities already in place, and those that can be augmented to maximize their potential, will be noted.

The remainder of the Student Equity Plan will address each indicator for student equity, followed by data regarding that indicator displayed in graph form, followed by a summary of goals salient to those data. Activities regarding the specific goals will be indicated in Section III as will the 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

Indicator I: Access

Graph 1

2005 CR Student Body Figures by Ethnicity and Gender

Table 1

2007-2011 CR DSPS Student Composition by Ethnicity and Year

<table>
<thead>
<tr>
<th>Year</th>
<th>African-American</th>
<th>American Indian</th>
<th>Asian / PI</th>
<th>Caucasian</th>
<th>Hispanic</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007 - 2008</td>
<td>3%</td>
<td>8%</td>
<td>2%</td>
<td>71%</td>
<td>5%</td>
<td>11%</td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>3%</td>
<td>7%</td>
<td>2%</td>
<td>71%</td>
<td>5%</td>
<td>12%</td>
</tr>
<tr>
<td>2009 - 2010</td>
<td>3%</td>
<td>9%</td>
<td>3%</td>
<td>70%</td>
<td>6%</td>
<td>9%</td>
</tr>
<tr>
<td>2010 - 2011</td>
<td>2%</td>
<td>9%</td>
<td>3%</td>
<td>70%</td>
<td>7%</td>
<td>8%</td>
</tr>
</tbody>
</table>
Table 2

2007-2011 CR Student Composition by Ethnicity and Year

<table>
<thead>
<tr>
<th>Ethnicity by Region</th>
<th>Humboldt County*</th>
<th>Eureka campus &amp; 101 Corridor (CR)**</th>
<th>Mendocino region served*</th>
<th>Mendocino campus (CR)**</th>
<th>Del Norte County*</th>
<th>Del Norte campus (CR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>134,623</td>
<td>4,452</td>
<td>9570</td>
<td>607</td>
<td>28,610</td>
<td>706</td>
</tr>
<tr>
<td>Caucasian</td>
<td>82%</td>
<td>72%</td>
<td>73%</td>
<td>74%</td>
<td>74%</td>
<td>66%</td>
</tr>
<tr>
<td>African American</td>
<td>1%</td>
<td>4%</td>
<td>1%</td>
<td>1%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>American Indian &amp; Alaska Native</td>
<td>6%</td>
<td>8%</td>
<td>1%</td>
<td>3%</td>
<td>8%</td>
<td>12%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>3%</td>
<td>5%</td>
<td>0%</td>
<td>3%</td>
<td>4%</td>
<td>10%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>10%</td>
<td>11%</td>
<td>25%</td>
<td>19%</td>
<td>18%</td>
<td>12%</td>
</tr>
</tbody>
</table>

*Source: 2010 U.S. Census Bureau, State & County QuickFacts: http://quickfacts.census.gov/qfd/states/06/06023.html
**Source: Headcounts at fall 2011 census. Gathered from Institutional Research Orchestrator Database.
Graph 2

Mendocino Population Composition by Year

Female
Male
African-American
American Indian
Asian/PI
Caucasian
Hispanic
Unknown
DSPS

0%  20%  40%  60%  80%  100%

2007-2008
2008-2009
2009-2010
2010-2011
**Operational Definition:**

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.

**Goals:**

Equity populations enrolled at College of the Redwoods are represented in varying proportions to their relative populations within Del Norte, Humboldt and Mendocino Counties. The goals will address each district site separately due to the variations in County population numbers and representations of those populations at each of the CR district site.

1. Increase the Del Norte Campus Hispanic Population 1.25% per year for five years to reach 17%.
2. Increase the Mendocino Campus Hispanic enrollment 1% per year for five years to reach 24%.
3. Increase the District-wide Hispanic student enrollment, which in 2010-2011 was at 9%, by 2% per year to reach at least 12% by year 2015.

The comparison between the three counties’ Black populations shows Humboldt at 1%, Mendocino is at 1% and Del Norte is at 4%. Enrollment data indicates the Eureka Campus has 4%, and both Mendocino and Del Norte indicate 1% Black students. Across the District this population is relatively small and not significantly increasing.
4. Increase the percentage of Black student enrollment in Mendocino and Del Norte Counties by .5% (average between the two counties) per year to reach at least 3% by the year 2015.

5. Increase the percentage of American Indian Alaskan Natives at the Mendocino Center by 1% for two years to reach 5% by the year 2014.

6. Identify barriers to access for disabled student populations.

Activities:

**To Increase Hispanic Student Enrollment:**

1. **Develop a 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: Vice President Student Development and Deans of Academic Affairs*

2. **Expand school visits and tours:** Continue to visit schools in the area and provide information about the college and continue to conduct campus tours specifically for potential Hispanic students with application materials in Spanish.
   *Responsible: Vice President Student Development and Deans of Academic Affairs*

3. **Make available admissions materials in Spanish:** Create a website in Spanish with relevant college information including calendar information, course catalogue and schedules.
   *Responsible: Admissions and Records, Director EOPS, and Vice President Student Development*

4. **Develop a non-credit English for Speakers of Other Languages, (ESOL) program:** Work in conjunction with Humboldt State University to provide ESOL learning opportunities for the community and to generate positive alliances with the leaders and members of the Latino community. Explore partnerships with Humboldt County Office of Education to offer practical courses in community centers.
   *Responsible: Vice President Instruction*

**To Increase Black Student Enrollment**

1. **Develop a community outreach and recruitment program:** Create a Community Recruitment Program involving African American leaders from the CR campus and the community (including Humboldt State University). Develop workshops, campus tours, and cultural history and appreciation events for African and African American culture geared toward recruiting African American students.
   *Responsible: Vice President Student Development, Co- Presidents of Academic Senate, Center Deans*

2. **Collect meaningful population data on African American students to ascertain if the RCCD is reflecting local population numbers or if students are primarily recruited from**
out of the area. Determine if local African American populations are meeting equity access goals.

Responsible: Institutional Research

Activities to Increase Native American Student Enrollment

1. **Develop a community recruitment program:** Create a Community Recruitment Program involving Native American leaders from the CR campus and the community (including Humboldt State University). Develop workshops, tours, cultural history and appreciation events for Native American and Native American culture geared toward recruiting African American students.

   Responsible: Vice President Student Development, Co-Presidents of Academic Senate, Dean of Academic Affairs

2. Visit High Schools for recruitment purposes.

   Responsible: Vice President Student Development, Co-Presidents of Academic Senate, Dean of Academic Affairs

3. **Develop community outreach to the Pacific Islander and Latino communities throughout the district.** Involve local district county offices of education, high schools, health agencies, organizations, businesses, religious and community centers in determining areas for targeted recruitment.

   Responsible: Director of EOPS, Vice President Instruction

4. **Explore activities at the Klamath Trinity site to determine the most productive outreach methods for Native American populations.**

   Responsible: Dean of Academic Affairs

Activities to Maintain and/or Increase Enrollment of Traditionally Underrepresented Groups

5. **Re-engage in community “listening sessions” and develop new community dialogue opportunities to determine the needs of underrepresented populations.** Annually review progress of SEP goals (2012) related to access.

   Responsible: President/Superintendent, SEP Oversight Committee

   **Re-establish Native American Studies courses at the Eureka campus that would meet the HSU Social Work degree diversity requirement.** This would serve the dual purpose of meeting transfer requirements and would promote a culturally enriched learning environment for Native American students. Responsible: Vice President Instruction, Dean of Academic Affairs Eureka

Activities to Increase Disabled Student Enrollment

1. **Continue to develop distance education programs to respond to the needs of disabled students who find it difficult to attend classes on campus.**

   Responsible: Vice President Instruction

2. **Implement Americans with Disabilities Act.** Analyze ADA documents and CR ADA Committee plans and recommendations and create a plan needed to address any problems limiting access to disabled students and integrate it into the appropriate planning committees.

