College of the Redwoods
Student Equity Plan 2005

Compiled by

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I. INTRODUCTION

A. Overview

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

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

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

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

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

Access (I)
A comparison of the percentage of each group that is enrolled to the percentage of each group in the adult population within the communities served.

Course Completion (II)
A comparison of the number of courses that students successfully completed to the number of courses in which the students were 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.

ESL 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 ESL or basic skills course in the discipline.

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

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

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

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 echoed and expanded upon in The College’s Mission Statement (Appendix B). The commitment is extended to all students, especially those from historically underrepresented groups such as ethnic minorities, women and persons with disabilities. These ideas are further reinforced by Board Policy #537 (Appendix C) which adopts the 1996 Student Equity Plan (Appendix D), and the College of the Redwoods Strategic Plan of 2004 (Appendix E), 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 2005 Student Equity Plan focuses on both access and outcomes related to student success.

College programs such as EOPS, DSPS, and the Transfer Center are specially funded efforts to improve goal attainment of students. However, student success requires 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 Student Equity Plan of 1996 offers College of the Redwoods an opportunity to examine the 2004 statistics that measure the recruitment and subsequent success of underrepresented students in completing degrees and certificates or in transferring to a university and to compare those findings with the outcome measures from 1996. The Student Equity Plan of 2005 will highlight where these statistics are absent and will make recommendations for future tracking and analysis.

The following report demonstrates that ethnic minorities enrolled at College of the Redwoods are represented in differing proportions to the relative populations within Del Norte, Humboldt and Mendocino counties. In general, the College of the Redwoods-Eureka student body reflects approximately the same relative population numbers as are represented in the Humboldt County general population, with a slight overrepresentation of females, Blacks, American Indians or Alaskan Natives, and persons with disabilities. But while the number of Hispanics in the general population in Del Norte and Mendocino Counties is 13.9 and 10.3% respectively, Hispanic students make up only 7.3% of the Del Norte student population and only 5.8% of the Mendocino Coast campus student body. By contrast, the Del Norte campus enrolls a significantly larger Native American population than exists proportionately in the community it serves. It is a long-term goal of the College that the student bodies at each of the campuses within the District reflect or exceed the demographics of the counties surrounding each site.

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**: Hispanic students

**Course Completion**: Black and Hispanic Students

**ESL/Basic Skills**: Black 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.

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. These goals include:
Access (I)

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

- Increase the proportion of Hispanic student enrollment District-wide by 2% per year to reach at least 15% by year 2010. It is important to note that the Hispanic population is the fastest growing population in Humboldt, Mendocino and Del Norte counties. Recent annual increases in the Hispanic population have been at 13% for Humboldt County alone. Therefore, the Student Equity Plan indicates the need for relative matching of growth in enrollment for Hispanic students to the relative growth of respective county populations.
- Increase the proportion of Black student enrollment by 1% per year to reach at least 5% by the year 2010.
- Maintain or increase the proportion of other historically underrepresented groups.
- Identify any barriers to success for students with disabilities and continue to review data on students with disabilities to determine if all disabled students are counted.
- Further review data on American Indian or Alaskan Native populations to determine if all these students are counted. Identify barriers to access for these students.

Course Completion (II)

Course Completion is determined by 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 that groups were enrolled on the census day of the term.

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

Degree and Certificate Completion (III)

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.

- Examine course completion data by the end of the Spring 2005 semester to determine the ratio of under-represented students to White students (Black students/non-Blacks, Hispanic/non Hispanics, etc…) and to set appropriate goals for those groups so that the target ratios will be equal to or exceed that number.
- Increase the number of vocational education degrees and certificates awarded to Asian Pacific Islander students by 5% for the next six years to reach 90% completion rate by 2011.
• Increase the number of degrees and certificates awarded to students with disabilities by 2% for the next five years to reach a 75% completion rate by 2011.
• 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.

**ESL/Basic Skills Completion (IV)**

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

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

**Transfers (V)**

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

• Ensure that the transfer rate of students in the targeted groups is equal to or greater than the transfer rate of all students in the Redwoods District.
• Increase the percentage of African American students who successfully transfer by 3% per year for the next five years to reach 75% by 2010.
• Increase the percentage of Hispanic students who transfer by 5% for the next two years to reach 75% by 2007.
• Increase the percentage of American Indian/Alaskan Native students by 5% for the next two years to reach 75% by 2007.
• Increase the percentage of students with disabilities who successfully transfer by 2% in the next year to reach 72%.
• Obtain better data on the number of students who transfer.
The College of the Redwoods Student Equity Plan includes two additional equity indicators to ensure that the College is able to measure the extent to which it fulfills the ideals expressed in its Statement of Philosophy.

Campus Climate (VI)

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

- 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 The Academic Senate for the California Community Colleges.

Overall Implementation (VII)

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 intent of making a substantive District-wide impact on the access and success rated 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.

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 such as the Feria De Educación, targeting the Hispanic population will be continued annually. CR will continue to participate on “CCC Apply”, the California Community College gateway that allows students to file an electronic application from anywhere in the world. 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 being 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 ESL program will be designed and integrated into the existing programs to increase the success rates of ESL students. Multicultural dimensions will be incorporated into general education program courses through either a 3-unit diversity and common ground
requirement and/or similar requirements within the broader General Education courses offered. Such curricula will help all students recognize the importance of cross-cultural competency. Research clearly indicates that multicultural curriculum development increases the completion rates for all students.

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

4. **ESL/Basic Skills Completion:** The number of students presently in the ESL course provided by College of the Redwoods is too small (N=18) to create meaningful descriptive analyses. Raw 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 is also spurious as the total N of targeted students enrolled in English 1A is extremely small. Extensive work will be conducted in order to create meaningful reports.

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. **Campus Climate:** The Human Resources department will make available yearly data regarding the hiring and retention of underrepresented populations into faculty positions. 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 to promote a supportive environment for students with educational materials, computers and seating areas. 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 benefiting all students will be reviewed in terms of their relative impacts on underrepresented groups by specific populations.

7. **Systematic Implementation of the Student Equity Committee Plan:** Establish standing committee to implement, update, and reevaluate the Student Equity Plan. This committee will be comprised of individuals representing the highest levels of academic and administrative governance. The College of the Redwoods President/Superintendent, a Co-President of the Academic Senate, a College Council Representative, the Senior Vice President, Chief Instructional Officer and the Vice President, Chief Student Services Officer, will comprise the committee along with two additional members appointed by the College Council, an individual chosen from the Academic Senate (Senator) and an individual from the administrative team of the College. 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 recommendations for 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.

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 ESL 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.

E. District Contact

Dr. Casey Crabill, President/Superintendent  
College of the Redwoods, 7351 Tompkins Hill Road, Eureka, CA 95501-9300  
Phone: (707) 476-4170, Email: casey-crabill@redwoods.edu

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 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 2004 Student Equity Plan.

G. Principles of the Plan

Revisiting the Student Equity Plan of 1996 reveals the guiding principles of that plan as it was first written. These are the foundation 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: a successful and positive college experience. The principles of the 1996 and 2004 plans are as follows:

1. To review and improve the coordination of planning, programming, and funding in order to maximize the efficiency, effectiveness, and integration of resources designed to improve the success rate of all students, especially that of underrepresented students.
a. To achieve equity for historically underrepresented students, we must focus on enrollment, retention, degrees/certificates earned, and transfer outcomes, so that the outcomes for such students are equal to or greater than that of the general population served by the College.