   Responsible: Board of Trustees, President/Superintendent, Director of DSPS, Director Human Resources
3. Collect data on persistence and success of disabled students in equity population categories and analyze data relative to outcomes of disabled students in non-equity population category. Responsible: Institutional Research and Vice President Student Development, Director of DSPS

Indicator II: Course Completion

Graph 6

2002-2003 Successful Completion of All Courses by CR Students

[Bar graph showing successful completion rates by gender, race, and category, with 72% completion rate overall.]
Graph 7

2007-2011 Successful Completion of All Courses by CR Students Disaggregated by Ethnicity, Gender and Disability

Graph 8

2007-2011 DSPS Course Completion by Ethnicity
Graph 9

Course Completion by All Populations & Year Del Norte Site

Graph 10

Course Completion by All Populations & Year Klamath-Trinity Site
Graph 11

Course Completion by All Populations & Year Eureka Site

Graph 12

Course Completion by All Populations Year Mendocino Site
Operational Definition:

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

Goals:

Course completion rates for Redwoods Community College District have remained relatively stable since 2006 at 69% with lower rates for Black, Native American, Pacific Islander and Hispanic populations.

1. Increase the trend of decreasing course completions in the Hispanic, Black American Indian/Alaskan Native, and Pacific Islander populations.
2. Increase the course completions of African American Students 5% per year for five years to reach 69% by 2017.
3. Increase the course completions of Hispanic students 2% per year for five years to reach 69% by 2017.
4. Increase the course completions of American Indian/Alaskan Natives 2% per year for five years to reach 69% by 2017.
5. Increase the course completions of Pacific Islander students 1% per year for five years to reach 69%.
6. Increase Disabled students course completions 1% per year for five years to reach 69% by 2017.

Activities to Increase Course Completion for All Groups

Continue to explore and institute curriculum changes to increase multiculturalism and awareness.

2. Explore various ways to enhance the curriculum to reflect changing needs of students in such areas as applied learning.
3. Promote diversity and common ground requirement consistent with articulation criteria at Humboldt State University to create a complete transfer package and to increase retention of all students.
4. Promote professional development activities for faculty on outcome based research revealing a positive correlation between multicultural curriculum infusion and student success.

Responsible: President/Superintendent, Co-Presidents of Academic Senate, Vice President Instruction, Chair of Curriculum Committee and Chair of Multicultural and Diversity Committee

Increase overall completion rates for all groups:

5. Conduct exit polling: Develop an exit interview protocol and instrumentation (questionnaire) for students who drop or fail two or more courses; develop data based-programs academic support programs for specific populations (if applicable).

Responsible: Vice President Student Development and Center Deans
6. **Explore and develop mentoring opportunities:** Explore options for providing mentoring that involve students, College staff and community members. The mentors would assist students in accessing resources designed to help them stay in College. Support and expand peer mentoring programs.

   **Responsible:** Academic Senate, Vice President Student Development and Vice President Instruction

7. **Select and implement use of appropriate ADA compliant software and materials to facilitate course completion for disabled students’ in certificate and degree programs.**

   **Responsible:** Director Disabled Student Programs and Services, Director Human Resources and Vice President Instruction

Activities to Increase Course Completion of African American Native American, Pacific Islander, and Hispanic students:

1. **Conduct grant research and pursue funding to provide assistance to communities in overcoming barriers to college entrance and college success.** Assist students in transportation, child care and obtaining information in alternate language formats to support students in attaining their educational goals.

   **Responsible:** Vice President Student Development

2. **Improve data gathering and analysis:** Examine population differences within programs designed to increase the retention of all students. Evaluate re-instituting the Early Alert and student programs. Disaggregate data by tracking each student through various programs so that relative success rates can be determined and appropriate institution responses will be developed.

   **Responsible:** President/Superintendent, Institutional Research Office, and Director of EOPS

3. **Promote and support a Multicultural and Diversity Resource Center:** Provide a place where all faculty and staff can easily access current information regarding cultural events, and find cultural resources such as films, books, and research. Promote and provide a Multicultural Resource Center that would function as a gathering place for students to facilitate multicultural understanding and positive social interactions.

   **Responsible:** President/Superintendent, Academic Senate, Vice President Student Development and Director Human Resources

4. **Research Puente Projects and UMOJA projects. Puente exists at half of the community colleges in California and is focused on Latino student success. While a new program, UMOJA has been instituted at many California community colleges and is created for African American students.** Colleges that have been determined more successful in completion and transfer rates for these populations utilize these programs. The programs generally serve 35 students per year at each college, which would greatly benefit a smaller community college population such as the population at College of the Redwoods (Laden, 2000).

   **Responsible:** Vice President Student Development
5. **Obtain specific training concerning best practices of summer bridge programs that have been proven effective in matriculating students to the college level.** These projects have demonstrated effectiveness in increasing student access and success at the college level. **Responsible: Vice President Student Development, Director of EOPS, Faculty Professional Development Committee, and Professional Development Committee.**

6. **Investigate AVID; a program devoted to the academic success of underrepresented High School students to determine effective practices used to support their academic progress and college access.** This program has proven successful in Eureka and Crescent City public schools. **Responsible: Dean of Del Norte Center, Vice President of Student Development**

7. **Include disaggregated data on course completion rates in Program Review forms.** Integrate student equity indicators into Program Review. **Responsible: Program Review Committee, Institutional Effectiveness Committee**

8. **Consistently offer (NAS) courses at the Eureka campus:** Explore integration of courses into the academic structure at the Del Norte Center, as a model to support Native American students at the Eureka campus, conduct necessary outreach with Humboldt State University Social Work program to promote transfer with NAS coursework to meet diversity requirement for Social Work degree. **Responsible: Vice President Instruction, Dean of Academic Affairs Eureka**

9. **The course success percentage for Native Americans is 10% higher at the Klamath-Trinity site than is the course success percentage at all other sites in the same population. Analyze activities at the Klamath-Trinity site that support Native American students and determine the hierarchy of support measures at all other sites.** **Responsible: Institutional Research, Vice President of Student Development, Dean of Academic Affairs**

10. **The course success percentage for Latino is 10% higher at the Mendocino site than is the course success percentage at all other sites in the same population. Analyze activities at the Mendocino site that support Latino students and determine feasibility of offering similar support measures at all other sites.** **Responsible: Institutional Research, Vice President of Student Development, Dean of Academic Affairs**

**Indicator III: Degree and Certificate Completion**

**Table 4**

Graduation Rates and Vocational Course Completion Rates of the 2000 Cohort

(This cohort includes all first-time full-time degree or certificate-seeking undergraduate students that began in the stated cohort year.)

<table>
<thead>
<tr>
<th>Graduation Rate within 1.5 times the of normal time*</th>
<th>26.90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer-out rate</td>
<td>18.90%</td>
</tr>
<tr>
<td>Graduation rates by gender</td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>23.20%</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Graduation Rate</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Women</td>
<td>32.40%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>27.50%</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>(!) 0.0%*</td>
</tr>
<tr>
<td>Hispanic</td>
<td>(!) 16.7%*</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>(!) 45.5%*</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>(!) 15.4%*</td>
</tr>
<tr>
<td>Unknown Race/ethnicity</td>
<td>(!) 40.9%*</td>
</tr>
</tbody>
</table>

(! Interpret data with caution. There are insufficient cases for reliable estimate).  
**“Normal Time” is related to the number of units required to complete a degree or certificate. E.g. an Associate of Science or an Associate of Arts degree requires 60 units of coursework, thus 60 units is the “normal time” it takes to complete an Associate of Science or an Associate of Arts degree. 1.5 times the “normal time” in this example would be 90 units or less. **

### Graph 13

**2004-2009 Completion Rates for Certificate or Degree in 150% Time by Gender**

<table>
<thead>
<tr>
<th>Time</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 - 2005</td>
<td>7.0%</td>
<td>5.5%</td>
<td>6.2%</td>
</tr>
<tr>
<td>2005 - 2006</td>
<td>5.2%</td>
<td>4.9%</td>
<td>5.3%</td>
</tr>
<tr>
<td>2006 - 2007</td>
<td>7.6%</td>
<td>5.3%</td>
<td>5.5%</td>
</tr>
<tr>
<td>2007 - 2008</td>
<td>7.3%</td>
<td>5.5%</td>
<td>6.5%</td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>6.1%</td>
<td>5.0%</td>
<td>6.5%</td>
</tr>
</tbody>
</table>

### Graph 14

**2004-2009 (Degree) Disabled Student Completion Rate**

<table>
<thead>
<tr>
<th>Time</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 - 2005</td>
<td>4.90%</td>
</tr>
<tr>
<td>2005 - 2006</td>
<td>1.80%</td>
</tr>
<tr>
<td>2006 - 2007</td>
<td>3.60%</td>
</tr>
<tr>
<td>2007 - 2008</td>
<td>3.30%</td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>4.20%</td>
</tr>
</tbody>
</table>
Graph 15

2004-2009 Degree/Certificate Completion Rates for All Populations

Graph 16

2004-2009 Degree/Certificate Completion Rates by Ethnicity

Operational Definition:

Completion is determined by comparing the number of students in the targeted groups who have received degrees and certificates in the past three years to the completion rates of the non-target group of students with the same informed articulation goal. Target group completion will be considered
sufficient if it equals or exceeds the three-year averaged ratio of enrolled targeted students to enrolled non-targeted students in the District. The 150% or 3 year completion rate for the total student population in the 2008-2009 cohort hovers at 6.1%.