2. To acknowledge that real change cannot be made in a negative social and political environment. The College must honestly assess its institutional culture, philosophy, and campus climate. The evaluation will aid the College in fostering positive change through open collaborative processes, content-focused reviews, and action plan and implementation driven by data.

   a. The “institutional culture” or “campus climate” of the College will be assessed by examining every norm or practice to determine if it constitutes an institutional barrier to student equity or if it can, with some change, more effectively foster student success.

   b. The major component of the campus climate concept is a review of the retention of faculty, staff and students from underrepresented groups and the perception of students, staff and faculty from underrepresented groups of the institution.

   c. Relationships between student perceptions/decisions and their educational experience and career choices include the following factors:

      - Faculty composition and philosophy
      - Student/faculty interaction
      - Curriculum content and pedagogical approaches
      - Availability of academic support services
      - The quality of student life
      - The extent of interaction among students
      - The campus image in the eyes of the community
      - Student’s expectations of the campus prior to enrollment vs. their actual experience once enrolled
      - Campus leaders’ philosophy and the effectiveness of policy implementation.

3. To maintain and foster the following values, as articulated in *Campus Life: In Search of Community*, developed by the Carnegie Foundation for the Advancement of Teaching. The College will strive to be:

   a. a just community where sacredness of the person and diversity are honored;
   b. a challenging and supportive environment;
   c. an educationally purposeful community where students, faculty, staff, and administration work together to enhance learning;
   d. an open community where freedom of expression is protected and civility is affirmed;
   e. a responsible community where individuals accept their obligations to the College;
   f. a caring community where each individual is supported and service to others is acknowledged; and
   g. a collaborative community where both traditions and change are widely shared.
H. Planning Process

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

I. 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. Transfer Center
2. Counseling Center
3. Implementation of the report entitled “The Underprepared: Research, Recommendations, and Road Map for Promoting the Academic Success of the Underprepared Students at College of the Redwoods”
4. Student Health 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 for first-year students
9. Early Alert Program: assessment and intervention to identify students experiencing academic difficulty by the sixth week of each semester.
10. Creation of a District-wide Outreach Committee and the establishment of outreach goals
11. Star Transfer Program (CalSOAP)
12. Child Development Center (Child Care)
13. Career Center
14. Implementation of a more directive and intrusive assessment and matriculation process for all new students
15. Early College High School/Academy of the Redwoods

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

1. EOPS
2. DSPS
3. Upward Bound Program Grant
4. Student Support Services Grant

5. Recruitment efforts and outreach to underrepresented populations
J. Campus Based Research

Overview

The Redwoods Community College District statistician provided the data for the analysis of the student equity indicators. The population terms were provided by the Office of the Chancellor. Existing Data 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

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

A review of the data indicates a lack of information 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.

The data regarding ESL and Basic Skills completion is spurious, as the numbers used in the tabulations are so small that no real analysis or interpretation of the data can be made regarding this indicator for underrepresented groups. This is also the case for the Graduation Rates by Ethnicity (See Table 3) and Transfer to Public Institutions by Ethnicity (See Table 12). 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.

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 two additional goals determined by the Student Equity Task Force of 2004. These additions include the Campus Climate indicator and 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. A number of programs have been
developed to enhance the learning outcomes for all students and the present plan fully supports these
efforts while promoting the review of these activities in their specific service to underrepresented
students. It is at this time unknown if there are differential success rates of various programs regarding
specific student sub-groups. Where specific activities are already in place and can be augmented to
maximize their potential, they 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**

Table 1
Current CR Student Body Figures by Ethnicity and Gender

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Table 2
Enrollment Percentages for Spring 2004 as Compared with Service Area Demographics

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<td>44.8</td>
<td>67.2</td>
<td>50.3</td>
</tr>
<tr>
<td>Male</td>
<td>45.3</td>
<td>49.4</td>
<td>31.3</td>
<td>55.2</td>
<td>32.2</td>
<td>49.7</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>5.8</td>
<td>5.8</td>
<td>10.6</td>
<td>6.4</td>
<td>2.4</td>
<td>4.1</td>
</tr>
<tr>
<td>Asian Pacific Islander</td>
<td>0.7</td>
<td>3</td>
<td>0.6</td>
<td>0.1</td>
<td>0.3</td>
<td>2.3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5.7</td>
<td>5.7</td>
<td>7.3</td>
<td>13.9</td>
<td>5.8</td>
<td>10.3</td>
</tr>
<tr>
<td>Black</td>
<td>1.6</td>
<td>0.9</td>
<td>0.7</td>
<td>4.3</td>
<td>0.7</td>
<td>0.6</td>
</tr>
<tr>
<td>White</td>
<td>71.3</td>
<td>84.5</td>
<td>68.6</td>
<td>78.9</td>
<td>78.9</td>
<td>89.7</td>
</tr>
</tbody>
</table>
Goals
1. Increase the proportion of Hispanic student enrollment District-wide by 2% per year to reach at least 15% by year 2010.
2. Increase the proportion of Black student enrollment by 1% per year to reach at least 5% by the year 2010.
3. Maintain or increase the proportion of other historically underrepresented groups.
4. Identify any barriers to success for students with disabilities and continue to review data on students with disabilities to determine if all disabled students are counted.
5. Further review data on American Indian or Alaskan Native populations to determine if all these students are counted. Identify barriers to access for these students.

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 Services and Campus Vice Presidents

2. **Continue and expand school visits and tours:** Continue to visit schools in the area and provide information about RCCD and continue to conduct campus tours specifically for potential Hispanic students.
   Responsible: Vice President, Student Services and Campus Vice Presidents

3. **Develop a community-based 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.
   Responsible: Senior Vice President, Chief Instructional Officer

4. **Develop a Teaching English to Speakers of Other Languages, (TESOL), program:** Create and maintain a substantive TESOL program for the Redwoods Community College District (Appendix 3).
   Responsible: Senior Vice President, Chief Instructional Officer

Activities to Increase Black Student Enrollment

1. **Develop a community recruitment program:** Create a Community Recruitment Program involving African American leaders from the CR campus and the community (including Humboldt State University). Develop workshops, tours, cultural history and appreciation events for African and African American culture geared toward recruiting African American students (Appendix D).
   Responsible: Vice President, Student Services, Co-Presidents of Academic Senate, Campus Vice Presidents
Activities to Maintain and/or Increase Enrollment of Traditionally Underrepresented Groups

1. *Continue to engage in “listening sessions” and develop new community dialogue opportunities to determine the needs of underrepresented populations.* Annually review progress of strategic drivers of the Strategic Plan (2004) related to access.
   *Responsible: President/Superintendent*

Activities to Identify and Remedy Barriers to Success for Disabled Students

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: Senior Vice President, Chief Instructional Officer*

2. *Continue to implement Americans with Disabilities Act.* Analyze ADA documents and CR ADA Committee plans and recommendations and create activities needed to address any problems.
   *Responsible: ADA Coordinator, President/Superintendent*

**Indicator II: Course Completion**

**Table 3**

Successful Completion of All Courses by CR Students, 2002-2003

![Course Completion Table]

---

15
Goals:

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

Activities to Increase Course Completion for All Groups

1. **Explore and institute curriculum changes to increase multiculturalism and awareness.**
   - Explore various ways to enhance the curriculum to reflect changing needs of students, in such areas as applied learning.
   - Promote diversity and common ground requirement consistent with articulation criterion at Humboldt State University to create a complete transfer package and to increase retention of all students.
   - Promote educational activities for faculty on outcome based research revealing a positive correlation between multicultural curriculum infusion and student success (*Appendix E*).
   
   **Responsible:** President/Superintendent, Co-Presidents of Academic Senate, Senior Vice President, Chief Instructional Officer, Chair of Curriculum Committee and Chair of Multicultural and Diversity Committee

2. **Employ a variety of teaching techniques:** Continue to expand the use of different teaching styles directed towards addressing the different learning styles of students to increase student success.
   
   **Responsible:** Senior Vice President, Chief Instructional Officer and Center for Teaching Excellence

3. **Continue to improve opportunities for underprepared students:** 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:** Teaching-Learning Center and Vice President, Student Services

4. **Conduct exit polling:** Develop an exit interview protocol and instrumentation (questionnaire) for students who drop or fail three or more courses; develop data based-programs academic support programs for specific populations (if applicable).
   