**Goals:**

The completion rates for the total student population hovers at 6.1% in 150% time or three years. Of note is that some groups (Black population 2005-2006 cohort, Hispanic population 2008-2009 cohort and Pacific Islanders 2005-2008 cohort) showed no completions for one or more years.

Due to the relatively small percent of students who are completing courses in three years’ time the goal for this indicator is to:

1. Achieve greater rates of completion for equity and other populations to grow at least 1% (or more) per year over the next five years with the target of 6.1% (or more) for all equity groups.

- Examine course completion data by the end of the Spring 2013 semester to determine the ratio of underrepresented students to Caucasian students (Black students/non-Blacks, Hispanic/non-Hispanics, disabled/non-disabled and Native American/non-Native American) and to set appropriate goals for those groups, so the target ratios will be equal to or exceed that number.

- Continue to monitor the ethnic and gender distribution of degree and certificate recipients to assure it is comparable to that of the total student population who enrolled for the first time three years earlier.

**Activities:**

1. **Promote the Associate Degree:** Continue to promote the Associate Degree and develop materials on how students can achieve and benefit from the degree.  
   Responsible: Vice President Student Development

2. **Identify students who have met most requirements for the Associate Degree.** Make contact with these students and encourage degree completion.  
   Responsible: Vice President Student Development

3. **Consider awarding a Certificate of Completion for those who transfer as soon as they complete their general education requirements.**  
   Responsible: Vice President Instruction and Academic Senate

4. **Include equity dimensions in Program Reviews to determine if facilities are adequate for disabled students.**  
   Responsible: Institutional Research Director, Dean of Academic Affairs

5. **Encourage all students to declare majors in their first year of attendance.**  
   Responsible: Student Services, Faculty

6. **Offer first year completion awards to all students signed by the President/Superintendent to encourage persistence.**  
   Responsible: President/Superintendent
7. *Expand Perkins Grant supported programming to encourage the success of underrepresented populations in Vocational Certification.*
   Responsible: Deans of Vocational and Certificate Programs

8. *Investigate I-Best funding to support underrepresented student success programming and support.*
   Responsible: Vice President Student Development, Vice President Instruction

**Indicator IV: ESOL/Basic Skills Completion**

**Graph 17**

*Enrollment in English 153 (ESOL) Courses by Ethnicity, Spring 2003 vs. Spring 2004*
Graph 18

ESOL Enrollment by Ethnicity and Year

Graph 19

ESOL Success by Ethnicity
Graph 20

Success Rates of Students in English 1A in spring 2003 following Completion of English 150 during fall 2002

- African American: n<5
- American Indian/Alaskan Native: n=9
- Asian: n<5
- Pacific Islander: n=5
- Hispanic: n=8
- Other: n<5
- Unknown: n=6
- White: n=89
- Total: n=123

Graph 21

2007-2011 Student Success in English 1A following English 150 by Ethnicity and Year
Graph 22

2007-2011 BSI Course Success by Ethnicity

Graph 23

BSI Course Success by Gender (2004-2011)
Graph 24
BSI Course Success by DSPS and Year

Graph 25
Success Rates of Students in MATH 30 (College Algebra) in spring 2003 following enrollment in MATH 120 during the fall 2002 by Ethnicity
Graph 26

Student Success in Math-30 after Math-120 by Ethnicity and Year

Graph 27

Successful Completion of Basic Skills Courses by All Students/ 2002-2003
Graph 28

BSI Successful Course Completion: All Populations/Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African-American</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DSPS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Operational Definition:

The number of students who complete a degree-applicable course in the Basic Skills discipline within two semesters of having completed the final ESOL or Basic Skills course in the discipline.

Goals:

- Reverse declining trends in success completion rates in Basic Skills in all equity groups with the exception of the Asian Pacific Islander group since 2005. The decline in success rates has been greatest for African American and Native American students.
- Increase the percentage of African American student Basic Skills completion by 4% for the next five years to reach 55% by 2017.
- Increase the percentage of Hispanic student Basic Skills completion by 1.5% per year for the next five years to reach 55% by 2017.
- Increase the percentage of Native American/Alaskan Native student Basic Skills completion by 1.5% in the next five years to reach 55% by 2017.
- Continue to track females enrolled in Basic Skills courses to monitor recent trends in success gaps in BSI courses.
Activities to Improve ESOL and Basic Skills Completion:

Meeting ESOL Student Needs and Increasing the Overall Success Rates of Latino Students

1. **Create reports**: Work with information systems to create reports on the persistence of students from the final Basic Skills or ESOL course to a degree applicable course.  
   Responsible: Institutional Research and President/Superintendent

2. **Develop appropriate ESOL skills assessment at enrollment to facilitate accurate placement in courses.**  
   Responsible: Director of Academic Support Center

3. **Develop substantive ESOL program with relevant coursework.**  
   Responsible: President/Superintendent, Academic Senate and Vice President Instruction

4. **Identify ESOL students in application process and track success rates in all Basic Skills courses.** Track students enrolled in ESOL 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.  
   Responsible: Institutional Research Office

5. **Continue to develop ESOL specific coursework aimed at the success of the ESOL population.**  
   Responsible: Curriculum Committee and Academic Senate

6. **Offer pre-collegiate ESOL courses at the Mendocino, Del Norte Centers, and the Eureka site.**  
   Responsible: Vice President Instruction, Dean of Academic Affairs and Center Deans

7. **Create a learning community with ESOL students within a First Year Experience Cohort Model and Monitor Success.**  
   Responsible: Director of EOPS, Vice President Student Development

Activities to Meet Basic Skills Students Needs to Increase the Overall Success Rates of Equity Populations

- **Increase basic skills course completion for all students**: Focus on African American, Hispanic, Asian Pacific Islander and American Indian/Alaskan Native student groups.  
  Responsible: Vice President Student Development and Basic Skills Committee

- **Provide math and English testing for all students at enrollment to facilitate accurate placement in courses.**  
  Responsible: Director of Academic Support Center

- **Explore ways to mine information regarding the progress of basic skills students to mitigate the possibility that they drop or fail while concurrently determining what academic support interventions services these students most needed. Track all students enrolled in these programs by race, gender, ethnicity and ability.**  
  Responsible: Vice President Student Development and Institutional Research
- **Offer First Year Experience (FYE,) a successful cohort model that tracks student progress, incorporates a college success support class and other student service experiences to help students integrate into the college and build supportive networks.**
  Responsible: Vice President of Student Development

Activities to Improve Data Collection and Analysis

1. **Continue to Examine Data:** Analyze population differences within programs designed to increase retention of all students such as the Early Alert and the Basic Skills student programs. Disaggregate data by tracking each student through various programs so that relative success rates can be determined and appropriate institutional responses developed.
  Responsible: Vice President Student Development and Institutional Research

2. **Integrate equity dimensions into Program Reviews:** Analyze population differences within degree and certificate programs to inform planning. Disaggregate course success and program success data by equity populations.
  Responsible: Institutional Research, Program Review Committee and Deans of Instruction

**Indicator V: Transfer**

**Graph 29**

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

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Successful</th>
<th>Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>73%</td>
<td>71%</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>61%</td>
<td>71%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>75%</td>
<td>71%</td>
</tr>
<tr>
<td>Filipino</td>
<td>84%</td>
<td>71%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>66%</td>
<td>71%</td>
</tr>
<tr>
<td>Native American</td>
<td>65%</td>
<td>71%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>67%</td>
<td>71%</td>
</tr>
<tr>
<td>Unknown</td>
<td>72%</td>
<td>71%</td>
</tr>
<tr>
<td>DSP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-DSP</td>
<td>72%</td>
<td></td>
</tr>
</tbody>
</table>

0 5000 10000 15000 20000 25000 30000 35000
Table 5

Enrollment of Fall Term 1998 CR Transfer Students to Public Institutions
Aggregated by Higher Education System, Course Institution, Gender, and Ethnicity

<table>
<thead>
<tr>
<th>Year</th>
<th>Education System</th>
<th>Gender</th>
<th>Asian/Pacific Islander</th>
<th>Black</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>Native Amer/Alaskan Native</th>
<th>Other</th>
<th>White</th>
<th>Non Res Alien</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>University of California</td>
<td>Men</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>1998</td>
<td>University of California</td>
<td>Women</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>1998</td>
<td>California State University</td>
<td>Men</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>13</td>
<td>7</td>
<td>3</td>
<td>82</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>1998</td>
<td>California State University</td>
<td>Women</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>9</td>
<td>3</td>
<td>98</td>
<td>2</td>
<td>35</td>
</tr>
<tr>
<td>1998</td>
<td>California Community Colleges</td>
<td>Men</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>86</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>1998</td>
<td>California Community Colleges</td>
<td>Women</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>9</td>
<td>3</td>
<td>81</td>
<td>0</td>
<td>2</td>
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<td>14</td>
<td>6</td>
<td>1</td>
<td>35</td>
<td>29</td>
<td>10</td>
<td>355</td>
<td>3</td>
<td>69</td>
</tr>
</tbody>
</table>

Graph 30
Transfer Rates to Four-Year California Universities from California Community Colleges Over a Three Year Period

Graph 31
Transfer Rate for Eligible Students based on First Year
Graph 32

2006-2010 Transferring Students to UC and CSU by Ethnicity

**Operational Definition:**

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.

**Goals**

There are large discrepancies between equity populations and non-equity populations. Transfer rates for eligible students are at 40% for the white population in 2005-2006 and there are differential percentages for equity populations with the total population percent at about 37%. Goals are based on bringing all populations up to 40% or higher. Among young adults who attended California community colleges between 1996 and 1998, Asians were the most likely to transfer to a four-year institution within six years of entry, followed by Whites. Transfer rates for African Americans and Latinos were lower and almost identical to each other (Graph 29) (Gandara et.al., 2012). CR trends follow this data.

1. Increase female percentage of transfer by 1% every year for the next five years to reach 40% by 2017.
2. Increase Black student percentage of transfer 1.5% per year for five years to reach 40% by 2017.
3. Increase American Indian Alaskan Native transfer 4.5% every year for the next five years to reach 40% by 2017.
4. Increase Asian Pacific Islander percentage of transfer 2% every year for the next five years to reach 40% by 2017.
6. Increase Hispanic percentage of transfer 2% for the next five years to reach 40% by 2017.
7. Increase Female percentage of transfer 1% for the next five years to reach 40% by 2017.

Activities to Increase the Number of Transfer Students

1. **Develop a “Pipeline Project”**: This program can be modeled after the program developed for Latino females to encourage transfer and can apply to all underrepresented groups. This program includes:
   a. Student mentoring: CR students recruit mentees at the high schools and then mentor these students.
   b. Collaboration with Humboldt State University and Sonoma State University. Students at the State University level mentor students from College of the Redwoods.
   c. Collaboration with the University of California to bring in students from underrepresented groups to recruit for transfer to University of California.
   d. Instructor mentoring: Faculty work with students to assist them in transferring to 4-year college or university.
   e. Alumni connections: Alumni and alumni groups from the community, as well as staff of CR, are recruited to serve as mentors and role models to encourage students to attend their alma maters.

   **Responsible**: Co-Presidents Academic Senate, Vice President Instruction, Vice President Student Development, Director CR Foundation, Director of Special Projects and Grant Initiatives

2. **Increase Transfer Guarantees and Articulation Agreements**: 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**: Vice President Student Development, Vice President of Instruction, and Curriculum Committee of the Academic Senate

3. **Conduct round table discussions on research conducted with community colleges that produce healthy transfer rates in underrepresented populations** *(Building Pathways to Transfer-full report University of California, 2012).*

   **Responsible**: President/Superintendent, Vice President Student Affairs, Vice President of Instruction

4. **Investigate funding sources to offer summer bridge programs that have consistently proven effective in supporting students to gain access to transfer institutions** *(Mosqueda, 2010).*

   **Responsible**: Vice President Student Development, Director Special Projects and Grant Initiatives, Director CR Foundation

5. **Explore the use of “diagnostic” testing to replace or augment placement testing to indicate if students would better benefit from “refresher” courses as opposed to remediation placement** *(Gandara et. al., 2012).*

   **Responsible**: Director Learning Resource Center, Basic Skills Committee, Vice President of Student Development, Vice President Instruction

6. **Apply for Community College- to -Baccalaureate Program/Bridges to the Future** *(National Institute of General Medical Science, National Institute of Research on Minority Health and the National Institute of Health).* To fund empirically based strategies to facilitate retention
and transfer of “minority” students including, enriched curriculum, mentoring, joint courses between 2 year and 4 year institutions, tutoring and counseling.

Responsible: Vice President Student

Activities to Obtain Better Transfer Data

1. **Work with Chancellor’s Office to obtain better data on students who transfer from the RCCD to other institutions.**
   Responsible: Institutional Research

2. **Develop protocols and statistical programs to better track success and retention of CR students by population through their college career (at CR and beyond).**
   Responsible: Institutional Research

**Indicator VI: Retention**

**Graph 33**

Course Retention by Population and Year
Operational Definition:

The combined number of students who remain in a course with a grade of F or better. Retention will be assessed by the number of retained students divided over the total number of students enrolled at census.

Goals:

Course Retention
- Maintain and increase Latino retention by 1% in one year to reach 88% by 2013.
- Increase the Disabled population retention by 1% in one year to reach 88% in 2013.

Vocational Course Retention
- Monitor Asian Pacific Islander retention percentages closely to determine factors that contribute to decline in retention.
- Increase Asian Pacific Islander retention by 2% per year to reach 92% by 2015.
- Monitor Disabled student retention percentages closely to determine factors that contribute to decline in retention.
- Increase Disabled student retention by 2% every year to reach 92% by 2015.
• Monitor Native American retention percentages closely to determine factors impeding retention.
• Increase Native American retention by 2% every year to reach 92% by 2014.
• Monitor Latino retention percentages closely to determine factors that contribute to decline in retention.

**Activities**: Activities for Vocational Retention and Non-Vocational Course Retention

**Supplemental Instruction**: Develop a companion course with hands on learning, tutoring and support for more difficult courses that use collaborative teaching and learning models. *Responsible, Vice President of Instruction, Vice President of Student Development, Deans of Instruction and Enrollment Management Committee*

**Mandatory Advising for all Students**: Assure that students are informed of course choices and are directed to courses consistent with their goals. *Responsible, Vice President of Student Development*

**Employ Community Learning Models**: Provide opportunities for group projects and study groups to build in cohesive relationships within classroom communities. *Responsible, Vice President of Instruction, Vice President of Student Development*

**Assessment Activities to Include Discussions of Supportive Teaching Methodologies that lead to Retention of Underrepresented Student Populations**: *Responsible, Assessment Coordinator*

**Indicator VII: Campus Climate**

**Table 6**

2004 Full-Time Faculty with Tenure by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Male Professors</th>
<th>Female Professors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident Alien</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black, non-Hispanic</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>&lt; 4</td>
<td>&lt; 4</td>
</tr>
<tr>
<td>Hispanic</td>
<td>&lt; 4</td>
<td>&lt; 4</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>39</td>
<td>23</td>
</tr>
<tr>
<td>Race/ethnicity unknown</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>
Graph 35

2007-2011 Full-Time Faculty by Gender and Ethnicity

Graph 36

2007-2011 Staff by Gender and Ethnicity
Operational Definition:
Campus climate will be assessed by analyzing the recruitment efforts and retention data related to the hiring of faculty and staff from underrepresented groups.

Goal:
To improve the Campus Climate for Students from Diverse Backgrounds

Activities:

1. **Increase the number of qualified faculty, staff and administration** from ethnic minority groups and increase retention rates of these individuals. Explore recruitment strategies that increase the numbers of qualified applicants from underrepresented groups. 
   Responsible: President/Superintendent, Vice President Instruction, Director Human Resources, Vice President Student Development, and Academic Senate

2. **Increase Role Models and Social Support for African American, American Indian/Alaskan Native and Hispanic Students.**

3. **Recruit a culturally diverse faculty, staff and administration that reflects the cultural diversity of currently underrepresented groups.**
   Responsible: President/Superintendent, Vice President of Instruction, Director Human Resources, and Academic Senate
4. **Include equity dimensions in program reviews.** 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 Chancellor’s Office and the Board of Governors (Fall 2002) and The Academic Senate for the California Community Colleges.