   **Responsible:** Vice President, Student Services and Campus Vice Presidents
5. **Expand peer mentoring and initiate faculty 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. Continue to support and expand peer mentoring programs. **Responsible: Academic Senate, Vice President, Student Services, and Senior Vice President, Chief Instructional Officer**

Activities to Increase Course Completion of African American/Native Alaskan, African American and Hispanic students.

1. **Reinforce home support systems**: Assist the students in creating strong “support systems” at home to assist in attaining their educational goals. Offer programs that help family members become better at providing assistance to students. **Responsible: Vice President, Student Services**

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

3. **Promote and support a Multicultural and Diversity Resource Centers**: 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 Student Center that would function as a gathering place for students to facilitate multicultural understanding and positive social interactions. **Responsible: Academic Senate, Vice President, Student Services, Vice President, Human Resources**

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

1. **Recruit a culturally diverse faculty**: Recruit faculty members that reflect the cultural diversity of currently underrepresented groups. **Responsible: President/Superintendent, Vice President, Human Resources, Senior Vice President, Chief Instructional Officer**

2. **Measure Improvements**: Employ the *Diversity Scorecard* to the College’s future hiring and retention of faculty from underrepresented groups against the data provided as a baseline in this document. **Responsible: President/Superintendent**
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>Women</td>
<td>32.40%</td>
</tr>
<tr>
<td>Graduation rates by ethnicity</td>
<td></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 of less.
### Table 5
Vocational Course Completion Rates of the 2000 Cohort by Spring, 2003

<table>
<thead>
<tr>
<th>Group</th>
<th>Successful</th>
<th>Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>1086 (81%)</td>
<td>1346</td>
</tr>
<tr>
<td>Male</td>
<td>843 (90%)</td>
<td>937</td>
</tr>
<tr>
<td>Gen. Unknown</td>
<td>8 (100%)</td>
<td>14</td>
</tr>
<tr>
<td>Afr. Am.</td>
<td>22 (92%)</td>
<td>44</td>
</tr>
<tr>
<td>Pac. Islnr.</td>
<td>24 (56%)</td>
<td>25</td>
</tr>
<tr>
<td>Filipino</td>
<td>25 (96%)</td>
<td>30</td>
</tr>
<tr>
<td>Hispanic</td>
<td>101 (88%)</td>
<td>112</td>
</tr>
<tr>
<td>Na. Am.</td>
<td>105 (69%)</td>
<td>112</td>
</tr>
<tr>
<td>White</td>
<td>1485 (86%)</td>
<td>1730</td>
</tr>
<tr>
<td>Other</td>
<td>15 (88%)</td>
<td>17</td>
</tr>
<tr>
<td>Unknown</td>
<td>160 (87%)</td>
<td>184</td>
</tr>
<tr>
<td>DSPS</td>
<td>141 (68%)</td>
<td>206</td>
</tr>
<tr>
<td>Non-DSPS</td>
<td>1786 (86%)</td>
<td>2085</td>
</tr>
</tbody>
</table>

Goals:

1. The ratio of students in the targeted groups who have received degrees and certificates in the past three years to the total number of students with the same informed articulation goal will equal or exceed the three-year averaged ratio of enrolled targeted students to enrolled non-targeted students in the District.
2. Increase the number of vocational education degrees and certificates awarded to Asian Pacific Islander students by 5% for the next six years to reach 90% completion rate by 2011.
3. Increase the number of degrees and certificates awarded to students with disabilities by 2% for the next five years to reach 75% completion rate by 2011.
4. Continue to monitor the ethnic and gender distribution of recipients to assure it is comparable to that of the total student population three years prior.
Activities to Increase the Number of Degrees and Certificates Awarded to Asian Pacific Islander Students and to Students with Disabilities

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 Services

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 Services

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

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

**Table 6**

Successful Completion of Basic Skills Courses by All Students, 2002-2003

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful</td>
<td>1118</td>
<td>548</td>
<td>18</td>
<td>39</td>
<td>55</td>
<td>19</td>
<td>114</td>
<td>203</td>
<td>161</td>
<td>120</td>
<td>138</td>
<td>911</td>
<td>759</td>
</tr>
<tr>
<td>Attempted</td>
<td>1660</td>
<td>948</td>
<td>4</td>
<td>85</td>
<td>88</td>
<td>9</td>
<td>203</td>
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<td>258</td>
<td>31</td>
<td>212</td>
<td>1402</td>
<td>1214</td>
</tr>
</tbody>
</table>

- Successful
- Attempted
Table 7
Enrollment in English 153 (ESL) Courses by Ethnicity
Spring 2003 vs. Spring 2004

![Enrollment Comparison ENGL 153 ESL Courses](image)

Table 8
Student Success Rates in English 153 (ESL) by Ethnicity
Spring 2003

<table>
<thead>
<tr>
<th>Sum of Grade Count Grade</th>
<th>Grad Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity *</td>
<td>A-</td>
</tr>
<tr>
<td>African American</td>
<td></td>
</tr>
<tr>
<td>Native American</td>
<td></td>
</tr>
<tr>
<td>Asian/Pac Island</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
</tr>
</tbody>
</table>
### Table 9
**Student Success Rates in English 153 (ESL) by Ethnicity**
**Spring 2004**

<table>
<thead>
<tr>
<th>Sum of Grade Count</th>
<th>Grad</th>
<th>A</th>
<th>B</th>
<th>B-</th>
<th>B+</th>
<th>C</th>
<th>C+</th>
<th>D</th>
<th>F</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity</td>
<td></td>
<td>A</td>
<td>B</td>
<td>B-</td>
<td>B+</td>
<td>C</td>
<td>C+</td>
<td>D</td>
<td>F</td>
<td>Grand Total</td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 1</td>
</tr>
<tr>
<td>Asian/Pac Islander</td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Hispanic</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>18</td>
</tr>
</tbody>
</table>

### Table 10
**Grade Distribution and Success Rates of Students in Spring 2003 English 1A**
**Following Their Enrollment in English 150 During Fall 2002**

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>American Indian/Alaskan Native</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Hispanic</th>
<th>Other</th>
<th>Unknown</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Count</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
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<td>0</td>
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<td>0</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>B+</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>B</td>
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<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>B-</td>
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<td>1</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>C+</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>C</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>Grades &gt; C Total</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>4</td>
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<td>4</td>
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<td>86</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>10</td>
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<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>9</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>1</td>
<td>6</td>
<td>89</td>
<td>123</td>
</tr>
<tr>
<td>% of Successful Completion</td>
<td>0%</td>
<td>78%</td>
<td>100%</td>
<td>80%</td>
<td>50%</td>
<td>100%</td>
<td>67%</td>
<td>71%</td>
<td>70%</td>
</tr>
</tbody>
</table>
Table 11
Grade Distribution and Success Rates of Students in Spring 2003 Math 30 (College Algebra) Following Their Enrollment in Math 120 During Fall 2002 By Ethnicity

<table>
<thead>
<tr>
<th>Grade</th>
<th>American Indian/Alaskan Native</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Hispanic</th>
<th>Other</th>
<th>Unknown</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Count</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>A-</td>
<td>Count</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>B+</td>
<td>Count</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>B</td>
<td>Count</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>B-</td>
<td>Count</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>C+</td>
<td>Count</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>C</td>
<td>Count</td>
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<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>Grades &gt; C Total</td>
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<td>5</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>12</td>
<td>93</td>
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</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>2</td>
</tr>
<tr>
<td>W</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
</tr>
</tbody>
</table>

% of Successful Completion: 45% 100% 75% 63% 80% 75% 74%

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

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

Activities to Improve Basic Skills Programs Tracking and Data Analyses Related to Students Enrolled in ESL related to students enrolled in ESL and Basic Skills Programs by Population Groups
1. **Create reports**: Work with information systems to create reports on the persistence of students from the final basic skills or ESL course to a degree applicable course.  
   *Responsible: RCCD Research Office and President/Superintendent*

**Activities to meet ESOL Students’ Needs and to Increase the Overall Success Rates of Hispanic Students**

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

2. **Develop substantive ESOL program with relevant coursework (Appendix E).**  
   *Responsible: President/Superintendent, Academic Senate and Senior Vice President, Chief Instructional Officer*

3. **Increase course completion for all students**: Focus on African American, Hispanic, Asian Pacific Islander and American Indian/Alaskan Native student groups.  
   *Responsible: Vice President, Student Services, Teaching-Learning Center*

**Activities to Improve Data Collection and Analysis**

1. **Review the persistence data and set goals to meet desired outcomes**: Apply the Diversity Scorecard for data analysis and tracking outcome data.  
   *Responsible: President/Superintendent, Academic Senate and Senior Vice President, Chief Instructional Officer*

2. **Examine Data**: Examine population differences within programs designed to increase retention of all students such as the Early Alert and the Underprepared 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: President/Superintendent*
Indicator V: Transfer

Transfer eligibility 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.