   Responsible: Co-Presidents Academic Senate, Program Review Committee, and Institutional Research

5. **Execute and develop training for selection committees on cross-cultural competency.**

   Responsible: Vice President Instruction, Human Resources, and Academic Senate

6. **Hire outside trainers** to provide professional development in diversity awareness to faculty, staff, and administrators.

   Responsible: President/Superintendent Director Human Resources and Professional Development Committee, and Professional Development Committee

7. **Conduct follow-up interviews** with faculty candidates who decline employment offers at the College to ascertain where improvements in recruitment methods/offers of employment can be made.

   Responsible: President/Superintendent, Vice President Student Development, Director Human Resources, and Chief Instructional Officer

8. **Implement appropriate instrumentation (questionnaires or surveys) designed to assess campus climate** at all instructional sites within the District. Research appropriate instrumentation (such as George Baker’s Campus Climate) available to mine student, faculty, and staff attitudes regarding diversity and student satisfaction with the climate. Implement results of the assessment as appropriate.

   Responsible: Director Human Resources, Vice President Student Development, Deans of Academic Affairs

9. **Promote and support a Multicultural and Diversity Resource Center accessible to all throughout the District.** Provide a place where all students, faculty, and staff can easily access current information regarding cultural events and find cultural resources such as films, books, and research materials. The Center would also provide a gathering space for students to promote multicultural understanding.

   Responsible: President/Superintendent, Academic Senate, Vice President Student Development, Facilities Committee

10. **Provide reassign time to faculty** to pursue grant funding to address student equity issues.

    Responsible: President/Superintendent, Vice President of Instruction, Director of Special Projects and Grant Initiatives, Director CR Foundation

11. **Continue to provide a Diversity and Fellowship Award** to any employee of the District who has been consistently involved in the education and enhancement of pluralistic ideals and positively contributes to the achievement of College of the Redwoods diversity goals or to promoting diversity in the communities the College serves.

    Responsible: Co-Presidents Academic Senate, Vice President, Human Resources
12. **Honor Faculty of the Year recipients from all District sites during Convocation and graduation ceremony at the Eureka site** to endorse the commitments of instructors of all sites to teaching and to the outer communities they serve.  
*Responsible: Human Resources Director*

13. **District leaders will attend the Wiyot World Renewal Ceremony (in Eureka) annually to demonstrate the District’s continued support of tribal legacy and culture.** To continue the tradition of clearly demonstrating the welcoming of tribal affiliated students and employees to the District.  
*Responsible: President*

### Indicator VIII: Systematic Implementation of the Student Equity Plan

**Goal:**

1. To continually update, implement and integrate the Student Equity Plan.

**Activities:**

1. **Establish a Committee:** Establish a permanent Student Equity Plan Committee reflecting the highest levels of governance as recommended in the Student Equity Plan guidelines. This committee will be comprised of the following persons, the CR President/Superintendent, the Vice President of Instruction, Vice President of Student Development, and with one additional member appointed by the College Council, a Senator chosen from the Academic Senate, a Multicultural and Diversity Committee representative, a representative from the Institutional Research Office and one Dean of Instruction. This committee will invite an ASCR student representative. This committee will provide direction to the program, will identify internal and external funding sources, and assess progress towards achieving specified goals and implementing activities.  
*Responsible: President*

8. **Integrate the Plan:** The Student Equity Plan will be integrated into the district’s planning efforts and will be reflected in all appropriate integrated planning models, the [Strategic Plan](#), [Educational Master Plan](#), [Program Review](#) and other applicable bodies, processes and in order to insure that it is properly aligned with and fully integrated into overall district planning.  
*Responsible: Student Equity Plan Committee, Institutional Effectiveness Committee, Program Review Committee, and the Board of Trustees.*

9. **Promote the Plan:** 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: President and Academic Senate*

10. **Review the Plan:** The Student Equity Plan committee Chair will report on the progress of the Plan to the College Council, the Academic Senate and the Board of Trustees annually.  
*Responsible: President, Vice President of Student Development, Academic Senate, and Board of Trustees.*
11. The 2012 Student Equity Plan will be made available on the College of the Redwoods website in order to assure accessibility for reporting and accountability.

Responsible: Director of Information Technology Services

IV. IMPLEMENTATION

Sources of Funding

The sources of funding for the Student Equity Plan and its activities include both external and internal resources. The college’s administration will identify general funds that are available to support the activities outlined by this plan. Many activities will require little or no funding yet necessitate administrative support for integrating them into the college’s culture. Others will require additional funds that may have to come from outside sources. The Student Equity Plan can help prioritize the activities based on the availability of fiscal resources.

1. Internal Resources:

Budgetary constraints may limit the funding of activities delineated in 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, and policies in order to create the foundation of the plan rests. The 2004 Student Equity Plan Task Force therefore recommends that:

- Existing resources be utilized by shifting the allocations of existing funds to accommodate the new student equity activities.
- Discussion regarding reallocation of existing resources for selected student equity activities will transpire at the highest level of governance.

2. External Resources:

- The submission of additional grant applications will help to fund student equity activities that may not be covered by initial resources.

3. Funding Sources are included on page 84

Assessment Schedule and Process

The assessment of progress related to implementation of the plan will include both informal and formal (data analysis) processes. These informal and formal evaluations will be conducted by the Student Equity Committee, described earlier in this document. 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 College’s Academic Senate and the Office of the Chancellor. The Student Equity Plan Committee will track the implementation of the Plan and those responsible for implementation will report semi-annually to the Committee regarding progress on the various activities described in the Plan.

The Committee will meet three times yearly: once to prioritize activities and goals and to review responsibilities for implementation, once to receive reports from those responsible for enacting the activities, and once to evaluate progress in meeting designated goals and to develop a reporting schedules. 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 Committee. Progress of
the Student Equity Committee will be determined by progress made in the following areas:

- The activities conducted (at least one activity will be chosen per indicator)
- The success rates of those activities; and
- Augmentation and adjustment of activities

Data Analysis will be conducted based on the Indicators I-VII. The progress on each goal related to
each indicator will be reviewed by the Student Equity Plan Committee annually in the spring. Data will
be included into Program Reviews and will be reported through the Program Review documentation
process. This integration of process will 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. This will promote
further accountability.

**Closing Statement**

One overriding issue emerged while updating the 2005 report: the marked improvement of
institutional research capability. The present report strongly recommends continuing consistent efforts
develop statistical programs to track student data and to conduct meaningful assessment and
analysis. In this way, the district will be well positioned to develop programs based upon substantive
data to institute a culture of evidence. Larger cohorts will also make data sets more reliable and
therefore more informative.

The district sites vary in access for underrepresented students and with differing populations. The
Eureka campus is doing well in relative population matching; however, the data show a need to
increase the Native American population. The Del Norte site has made significant gains in increasing
access for Native Americans, however, lags behind in Hispanic representation. The Latino population
is increasing and the 2012 Student Equity Plan promotes appropriate responsiveness to the changing
demographics in the District.

In reviewing the [Student Equity Plan](#) of 2005 and comparing those data and activities to 2011 College
of the Redwoods responsiveness to underrepresented students, it is clear that significant gains noted
comparing the 1999 data to the 2005 data are in decline. A number of programs that were developed
to increase the success rates for all students have been lost over the last decade. For further review of
gains made from 1996 to 2005, please refer to Attachment F. Moreover, the data demonstrates that the
College is challenged to improve its functioning in many areas, such as in its responsiveness to the
surrounding Native American, Asian Pacific Islander and Latino communities. One advantage of
updating the Student Equity Plans of 1996 and 2005 is to have the opportunity to honestly review how
the College is doing with respect to serving underrepresented students and to responsibly addressing
critical issues related to access, retention and success.

It is clear that ESOL students benefit from ESOL specific coursework. Latino students do significantly
better than do their Caucasian counterparts in English 1A after completing English 153. However, the
college has not offered ESOL (at the Del Norte and Eureka sites) since 2009, despite the fact that the
data indicate these courses benefit those students. In the fall of 2012, a pilot project funded by Basic
Skills Initiative and general funds will establish and assess a new ESOL course which will help
determine strategies to best serve these underrepresented student groups. The Del Norte site will
continue to provide courses and outreach services to the Native American student population and the Mendocino site will maintain its ESOL offerings. This Plan clearly indicates a need to source what is working well for the district in its support of vulnerable populations at each site in order to disseminate these practices throughout the district.

Increasing community outreach to the diverse populations the college serves will be essential for developing positive relationships, discovering needs and determining the best means of meeting those needs. Communication with local high schools and Humboldt State University is essential to building new bridges that will offer increased accessibility, support for student success and to create a culture of transfer.
References


Student Equity Plan Implementation Grid for College of the Redwoods

*Activities in the 2012 Plan will be engaged at the direction of the Student Equity Plan Oversight Committee. Each year the committee will select activities to address each Equity Indicator, identify the responsible parties for the action, and assess the results of the activity at the end of the annual cycle.*

<table>
<thead>
<tr>
<th>Equity Indicator I: Access</th>
<th>Initiative</th>
<th>Activity</th>
</tr>
</thead>
</table>
| Goals:                     | Increase Hispanic Student Enrollment | 1. **Develop a 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.

2. **Expand school visits and tours:** Continue to visit schools in the area and provide information about the college and continue to conduct campus tours specifically for potential Hispanic students with application materials in Spanish.

3. **Make available admissions materials in Spanish:** Create a website in Spanish with relevant college information including calendar information, course catalogue and schedules.

4. **Develop a non-credit or not for credit English for Speakers of Other Languages, (ESOL), program:** Work in conjunction with Humboldt State University to provide ESOL learning opportunities for the community and to generate positive alliances with the leaders and members of the Latino community. Explore Partnerships with Humboldt County Office of Education to offer practical courses in community centers. |
| Increase Black Student Enrollment | 5. **Develop a community outreach and recruitment program:** Create a Community Recruitment Program involving African American leaders from the CR campus and the community (including Humboldt State University). Develop workshops, campus tours, and cultural history and appreciation events for African and African American culture geared toward recruiting African American student).

6. **Collect meaningful population data on African American students to ascertain if the RCCD is reflecting local population numbers or if students are primarily recruited from out of the area. Determine if local African American populations are meeting equity access goals.** |

| Increase Native American Student Enrollment | 7. **Develop a community recruitment program:** Create a Community Recruitment Program involving Native American leaders from the CR campus and the community (including Humboldt State University). Develop workshops, tours, cultural history and appreciation events for Native American and Native American culture geared toward recruiting African American student).

8. **Develop community outreach to the Pacific Islander and Latino communities throughout the district.** Involve local district county offices of education, high schools, health agencies, organizations, businesses, religious and community centers in determining areas for targeted recruitment.

9. **Explore activities at the Klamath Trinity site to determine the most productive outreach methods for Native American populations and establish hierarchies for implementation.** |

| Maintain and/or Increase Enrollment of Traditionally Underrepresented Groups | 10. **Re-engage in community “listening sessions” and develop new community dialogue opportunities to determine the needs of underrepresented populations.** Annually review progress of SEP goals (2012) related to access.

11. **Consistently offer Native American Studies courses at the Eureka campus that would meet the HSU Social Work degree diversity requirement and engage in outreach activities to increase access.** This would serve the dual purpose of meeting transfer requirements and would promote a culturally enriched learning environment for Native American students. |
<table>
<thead>
<tr>
<th>Initiative</th>
<th>Activity</th>
<th>Indicators (and targets)</th>
</tr>
</thead>
</table>
| Increase Disabled Student Enrollment           | 12. *Continue to develop distance education programs to respond to the needs of disabled students who find it difficult to attend classes on campus.*  
13. *Implement Americans with Disabilities Act. Analyze ADA documents and CR ADA Committee plans and recommendations and create a plan needed to address any problems limiting access to disabled students and integrate it into the appropriate planning committees.*  
14. *Collect data on persistence and success of disabled students in equity population categories and analyze data relative to outcomes of disabled students in non-equity population category* |                                                                        |                          |

### Equity Indicator II: Course Completion

**Goals**

7. Reverse the trend of decreasing course completions in the Hispanic, Black American Indian/Alaskan Native, and Pacific Islander populations.  
8. Increase the course completions of African American Students 5% per year for five years to reach 69% by 2017.  
9. Increase the course completions of Hispanic students 2% per year for five years to reach 69% by 2017.  
10. Increase the course completions of American Indian/Alaskan Natives 2% per year for five years to reach 69% by 2017.  
11. Increase the course completions of Pacific Islander students 1% per year for five years to reach 69%.  
12. Increase Disabled students course completions 1% per year for five years to reach 69% by 2017.

**Initiative**  
**Activity**  
**Indicators (and targets)**
<table>
<thead>
<tr>
<th>Increase Course Completion of African American Native American, Pacific Islander, and Hispanic students</th>
</tr>
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<tbody>
<tr>
<td>7. <strong>Pursue funding to provide assistance to communities in overcoming barriers to college success and college entrance.</strong> Assist students in transportation, child care and obtaining information in alternate language formats to support students in attaining their educational goals.</td>
</tr>
<tr>
<td>8. <strong>Improve data gathering and analysis:</strong> Examine population differences within programs designed to increase the retention of all students. Evaluate re-instituting the Early Alert and student programs. Disaggregate data by tracking each student through various programs so that relative success rates can be determined and appropriate institution responses will be developed.</td>
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<tr>
<td>9. <strong>Promote and support a Multicultural and Diversity Resource Center:</strong> Provide a place where all faculty and staff can easily access current information regarding cultural events, and find cultural resources such as films, books, and research. Promote and provide a Multicultural Resource Center that would function as a gathering place for students to facilitate multicultural understanding and positive social interactions.</td>
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<tr>
<td>10. <strong>Investigate for Puente Project and UMOJA projects.</strong> <strong>Puente exists at half of the community colleges in California and based on its success with Latino students. While a new program, UMOJA has been instituted at many California community colleges and is created for African American students.</strong> Colleges that have been determined more successful in completion and transfer rates for these populations utilize these programs. The programs generally serve 35 students per year at each college, which would greatly benefit a smaller community college population such as that at College of the Redwoods (Laden, 2000).</td>
</tr>
<tr>
<td>11. <strong>Obtain specific training concerning best practices of summer bridge programs that have been proven effective in matriculating students to the college level.</strong> These projects have demonstrated effectiveness in increasing student access and success at</td>
</tr>
</tbody>
</table>
12. **Investigate AVID: a program devoted to the academic success of underrepresented High School students to determine effective practices used to support their academic progress and college access.** This program has proven successful in Eureka and Crescent City public schools.

13. **Include disaggregated data on course completion rates in Program Review forms.** Integrate student equity indicators into Program Review.

14. **Consistently offer (NAS) courses at the Eureka campus:** Explore integration of courses into the academic structure at the Del Norte Center, as a model to support Native American students at the Eureka campus, conduct necessary outreach with Humboldt State University Social Work program to promote transfer with NAS coursework to meet diversity requirement for Social Work degree.

15. **Analyze activities at the Klamath-Trinity site that support Native American students and offer similar support measures at all other sites.** The course success percentage for Native Americans is 10% higher at the Klamath-Trinity site than is the course success percentage at all other sites in the same population.

16. **Analyze activities at the Mendocino site that support Latino students and determine offer similar support measures at all other sites.**

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**Equity Indicator III: Degree and Certificate Completion**

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Activity</th>
<th>Indicators (and targets)</th>
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<tbody>
<tr>
<td>Gather data to better understand barriers to degree/certificate completion</td>
<td>1. <strong>Examine course completion data</strong> by the end of the Spring 2013 semester to determine the ratio of underrepresented students to Caucasian students (Black students/non-Blacks, Hispanic/non-Hispanics, disabled/non-disabled and Native American/non-Native American) and to set appropriate goals for those groups, so the</td>
<td></td>
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</tbody>
</table>
| Achieve greater rates of completion for equity and other populations | 4. **Promote the Associate Degree**: Continue to promote the Associate Degree and develop materials on how students can achieve and benefit from the degree. Identify students who have met most requirements for the Associate Degree. Make contact with these students and encourage degree completion.  
5. **Consider awarding a Certificate of Completion for those who transfer as soon as they complete their general education requirements.**  
6. **Include equity dimensions in Program Reviews to determine if facilities are adequate for disabled students.**  
7. **Encourage all students to declare majors in their first year of attendance.**  
8. **Offer first year completion awards to all students signed by the President/Superintendent to encourage persistence.**  
9. **Expand Perkins Grant supported programming to encourage the success of underrepresented populations in Vocational Certification.** |

**Equity Indicator IV: ESOL/Basic Skills Completion**

**Goals:**

- 13. Reverse declining trends in success completion rates in Basic Skills in all equity groups. There has been a 10% decline in Caucasian student success rates since the 2005 SEP report (2003 data). The decline in success rates has been greatest for Black, Hispanic, and Pacific Islander students.
- 14. Increase the percentage of Black student basic skills completion by 6% for the next five years to reach 55% by 2017.
- 15. Increase the percentage of Hispanic student basic skills completion by 2% per year for the next five years to reach 55% by 2017.
- 16. Increase the percentage of Asian Pacific Islander student basic skills completion by 1.5% for the next five years to reach...
55% by 2017.