Table 12
Transfer Course Completion by Ethnicity and Gender 2002-2003
Table 13
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>
</tr>
<tr>
<td></td>
<td>Totals</td>
<td></td>
<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>


Goals:

1. Increase the transfer rate of students in the targeted groups until it is equal to or greater than the transfer rate of all students in the Redwoods District.
2. Increase the percentage of African American students who successfully transfer by 3% per year for the next five years to reach 75% by 2010.
3. Increase the percentage of Hispanic students who transfer by 5% for the next two years to reach 75% by 2007.
4. Increase the percentage of American Indian/Alaskan Native students by 5% for the next two years to reach 75% by 2007.
5. Increase the percentage of students with disabilities who successfully transfer by 2% in the next year to reach 73%.
6. Obtain better data on the number of students who transfer.

Activities to 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 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**: President/Superintendent, Academic Senate, Senior Vice President, Chief Instructional Officer, Vice President, Student Services, Transfer Center, Counseling, CR Foundation

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.

   **Responsible**: Director, Student Development, Senior Vice President, Chief Instructional Officer

Activities to Obtain Better Transfer Data

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

   **Responsible**: Institutional Research Officer

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 Officer
## Indicator VI: Campus Climate

**Table 14**  
Full-Time Faculty with Tenure by Ethnicity, November 2004

<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>3</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2</td>
<td>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>

**Goal:**

1. **To improve the Campus Climate for Students from Diverse Backgrounds**

**Activities to Accomplish this Goal:**

1. *Increase the number of qualified faculty* 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, Human Resources, Senior Vice President, Chief Instructional Officer, Academic Senate*

2. *Implement appropriate instrumentation (questionnaires or surveys) designed to measure campus climate* and conduct data collection regarding this important issue.  
   *Responsible: Vice President, Human Resources*

3. *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: Academic Senate, Senior Vice President, Chief Instructional Officer*

4. *Execute and develop training for selection committees on cross-cultural competency.*
5. **Hire outside trainers** to provide diversity awareness seminars to faculty, staff, and administrators.
   Responsible: President/Superintendent and Vice President, Human Resources

6. **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, Human Resources, senior Vice President, Chief Instructional Officer

7. **Assess the 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.
   Responsible: Vice President, Human Resources, Vice President, Student Services, Campus Vice Presidents

8. **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 Services

9. **Provide release time to faculty** to pursue funding through grants to address student equity issues.
   Responsible: President/Superintendent, Senior Vice President, Chief Instructional Officer

10. **Develop a Diversity and Fellowship Award** to be provided 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: Academic Senate, Vice President, Human Resources
Indicator VII: Systematic Implementation of the Student Equity Plan

Goal:

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

Activities to Accomplish this Goal

1. Establish a Committee: Establish a Student Equity Committee. 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, to identify outside funding sources, and to assess progress towards achieving goals and implementing activities.
   Responsible: President/ Superintendent

2. 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/ Superintendent and Academic Senate

3. 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/ Superintendent, Academic Senate Co-Presidents, and Vice President, Student Services
IV. IMPLEMENTATION

Sources of Funding

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

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 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.

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

- The activities conducted
- The success rates of those activities; and
- Augmentation and adjustment of activities
Data Analysis will be conducted based on the five equity indicators provided by the Office of the Chancellor. The progress on each goal related to each indicator will be reviewed by the Student Equity Plan Committee annually in the spring. This 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

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

One overriding issue emerged while updating the 1996 report: is the lack of institutional research capability. The present report strongly recommends consistent efforts to develop statistical programs to track student data and to conduct meaningful assessment and analysis. In this way the RCCD will be well positioned to develop programs based upon substantive data. Larger cohorts will also make data sets more reliable and therefore more informative.
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

DISTRICT MISSION

The Redwoods Community College District has a commitment both to our students and to our community. We are committed to maximizing the success of each student with the expectation that each student will meet her or his educational goal, achieve appropriate learning outcomes in his/her courses and programs, and develop an appreciation for life-long learning. In partnership with other local agencies, we are also committed to enriching the economic vitality of the community whom we serve.

The following are the three equally important, primary missions of the Redwoods Community College District:

1. **Associate Degree and Certificate Programs.** The District will offer rigorous, high-quality educational programs leading to the Associate in Arts or Associate in Science Degree, Certificates of Achievement, or Certificates of Completion.

2. **Academic and Transfer Education.** The District will offer a high-quality core curriculum that will satisfy the lower-division general education and/or major preparation requirements for transfer to four-year colleges and universities.

3. **Professional and Technical Education.** The District will provide high-quality professional and technical programs that will allow students to obtain skills necessary to enter or advance in the workforce or to be better prepared for further education. These programs will be continuously articulated with the private and public sectors and with other institutions of higher education.

In support of these primary missions, the District will provide the appropriate level of information, programs, and activities to assist students in:

1. Assessing their interests and educational goals and developing plans that will help them achieve these goals;

2. Using current technological resources, innovative instructional resources, personalized tutorial services, and broad-based research tools; and

3. Choosing coursework preparatory to college-level work, if necessary—specifically, pre-collegiate math and English courses and courses in English as a second language (ESL).
To the extent possible, under state guidelines or with local funding, the District will provide the following life-long learning opportunities, as well as opportunities for enhancing and promoting the general welfare of the community:

1. **Non-Credit Adult Education.** The District will provide state-funded, adult education classes in response to local interests and needs and in cooperation with other local providers.

2. **Community Services.** The District will provide self-supporting vocational, recreational, and professional development classes, as well as cultural and community programs.

3. **Economic Development.** The District will participate with local business and industry and other educational and government agencies to foster the economic vitality of the North Coast region.

The mission is evaluated and revised on a regular basis.

Reference: WASC/ACCJC Standard One

Adopted by the Board of Trustees: June 1, 2004  
Former Board of Trustees Policy No. 102  
Adopted by Board of Trustees: August 15, 1977  
Amended: 7/18/83; 8/15/83; 4/3/89, 4/6/98, 8/5/03
Appendix C

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

STUDENT EQUITY PLAN

Redwoods Community College District

May 1996
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INTRODUCTION

College of the Redwoods is committed to providing and maintaining access and educational services to help ensure the success of its students. To reaffirm this ideal, a task force was formed to develop a student equity plan for College of the Redwoods. Representatives from faculty, staff, and administration comprised the committee:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cathy Dellabalma</td>
<td>Administrator</td>
</tr>
<tr>
<td>Truly Hunter</td>
<td>Faculty</td>
</tr>
<tr>
<td>Robin Kempf</td>
<td>Staff</td>
</tr>
<tr>
<td>Paul Mendoza</td>
<td>Administrator, Committee Chair</td>
</tr>
<tr>
<td>Sandra Nightingale</td>
<td>Faculty</td>
</tr>
<tr>
<td>Nancy Pennekamp</td>
<td>Staff</td>
</tr>
<tr>
<td>Steve Stamnes</td>
<td>Faculty</td>
</tr>
<tr>
<td>Nuu Tuimoloau</td>
<td>Staff</td>
</tr>
</tbody>
</table>

With a Student Equity Plan, College of the Redwoods will ensure that the population of historically underrepresented students (ethnic minorities, persons with disabilities, and females) reflects the ethnic and cultural backgrounds of the community served by the College. The geographic area served by the District includes Del Norte County, Humboldt County, portions of Mendocino County, and Trinity County.

Enrollment figures for fall 1992 indicated that the student body is comprised of the following ethnicities:

<table>
<thead>
<tr>
<th>Chancellor's Office Terminology</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>81.85</td>
</tr>
<tr>
<td>Female</td>
<td>56.79</td>
</tr>
<tr>
<td>Persons with disabilities</td>
<td>19.71</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5.70</td>
</tr>
<tr>
<td>American Indians or Alaskan Native</td>
<td>4.35</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>2.29</td>
</tr>
<tr>
<td>Black</td>
<td>1.37</td>
</tr>
</tbody>
</table>

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

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 and maintaining the Student Equity Plan, College of the Redwoods commits fiscal resources and the services of its faculty, staff, and administration toward helping students succeed.

The Student Equity Plan is organized around five goal indicators: access, course completion, degrees and certificates, ESL and basic skills, and transfer.

Each section of the plan begins with a chart that includes the definition of the goal indicator, the baseline data, and the goal itself. Following each goal is an Activities/Funding Work Sheet, which includes barriers, activities to remove barriers, the possible funding source, and persons/groups responsible for the activity.

The appendices included in the plan are the Philosophy Statement and the Mission Statements of the District.
EXECUTIVE SUMMARY

The primary objective of College of the Redwoods, explicitly stated in the first sentence of the College Philosophy, is the success of each student. This commitment is extended to all students, especially to those from historically underrepresented groups such as ethnic minorities, women, and persons with disabilities. College programs such as EOPS, DSPS, and the Transfer Center are specially funded efforts to improve goal attainment of students. However, student success is all-institutional. The responsibility for carrying out the promise to students belongs to every member of the Board of Trustees, the administration, the faculty, and the staff.

The development and adoption of this Student Equity Plan offers College of the Redwoods an opportunity to examine the statistics that measure the recruitment and subsequent success of underrepresented students in completing degrees and certificates or in transferring to a university.

The following report demonstrates that ethnic minorities are represented in approximately the same proportion as they are represented in the general population, with Native Americans being slightly under and Black students slightly over their respective percentages. Preliminary data on course, degree, and certificate completion rates are incomplete; and data on ESL and transfer rates are not available. This shortcoming is acknowledged in the report.

The report also documents campus climate issues that must be addressed in the future if College of the Redwoods is to live up to the ideals expressed in its statement of philosophy.

Principles of the Plan

The guiding principles of the plan focus on assessing and changing the "institutional culture"; developing a "sense of community" among administration, faculty, staff, and students; and building a College that embraces diversity and fairness in order to provide students with what they need--a successful and positive College experience. The principles of the plan are:

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 student 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 eventual action plan implementation.
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 relationships between student perceptions/decisions and their educational experience and career choices. These factors include:

- 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.
Why Student Equity?

Student equity is not a new issue. Higher education has had the mandate of equity, known as equal opportunity, since 1965. Colleges have been challenged, encouraged, and given resources to increase student access. Some efforts have been successful, but statewide change has been slow. A student equity plan provides College of the Redwoods with the opportunity to show what the College has accomplished. It also articulates future efforts to assist underrepresented students in becoming successful.

Student equity needs to be a District-wide effort, with every member committed to the establishment of a community of purpose among the various areas of the institution. No one person or program can be held accountable for student success--it is the responsibility of the entire College.

*Student equity is not about removing or reducing academic standards; it is about providing what is needed to foster individual student success.*

A comprehensive student equity assessment will allow the College to examine such topics as:

- How do our students view College of the Redwoods?
- Is there a true College philosophy that is embraced by all?
- Do we have a sense of community throughout the District?
- What barriers and difficulties do students face before, during, and after enrollment at CR?
- How well do the educational programs and services of the College mesh with one another to ensure quality instruction and services to students?
- Which groups are being served adequately? Which are not, and why?
- Is the College prepared to modify the curriculum to put a greater emphasis on promoting diversity?
- What are we doing to recognize and address different learning styles?
- Are we aware of and do we refrain from the use of language and actions that may be offensive to staff, students, and the community?
- Do we know what our students' educational needs and aspirations are?
- What are we doing to promote, attract, and retain a diverse staff?
Student Equity Indicators

The Redwoods Community College District Student Equity Plan is organized around five goal indicators, which are summarized below:

1. Access

   **Definition of Indicator:** The comparison of the percentage of each group that is enrolled to the percentage of each group occurring in the adult population within the community served.

   **Redwoods Goal:** The ethnic distribution of the enrollment will reflect that of the adult population of our service area by 1999.

2. Course Completion

   **Definition of Indicator:** The ratio of the number of courses that students successfully complete (A, B, C, or CR grades) to the number of courses in which students are enrolled on the census day of the term.

   **Redwoods Goals:** (a) To increase completion rates five percentage points for each group by 1996, (b) To reduce the difference among groups to a maximum of two percentage points by 1998, and (c) To achieve 75 percent aggregate completion by 1999.

3. Degrees and Certificates

   **Definition of Indicator:** The ratio of the number of students who complete a degree or certificate to the number of students with the same informed matriculation goal.

   **Redwoods Goal:** To increase the total number of degrees and certificates awarded by five percent per year between 1996 and 2000.

4. ESL and Basic Skills Completion

   **Definition of Indicator:** The ratio of the number of students who complete a degree-applicable course to those having completed the final ESL or basic skills course.

   **Redwoods Goal:** To improve the percentage of students who successfully complete degree-applicable courses within two semesters of having completed the final ESL or basic skills course.

5. Transfer Rate

   **Definition of Indicator:** The ratio of the number of new students who earn six or more transferable units during their first College year (and who also state at entry their intent to transfer) to the number of students who transfer after one or more (up to eight) years.
Redwoods Goals: (a) To increase the number of students who transfer by 10 percent each fall through 2000, and (b) To ensure that the ethnic distribution of transfer students is equal to that of the total student enrollment in the fall of 1992. 

The Student Equity Plan must be a flexible, living document that will assist the College in coordinating existing efforts, identifying problems, setting goals, and making certain these efforts are visible and inclusive of the entire community. This is necessary to achieve the objectives of the plan. The District is challenged to address "equity changes" by placing valuable resources where necessary to support student success.
1. ACCESS

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

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Disabled</th>
<th>Asian</th>
<th>Hispanic</th>
<th>American Indian</th>
<th>Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCCD Service Area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RCCD Fall 1992 Enrollment</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Redwoods Goal: The ethnic distribution of the enrollment will reflect that of the adult population of our service area by 1999.
## 1. ACCESS
Activities/Funding Work Sheet

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Activities</th>
<th>Funding Sources</th>
<th>Responsible Person/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Need to improve data collection methods.</td>
<td>Eliminate &quot;unknowns&quot; from admissions data; staff to do a better job at assisting students in completing application.</td>
<td>General Fund</td>
<td>Admissions &amp; Records, Counseling Office, special populations (EOPS, DSPS, etc.)</td>
</tr>
</tbody>
</table>
| b. Need to improve knowledge among community members regarding community College educational opportunities. | Participate in community awareness activities such as:  
  • fairs  
  • College Night  
  • special community events  
  • improve marketing efforts  
  • improve use of multi-ethnic media  
  • improve outreach efforts with service agencies, churches, and chambers of commerce | General Fund/Categoricals | All Redwoods Community College District staff |
| c. Need to improve coordination of outreach to high schools.            | Convene enrollment management team to:  
  • develop articulation efforts  
  • establish a regular plan of outreach  
  • develop common intake process for high school students  
  • develop and maintain a high school liaison on the CR campus for improvement of school-to-College relations  
  • continue to facilitate 2+2, Tech Prep, and 2+2+2 programs with feeder schools | General Fund/Categoricals | Vice presidents, faculty, Student Services staff, principals, high school counselors, and Enrollment Management Group |
| d. Need to develop a "customer friendly" intake process.               | Improve informational literature and eliminate real and perceived barriers to enrollment. | General and Categorical Funds | Enrollment Management Group, Admissions & Records, Counselors, and Matriculation Advisory Committee |
2. COURSE COMPLETION

Definition of Indicator: The ratio of the number of courses that students successfully complete (A, B, C, or CR grades) to the number of courses in which students are enrolled on the census day of the term.