17. Increase the percentage of Native American/Alaskan Native student basic skills completion by 1.5% in the next five years to reach 55% by 2017.

18. Continue to track females enrolled in Basic Skills courses to monitor recent trends in success gaps in BSI courses.

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Activity</th>
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</table>
| Improve ESOL and Basic Skills Completion. | 1. **Create reports:** Work with information systems to create reports on the persistence of students from the final basic skills or ESOL course to a degree applicable course.  
**Article I.** 2. **Develop appropriate ESOL skills assessment at enrollment to facilitate accurate placement in courses.**  
3. **Develop substantive ESOL program with relevant coursework.**  
4. **Identify ESOL students in application process and track success rates in all Basic Skills courses.** Track students enrolled in ESOL 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.  
5. **Continue to develop ESOL specific coursework aimed at the success of the ESOL population.**  
6. **Offer pre-collegiate ESOL courses at the Mendocino, Del Norte Centers, and the Eureka campus.**  
7. **Create a learning community with ESOL students within a First Year Experience Cohort Model and Monitor Success.** |

| Increase the Overall Success Rates of Equity Populations | 8. **Increase basic skills course completion for all students:** Focus on African American, Hispanic, Asian Pacific Islander and American Indian/Alaskan Native student groups.  
9. **Provide math and English testing for all students at enrollment to facilitate accurate placement in courses.**  
10. **Explore ways to mine information regarding the progress of basic skills students to mitigate the possibility that they drop or fail while concurrently determining what academic support interventions services these students most needed. Track all students enrolled in these programs by race, gender, ethnicity and ability.**  
11. **Offer First Year Experience (FYE) a successful cohort model that tracks student progress and incorporates at least one support class where students learn how to be successful college students and other service experiences to help students get on** |

2012StudEqPlanv9/28/12
**Improve Data Collection and Analysis**

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Activity</th>
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</table>
| **Increase the Number of Transfer Students** | 1. *Develop a “Pipeline Project”*: This program can be modeled after the program developed for Hispanic females to encourage transfer and can apply to all underrepresented groups. This program includes:  
   a. Student mentoring: CR students recruit at the high schools and then mentor these students.  
   b. Collaboration with Humboldt State University and Sonoma State University. Students at the State University level mentor students from College of the Redwoods.  
   c. Collaboration with the University of California to bring in students from underrepresented groups to recruit for transfer to University of California.  
   d. Instructor mentoring: Faculty work with students to assist them in transferring to |

**Equity Indicator V: Transfers**

<table>
<thead>
<tr>
<th>Goals:</th>
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</thead>
</table>
| 19. Increase female percentage of transfer by 1% every year for the next five years to reach 40% by 2017.  
20. Increase Black student percentage of transfer 1.5% per year for five years to reach 40% by 2017.  
21. Increase American Indian Alaskan Native transfer 4.5% every year for the next five years to reach 40% by 2017.  
22. Increase Asian Pacific Islander percentage of transfer 2% every year for the next five years to reach 40% by 2017.  
23. Increase Hispanic percentage of transfer 2% for the next five years to reach 40% by 2017.  
24. Increase Female percentage of transfer 1% for the next five years to reach 40% by 2017. |

**12. Examine Data:** Analyze population differences within programs designed to increase retention of all students such as the Early Alert and the Basic Skills student programs.  
13. Disaggregate data by tracking each student through various programs so that relative success rates can be determined and appropriate institutional responses developed.

**track early and build supportive networks (Mosqueda, 2010).**
4-year college or university.
e. Alumni connections: Alumni and alumni groups from the community, as well as staff of CR, are recruited to serve as mentors and role models to encourage students to attend their alma maters.

2. **Increase Transfer Guarantees and Articulation Agreement**: 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.

3. **Conduct round table discussions on research conducted with community colleges that produce healthy transfer rates in underrepresented populations** (Building Pathways to Transfer-full report University of California, 2012).

4. **Investigate funding sources to offer summer bridge programs that have consistently proven effective in supporting students to gain access to transfer institutions** (Mosqueda, 2010).

5. **Explore the use of “diagnostic” testing to replace or augment placement testing to indicate if students would better benefit from “refresher” courses as opposed to remediation placement** (Gandara et. al., 2012).

6. **Work with Chancellors Office to obtain better data on students who transfer from the RCCD to other institutions.**

7. **Develop protocols and statistical programs to better track success and retention of CR students by population through their college career (at CR and beyond).**

---

**Equity Indicator VI: Retention**

**Goals:**

- **Course Retention**
  - 25. Maintain and increase Latino retention by 1% in one year to reach 88% by 2013.
  - 26. Increase the Disabled population retention by 1% in one year to reach 88% in 2013.

- **Vocational Course Retention**
  - 27. Monitor Asian Pacific Islander retention percentages closely to determine factors that contribute to decline in retention.
  - 28. Increase Asian Pacific Islander retention by 2% per year to reach 92% by 2015.
  - 29. Monitor Disabled student retention percentages closely to determine factors that contribute to decline in retention.
30. Increase Disabled student retention by 2% every year to reach 92% by 2015.
31. Monitor Native American retention percentages closely to determine factors impeding retention.
32. Increase Native American retention by 2% every year to reach 92% by 2014.
33. Monitor Latino retention percentages closely to determine factors that contribute to decline in retention.

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Activity</th>
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</table>
| Improve Vocational Retention and Non-Vocational Course Retention | 1. **Supplemental Instruction**: Develop a companion course with hands on learning, tutoring and support for more difficult courses that use collaborative teaching and learning models.  
2. **Mandatory Advising for all Students**: Assure that students are informed of course choices and are directed to courses consistent with their goals. Responsible, Vice President of Student Development.  
3. **Employ Community Learning Models**: Provide opportunities for group projects and study groups to build in cohesive relationships within classroom communities.  
4. **Assessment Activities**: to Include Discussions of Supportive Teaching Methodologies that lead to Retention of Underrepresented Student Populations. |

**Equity Indicator VII: Campus Climate**

**Goal:**
34. To improve the Campus Climate for Students from Diverse Backgrounds

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Activity</th>
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</table>
| Improve the Campus Climate for Students from Diverse Backgrounds | 1. **Increase the number of qualified faculty, staff and administration with diversity awareness and training and those from ethnic minority groups and increase retention rates of these individuals.** Explore recruitment strategies that increase the numbers of qualified applicants from underrepresented groups.  
2. **Increase Role Models and Social Support for African American, American Indian/Alaskan Native and Hispanic Students.**  
3. **Recruit a culturally diverse faculty, staff and administration that reflect the cultural diversity of currently underrepresented groups.**  
4. **Include equity dimensions in program reviews.** 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 Chancellor’s Office and the Board of Governors (Fall |
2002) and The Academic Senate for the California Community Colleges.

5. **Execute and develop training for selection committees on cross-cultural competency.**

6. **Hire outside trainers** to provide professional development in diversity awareness to faculty, staff, and administrators.

7. **Conduct follow-up interviews** with faculty candidates who decline employment offers at the College to ascertain where improvements in recruitment methods/offers of employment can be made.

8. **Implement appropriate instrumentation (questionnaires or surveys) designed to assess campus climate** at all instructional sites within the District. Research appropriate instrumentation available to mine student, faculty, and staff attitudes regarding diversity and student satisfaction with the climate. Implement results of the assessment as appropriate.

9. **Promote and support a Multicultural and Diversity Resource Center accessible to all throughout the District.** Provide a place where all students, faculty, and staff can easily access current information regarding cultural events and find cultural resources such as films, books, and research materials. The Center would also provide a gathering space for students to promote multicultural understanding.

10. **Provide reassign time to faculty** to pursue grant funding to address student equity issues.