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Disabled</th>
<th>Asian</th>
<th>Hispanic</th>
<th>American Indian</th>
<th>Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1992 Completion Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Redwoods Goals: (a) To increase completion rates five percentage points for each group by 1996, (b) To reduce the difference among groups to a maximum of two percentage points by 1998, and (c) To achieve 75 percent aggregate completion by 1999.
## 2. Course Completion
Activities/Funding Work Sheet

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Activities</th>
<th>Funding Sources</th>
<th>Responsible Person/Unit</th>
</tr>
</thead>
</table>
| a. Need to improve curriculum. | • Include more culturally inclusive curriculum.  
• Create new courses that relate to diversity.  
• Increase ethnic diversity among faculty. | General Fund and Staff Development Funds | Curriculum Committee, Human Resources, and hiring committees |
| b. Need to improve retention services | • Develop a follow-up system for student referrals.  
• Place additional textbooks on reserve.  
• Increase child care services.  
• Develop student mentor support systems.  
• Increase tutorial opportunities. | General and Categorical Funds | Academic Divisions, Child Development Center, Library, and Learning Assistance/Skills Centers |
| c. Need to expand and increase counseling support | • Improve "early alert" services for basic skills and ESL students.  
• Increase counseling for "at-risk" students (educational and economic)  
• Improve and increase effectiveness of testing services.  
• Improve all phases of matriculation.  
• Designate counselors to work with special populations. | General and Categorical Funds | Vice President of Student Services, Counselors, testing personnel, DSPS, and EOPS |
| d. Need to increase sensitivity to special population students | • Improve awareness of same by unique needs.  
• Increase awareness of contributions and acknowledge academic achievement. | General and Categorical Funds | DSPS, EOPS, VATEA, Gender Equity Coordinator, Counselors, and Staff Diversity Coordinator |
3. DEGREES AND CERTIFICATES

**Definition of Indicator:** The ratio of the number of students who complete a degree or certificate to the number of students with the same informed matriculation goal.

<table>
<thead>
<tr>
<th>Award and Enrollment Data</th>
<th>Female</th>
<th>Disabled</th>
<th>Asian</th>
<th>Hispanic</th>
<th>American Indian</th>
<th>Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees &amp; Certificates (92-93)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment (Fall 1991)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Award Ratio</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Redwoods Goal:** To increase the total number of degrees and certificates awarded by five percent per year between 1996 and 2000.
### 3. Degrees and Certificates

**Activities/Funding Work Sheet**

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Activities</th>
<th>Funding Sources</th>
<th>Responsible Person/Unit</th>
</tr>
</thead>
</table>
| a. Need to increase awareness of degree and certificate opportunities. | • Send letters to all students who have completed 60 units or more to apply for a degree or certificate.  
• Consider automatic awards of degrees and certificates. | General Fund | Director of Admissions & Records, Evaluator, and Counselors |
| b. Need to improve information on labor market and transfer opportunities | • Develop a coordinated labor market information base.  
• Improve job placement information.  
• Improve job development opportunities.  
• Increase transfer contacts and transfer guarantee agreements. | General Fund and Categorical Funds | Transfer Center, Career Center, Counselors, Academic Divisions, and Institutional Research |
| c. Need to increase student awareness of degree/certificate opportunities at point of entry to the College. | • Improve matriculation procedures.  
• Improve counseling contacts.  
• Integrate career options. | General and Categorical Funds | Counselors, Career Center, and Matriculation Committee |
| d. Need to retain viable educational programs. | Continue to improve and increase program reviews. | General Fund | Vice President for Academic Affairs, Division Deans, and Faculty |
4. ESL AND BASIC SKILLS COMPLETION

Definition of Indicator: The ratio of the number of students who complete a degree-applicable course to those having completed the final ESL or basic skills course.

Example:

<table>
<thead>
<tr>
<th>Table 1. ESL to College Level</th>
<th>Female</th>
<th>Disabled</th>
<th>Asian</th>
<th>Hispanic</th>
<th>American Indian</th>
<th>Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 320, Fall 1992, to. . .</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 150/1A to Fall 1993</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 2. Remedial to College Level</th>
<th>Female</th>
<th>Disabled</th>
<th>Asian</th>
<th>Hispanic</th>
<th>American Indian</th>
<th>Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 350, Fall 1992, to. . .</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>ENGL 150/1A to Fall 1993</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Percent successfully completing</td>
<td></td>
<td></td>
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<tr>
<td>MATH 376, Fall 1992, to. . .</td>
<td></td>
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<td></td>
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<tr>
<td>MATH 105/106 to Fall 1993</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Percent successfully completing</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes: 1) In both Table 1 and Table 2, the top row is the entry point, and the count is of successful students (C or better or CR).
2) In both Table 1 and Table 2, the bottom row is the end point after two semesters and is a count of those students who succeeded in a College-level course.
3) In Table 1 the numbers are too small to calculate a valid success rate, and in Table 2 a base of five or fewer students was not computed.

Redwoods Goal: To improve the percentage of students who successfully complete degree-applicable courses within two semesters of having completed the final ESL or basic skills course.
## 4. ESL and Basic Skills Completion
### Activities/Funding Work Sheet

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Activities</th>
<th>Funding Sources</th>
<th>Responsible Person/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Need to establish an integrated ESL/VESL curriculum.</td>
<td>• Develop ESL/VESL curriculum.</td>
<td>General Fund</td>
<td>Academic Divisions and Curriculum Committee</td>
</tr>
<tr>
<td></td>
<td>• Solicit input from community concerning ESL/VESL:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. coordination among providers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Need to develop an integrated program of basic skills curriculum</td>
<td>Improve support to students with</td>
<td>General Fund</td>
<td>Academic Divisions and Curriculum Committee</td>
</tr>
<tr>
<td></td>
<td>• limited English/math proficiency</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• language difficulties (non-ESL)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Need to improve student support</td>
<td>Improve &quot;early alert&quot; system for increased</td>
<td>General and Categorical Funds</td>
<td>Counselors, Assessment, EOPS, and DSPS</td>
</tr>
<tr>
<td></td>
<td>• counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• proper course placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Need to develop a central, integrated, computerized lab for basic</td>
<td>• Improve basic skills development through a facilitated delivery system</td>
<td>General and Categorical Funds</td>
<td>Academic Divisions, Learning Assistance Center, Learning Skills Center</td>
</tr>
<tr>
<td>skills development</td>
<td>• Allow students to work at their own pace without fear of failure</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Transfer Rate

Definition of Indicator: The ratio of the number of new students who earn six or more transferable units during their first College year (and who also state at entry their intent to transfer) to the number of students who transfer after one or more (up to eight) years. *

<table>
<thead>
<tr>
<th>Year</th>
<th>Female Base</th>
<th>Female Transfer</th>
<th>Female Rate</th>
<th>Disabled Base</th>
<th>Disabled Transfer</th>
<th>Disabled Rate</th>
<th>Asian Base</th>
<th>Asian Transfer</th>
<th>Asian Rate</th>
<th>Hispanic Base</th>
<th>Hispanic Transfer</th>
<th>Hispanic Rate</th>
<th>American Indian Base</th>
<th>American Indian Transfer</th>
<th>American Indian Rate</th>
<th>Black Base</th>
<th>Black Transfer</th>
<th>Black Rate</th>
</tr>
</thead>
</table>
| Fall 1991
|             |                |              |               |                  |                 |              |               |            |                |                      |               |                      |                       |                       |           |                |           |
| Fall 1992
|             |                |              |               |                  |                 |              |               |            |                |                      |               |                      |                       |                       |           |                |           |
| Fall 1993
|             |                |              |               |                  |                 |              |               |            |                |                      |               |                      |                       |                       |           |                |           |
| Fall 1994
|             |                |              |               |                  |                 |              |               |            |                |                      |               |                      |                       |                       |           |                |           |
| Fall 1995
|             |                |              |               |                  |                 |              |               |            |                |                      |               |                      |                       |                       |           |                |           |
| etc.     |             |                |              |               |                  |                 |              |               |            |                |                      |               |                      |                       |                       |           |                |           |

Notes:  
1) The "Base" column consists of students who said their educational goal was to transfer AND who were new students in the fall term indicated in the "Year" column.
2) The "Transfer" column is the number of students reported by CPEC as having transferred to either CSU or UC two years after the base year.
3) Latest CPEC report available at time of writing is the March 1995 Student profiles, which has transfer data to 1993 year.
4) CPEC data not reported by gender and disability status.

* Reported for CSU and UC only. We will work to develop a better data-gathering process to include all transfers to other Colleges and universities.

Redwoods Goals: (a) To increase the number of students who transfer by 10 percent each fall through 2000, and (b) To ensure that the ethnic distribution of transfer students is equal to that of the total student enrollment in the fall of 1992.
## 5. Transfer Rate  
Activities/Funding Work Sheet

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Activities</th>
<th>Funding Sources</th>
<th>Responsible Person/Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Need to develop a better system to identify transfer students.</td>
<td>Improve data collection and updated goal information.</td>
<td>General Fund</td>
<td>Transfer Center, Admissions &amp; Records, Counselors, EOPS, and DSPS</td>
</tr>
<tr>
<td>b. Need to develop a consistent transfer rate factor.</td>
<td>Develop a single, comprehensive transfer rate measure.</td>
<td>General Fund</td>
<td>Transfer Center</td>
</tr>
</tbody>
</table>
| c. Need to improve faculty understanding of transfer.          | • Implement Project ASSIST.  
• Provide faculty informational workshops.  
• Market transfer opportunities to faculty | General Fund    | Transfer Center, Curriculum Committee, and Academic Divisions                         |
| d. Need to improve transfer guarantee opportunities.           | • Improve transfer options for students.  
• Increase articulation efforts with Colleges and universities.  
• Increase 2+2+2 articulation agreements. | General Fund    | Transfer Center, Curriculum Committee, Counselors                                     |
APPENDIX A

COLLEGE OF THE REDWOODS Board of Trustees Policy No. 101

College of the Redwoods is a comprehensive community College located in the rich, natural environment of the Northern California coast. As an institution of higher education, it offers diverse Associate Degree and Certificate curricula and excellent learning opportunities in a supportive, academic atmosphere.

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

- to provide the highest possible level of learning opportunities and counseling to help students realize their personal goals;

- to provide opportunities for development of moral values and ethical behavior;

- to enhance self-esteem and a sense of individual responsibility; and

- 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, diverse in terms of cultural background, ethnicity, gender, intellectual perspective, and 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.

The 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 cultural and economic development of the North Coast region.

Adopted by Board of Trustees: March 6, 1978
Amended: 5/1/89, 12/7/92, 12/2/96
APPENDIX B

COLLEGE OF THE REDWOODS

MISSION STATEMENT

The Redwoods Community College District has a commitment both to our students and to our community. We are committed to maximizing the success of each student with the expectation that each student will meet her or his educational goal, achieve appropriate learning outcomes in his/her courses and programs, and develop an appreciation for life-long learning. In partnership with other local agencies, we are also committed to enriching the economic vitality of the community whom we serve.

The following are the three equally important, primary missions of the Redwoods Community College District:

1. **Associate Degree and Certificate Programs.** The District will offer rigorous, high-quality educational programs leading to the Associate in Arts or Associate in Science Degree, Certificates of Achievement or Certificates of Completion.
2. **Academic and Transfer Education.** The District will offer a high-quality core curriculum that will satisfy the lower-division general education and/or major preparation requirements for transfer to four-year Colleges and universities.
3. **Professional and Technical Education.** The District will provide high-quality professional and technical programs that will allow students to obtain skills necessary to enter or advance in the workforce or to be better prepared for further education. These programs will be continuously articulated with the private and public sectors and with other institutions of higher education.

In support of these primary missions the College will provide the appropriate level of information, programs, and activities to assist students in:

1. Gaining initial access and orientation to the College;
2. Assessing their interests and educational goals and developing plans that will help them achieve these goals;
3. Using current technological resources, innovative instructional resources, personalized tutorial services, and broad-based research tools; and
4. Choosing coursework preparatory to college-level work, if necessary—specifically pre-collegiate math and English courses and courses in English as a second language (ESL).

To the extent possible, under state guidelines or with local funding, the District will provide the following life-long learning opportunities, as well as opportunities for enhancing and promoting the general welfare of the community:

1. **Non Credit Adult Education.** The District will provide state funded, adult education classes in response to local interests and needs and in cooperation with other local providers.
2. **Community Services.** The District will provide self-supporting avocational, recreational, and professional development classes, as well as cultural and community programs.
3. **Economic Development.** The District will participate with local business and industry and other educational and government agencies to foster the economic vitality of the North Coast region.

Adopted by Board of Trustees: August 15, 1977
Amended: 7/18/83; 8/15/83; 4/3/89, 4/6/98, 8/5/03
BACKGROUND STATEMENT

College of the Redwoods was founded in 1964 as a public, comprehensive community college serving Humboldt County. In 1975 coastal Mendocino County was annexed, and in 1978 Del Norte County joined to form the current Redwoods Community College District. The District serves over 5,900 square miles with three campuses, located in Crescent City, Eureka, and Fort Bragg, as well as two instructional sites, one in Hoopa and the newest one in Arcata.

In the 2001-2002 academic year, the College’s credit program served 12,763 individuals. For fall 2002, the student body was 57.7% female, 42.3% male. District-wide, the average age of our students was 31 years old. 96% of the students in fall 2002 were from California.

In addition, during the 2001-2002 academic year, over 4,500 individuals participated in non-credit courses and sponsored activities through College of the Redwoods.

MISSION

The Redwoods Community College District has a commitment both to our students and to our community. We are committed to maximizing the success of each student with the expectation that each student will meet her or his educational goal, achieve appropriate learning outcomes in his/her courses and programs, and develop an appreciation for life-long learning. In partnership with other local agencies, we are also committed to enriching the economic vitality of the community whom we serve.

The following are the three equally important, primary missions of the Redwoods Community College District:

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1. Gaining initial access and orientation to the College;

2. Assessing their interests and educational goals and developing plans that will help them achieve these goals;

3. Using current technological resources, innovative instructional resources, personalized tutorial services, and broad-based research tools; and

4. Choosing coursework preparatory to college-level work, if necessary—specifically, pre-collegiate math and English courses and courses in English as a second language (ESL).

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1. Non-Credit Adult Education. The District will provide state-funded, adult education classes in response to local interests and needs and in cooperation with other local providers.

2. Community Services. The District will provide self-supporting vocational, recreational, and professional development classes, as well as cultural and community programs.

3. Economic Development. The District will participate with local business and industry and other educational and government agencies to foster the economic vitality of the North Coast region.