11. **Continue to provide a Diversity and Fellowship Award** to any employee of the District who has been consistently involved in the education and enhancement of pluralistic ideals and positively contributes to the achievement of College of the Redwoods diversity goals or to promoting diversity in the communities the College serves.

12. **Honor Faculty of the Year recipients from all District sites during Convocation and graduation ceremony at the Eureka site** to endorse the commitments of instructors of all sites to teaching and to the outer communities they serve.
### Equity Indicator VIII: Systematic Implementation of the Student Equity Plan

**Goal:**

35. To continually update, implement and integrate the Student Equity Plan

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td><strong>Continually update, implement and integrate the Student Equity Plan</strong></td>
<td>1. <em>Establish a Committee:</em> Establish a permanent Student Equity Plan Committee reflecting the highest levels of governance as recommended in the Student Equity Plan guidelines. This committee will be comprised of the following persons, the CR President/Superintendent, the Senior Vice President, Chief Instructional Support, and the Vice President, Chief Student Services Officer along with two additional members appointed by the College Council, a Senator chosen from the Academic Senate and a member of the administrative team. This committee will provide direction to the program, will identify internal and external funding sources, and assess progress towards achieving specified goals and implementing activities.</td>
</tr>
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<td>2. <em>Integrate the Plan:</em> The Student Equity Plan will be integrated into the district’s planning efforts and will be reflected in all appropriate integrated planning models, the Strategic Plan, Educational Master Plan, Program Review and other applicable bodies, processes and in order to insure that it is properly aligned with and fully integrated into overall district planning.</td>
</tr>
<tr>
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<td>3. <em>Promote the Plan:</em> 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.</td>
</tr>
<tr>
<td></td>
<td>4. <em>Review the Plan:</em> The Student Equity Plan committee Chair will report on the progress of the Plan to the College Council, the Academic Senate and the Board of Trustees annually.</td>
</tr>
</tbody>
</table>
Summary of Recommendations and Funding Sources

1) Increase outreach to prospective Black, Hispanic, Native American and other underrepresented students and families
   a) Conduct outreach activities to encourage target populations to attend CR
   b) Encourage participation of target populations in the Academy of the Redwoods

2) Increase course completion rates for targeted student groups
   a) Institution of an ESOL program
   b) Review general education content and consider institution of a diversity/common ground requirement

3) Increase basic skills course completion rates for targeted student groups
   a) Study this issue further and collect meaningful data to guide recommendation development

4) Increase transfer rates of targeted student groups; obtain better transfer data on all groups
   a) Collect data to clarify transfer trends; better disseminate scholarship info re: UC and private colleges
   b) Widespread discussion of creating models for creating a culture of transfer

5) Conduct surveys; collect more information re: campus climate
   a) Annually review faculty and staff recruitment, hiring, and retention data
   b) Create a Multicultural and Diversity Resource Center
   c) Make student equity a more visible component of the Program Review process
   d) Identify and conduct appropriate campus climate and student satisfaction survey research

6) Establish a standing committee to implement, update and evaluate the Student Equity Plan

Possible Sources of Funding

- District Funding
- Associate Students CR
- Existing Grants
- Categorical Programs
- Existing Funding
- Alumni Grants
- Foundation Grants
- Private Donations
- New Grants

I-Best, Bridges to the Future Program National Institute of General Medical Science, National Institute of Research on Minority Health, National Institute of Health, UCD SRRC Grant, the Lumina Foundation, Bill and Melinda Gates Foundation
Appendix A

CR Philosophy

The primary objective of the College is the success of each student. We consider education to be a process of intellectual and physical exploration that rests upon the mutual responsibility of the College and the student.

We recognize the dignity and intrinsic worth of the individual and acknowledge that individual needs, interests, and capacities vary.

In fulfilling these objectives and principles, we affirm our intention:

1. To provide the highest possible level of education and counseling to help students realize their personal goals;
2. To provide opportunities for development of moral values and ethical behavior;
3. To enhance self-esteem and a sense of individual responsibility; and
4. To instill an appreciation of the values and contributions of other cultures and increase global understanding among all students.

We will continuously seek and support a dedicated, highly qualified staff that is diverse in terms of cultural background, ethnicity, and intellectual perspective and that is committed to fostering a climate of academic freedom and collegiality. We will encourage and reward professional development for all staff and will all share in the responsibility for student outcomes.

College of the Redwoods affirms its responsibility to address the diverse civic needs of the many communities we serve and to provide leadership in the civic, cultural, and economic development of the North Coast region.
Appendix B

REDWOODS COMMUNITY COLLEGE DISTRICT
Board of Trustees Policy No. 1200

DISTRICT MISSION

College of the Redwoods puts student success first by providing outstanding developmental, career technical, and transfer education. The College Partners with the community to contribute to the economic vitality and lifelong learning needs of its service area. We continually assess student learning and institutional performance and practices to improve upon the programs and services we offer.
Appendix C

STUDENT EQUITY

COLLEGE OF THE REDWOODS  

Board of Trustees Policy No. 537

STUDENT EQUITY

The Board of Trustees, in order to promote student success for all students, directs the administration to develop a Student Equity Plan for the district. This plan should include, at minimum:

- campus-based research on institutional barriers to equity and campus climate;
- goals for access, retention, degree and certificate completion, ESL and basic skills completion, and transfer for each of the historically underrepresented groups as appropriate;
- sources of funds for activities in the plan; and
- a schedule and process for evaluation.

Student equity outcomes should be reported annually to the Board of Trustees.

Adopted by the Board of Trustees: November 7, 1994
## Appendix D

### Proposal to Strengthen Academic and Community Program for English for Speakers of Other Languages

<table>
<thead>
<tr>
<th>What is RCCD Currently Doing?</th>
<th>Description of Activities to Strengthen and Develop</th>
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<tbody>
<tr>
<td><strong>Assessments:</strong> Level of English proficiency tested with ACCUPLACER for Math/English assessments</td>
<td>Expand the use of TOEFL to ESOL students beyond International student groups.</td>
</tr>
<tr>
<td><strong>ESOL faculty:</strong> 1 associate faculty in Mendocino</td>
<td>Increase faculty at Eureka site and Del Norte site. Develop ESOL faculty coordinator position.</td>
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<tr>
<td><strong>ESOL curriculum:</strong> Two tracks of courses; one for non-credit courses practical skills and the other for pre-college level coursework. Three additional courses in process of development. Develop non-credit ancillary support courses such as Citizenship Process. Two courses are offered in Mendocino and one will be offered at the Eureka site in fall of 2012 and then at least one in spring 2013.</td>
<td>Continue to create new curriculum for a substantive ESOL program for non-credit courses devoted to practical skills development. Continue to develop curriculum for pre-college level preparation (English 1A). Create liaison networks with H.S.U. to create learning communities that support a culture of transfer. Diversity training for staff and faculty regarding ESOL students. Diversity training made available to ESOL students. Provide ESOL specific tutoring.</td>
</tr>
<tr>
<td><strong>ESOL integration into BSI</strong> in beginning stages</td>
<td>Continue efforts to integrate ESOL with BSI.</td>
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<tr>
<td><strong>Outreach</strong> events have begun; consultation with Latino service providers, educators, Humboldt County Office of Education, Humboldt Area Fund, community centers and churches.</td>
<td>Continue outreach efforts throughout the RCCD to the Hmong and Latino communities. Outreach efforts at High Schools in the District. Create partnerships that determine needs of the district. Develop community outreach to increase access. Begin outreach in Del Norte County.</td>
</tr>
<tr>
<td><strong>Interfacing</strong> with the Spanish speaking communities is limited. There are currently no CR admissions materials available in Spanish. Create a CR website with Spanish interface. Investigate ways to make online financial aid applications more accessible with links to CR website.</td>
<td>Registration and application materials are currently being translated from BSI funds. Website is English only. Financial aid applications are available on the web.</td>
</tr>
<tr>
<td><strong>Institutional Research</strong> refining tracking practices to determine success of ESOL students.</td>
<td>Indicate on application forms if students are ESOL to track progress and success. ESOL faculty/coordinator adapts ESOL program as needed.</td>
</tr>
<tr>
<td><strong>Funding and Professional Development</strong></td>
<td>Make grant research for underrepresented students a priority. Continue to explore internal (BSI) funds and external sources. Send small teams to visit community colleges that have demonstrated high success rates for ESOL students (Cabrillo College, Los Medanos) to share practices that work.</td>
</tr>
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