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.

VALUES

A review of our mission and our philosophy, combined with a focus on the future, leads us to affirm these values as essential elements of this plan.

1. As a good steward of public trust and public resources, College of the Redwoods is committed to measuring results and to being publicly accountable.

2. College of the Redwoods is committed to responding to the needs of the community by addressing the educational needs of individuals because education can be a life changing experience. The College believes in sustaining multiple linkages among faculty, staff, students, administration, and the community. The College seeks to build awareness of education as a key to community growth and development.

3. College of the Redwoods is committed to creating and sustaining a welcoming environment that celebrates the diversity of its students, faculty, and staff. The College environment will support behaviors and attitudes that maximize inclusion, personal responsibility, interpersonal respect, and multicultural understanding.

4. The College will always strive for excellence, in managing its internal processes for maximum effectiveness and in producing measurable, valued outcomes. We recognize that excellence rests, in large part, in seeking and using broad-based involvement from internal and external constituencies.

5. College of the Redwoods is committed to doing our part towards the improvement of society and the human condition. With this general goal in mind, we are committed to increasing persons’ awareness of education’s potential to help make a lasting difference in a person’s life. To this end, we recognize that everyone we serve has individual needs and aspirations. Thus, we are committed to helping our students meet their immediate educational goals, such as completing their lower-division education; earning an Associates degree; ensuring their ability to transfer to a four-year College or university; or obtaining gainful employment. Ultimately, all of our efforts on behalf of helping our students achieve their intermediate and long-term goals underscore our larger commitment to helping develop an informed, educated, caring citizenry—that is, a citizenry who, in part because of their experiences at College of the Redwoods, could help improve society and elevate the human condition.
STRATEGIC PLANNING PROCESS

No institution can fulfill an ambitious and complex mission well without attention to strategic planning. Given the complexities of a multi-campus District, CR must utilize a strategic planning process that unites District efforts in a common direction. The process uses a three-year horizon in order to ensure an on-going connection to a changing community and the ability to reflect changes in technology, workplace demands, and available resources.

1. **Goal.** The goal of the strategic planning process is to develop and review a set of broad-based strategic drivers that will allow the District to work effectively, moving in the same direction, to provide effective service to the full breadth of the District.

2. **Process.** The Integrated Planning Committee identifies strategic planning dimensions. The committee then establishes strategic drivers for each of the planning dimensions. These drivers form the core of District strategy, and will guide the annual operational planning process for the District.

The College maintains and values strong ties to the diverse communities it serves. As such, the College looks to the community for part of its planning process, seeking feedback and dialogue to inform its development as an institution. The College also values the participation of all constituents in the institution. Toward that end, the Integrated Planning Committee (IPC) contained representatives from throughout the institution. Members of the committee included:


In addition, all IPC meetings were open to the full College community. The work of the IPC was placed in Public Folders on the College’s Outlook system to enable all who were interested to review all materials.

College of the Redwoods began its strategic planning process for January 2004—December 2007 with a series of listening sessions, starting on October 14, 2002 and running through November 19, 2002. A total of 15 sessions were held, involving over 430 individuals overall. Sessions were held for faculty/staff, students, and community members. In order to reach the broader community, individuals were invited by letter, and information about the listening sessions was broadcast by local media. These sessions provided important external and internal data for the planning process. College faculty and staff served as facilitators and note takers throughout the listening sessions, resulting in significant direct interaction between the College community and the community at-large.

The work of the Integrated Planning Committee began on November 20, 2002. The group began with a comprehensive review of the mission statement. A revision of the statement was completed and forwarded through the governance structure. The IPC also reviewed student demographic and performance data for a five-year period, as well as regional data, both demographic and economic.

The IPC considered the full extent of the data gathered from the listening session process and developed an analysis of the data based on themes. This analysis, coupled with the review of the data
cited above, led to the development of five areas of focus, which became the strategic drivers for this plan. Those areas are:

- Access;
- Curriculum;
- Economic Vitality;
- Inclusiveness and Diversity; and
- Outreach and Marketing.

Each strategic driver was fully defined. Each area formed the basis for several goals as well as a list of activities designed to meet the goals identified. Those components form the plan.

In addition to goals and activities, the IPC felt that it was important to develop a set of values that underlie the plan. The work of the committee touched often on the reasons why an activity or goal was important, and most commonly, those reasons related to a set of values important to the institution. In that spirit, the plan contains a set of values as a foundation.

IMPLEMENTATION PROCESS

The Strategic Plan is a District-level document. In order for the work of the institution to move forward in these areas, the College’s Senior Staff is responsible for engaging departments in consideration of the identified Strategic Drivers. This process, implementation of the strategic plan, creates an annual operational plan with activities, measurement, assignment of responsibility, and resources required. This process takes place annually.


I. STRATEGIC DRIVER: ACCESS

Ensuring access is a matter not only of removing roadblocks and/or providing services that facilitate participation but also of adding new programs. These roadblocks fall into four main categories. These categories include the need for flexible scheduling, transportation, childcare/ family support, and cultural support.

Increasing access achieves a number of benefits including an increase in enrollment and diversity as well as a focus for marketing, outreach and curriculum. Increasing access also helps to ensure that the College meets the region’s need for education and enhances the preparation of the region’s workforce.

A. GOAL

College of the Redwoods will increase access by removing roadblocks in the areas of scheduling, culture, transportation, childcare, family support, and finances in order to open the campuses/sites to a wider range of people and activities.

B. ACTIVITIES

The following activities are intended to accomplish this goal.

1. To meet the needs for flexible scheduling:
a. Increase class offerings in community locations where demand indicates offerings would be well attended. Specifically, promote the Arcata Instructional Site so that it realizes its potential to serve the northern Humboldt County communities, and finalize short-term and long-term planning for course and program offerings in southern Humboldt County.

b. Develop night and weekend course offerings, with sufficient scope for students to accomplish their educational goals, so that these offerings become a more significant portion of the total course offerings than they have been. Explore the expansion of long-term course scheduling and guaranteed course offerings to facilitate students’ academic planning, paying specific attention to meeting students’ needs for pre-collegiate, developmental courses and for a timely completion of degree requirements.

c. Extend, where practical, our student services, library, and lab hours for times when classes are offered.

d. Continue to develop and deliver additional courses in a distance-learning format.

e. Train students in the use of on-line courses.

2. To provide needed cultural support:

a. Develop courses for businesses/professionals in conversational Spanish for the workplace.

b. Expand ESL course offerings and locations.

3. To remove barriers related to transportation:

a. Develop a stronger relationship with public mass transit agencies for assisting in coordinating scheduling for classes at all locations.

b. Facilitate the development of a District-wide carpooling system.

4. To combat barriers related to childcare and family support:

a. Apply to state funding agencies to expand childcare opportunities at existing sites.

b. Explore the possibility of developing childcare opportunities on sites where it is not currently available and is needed.

5. To remove barriers related to finances:

a. Explore ways to assist students financially who are ineligible for BOG/financial aid but cannot afford to pay increased enrollment fees.

b. Explore ways to assist students not eligible for or receiving subsidized childcare with meeting the cost of childcare.
c. Explore ways of assisting with or lowering the cost of transportation to/from instructional sites.

II. STRATEGIC DRIVER: CURRICULUM
In this context, curriculum refers to the subject matter that is taught in academic and transfer programs, professional and technical programs, and community and fee-based educational venues. Programming in these areas reflects employment and academic needs and interests of the communities we serve. With respect to the College’s curricula, the CR faculty has the responsibility to create, review, and, when necessary, revise curricula so that courses, classes and full programs of study continue to meet the needs and serve the interests of the regional community.

A. GOALS
The College will:

1. Continue to support general education curricula.

2. Continue to support degree and transfer program curricula.

3. Continue to support degree and certificate programs in technical and professional areas.

4. Continue to support a growing continuing education program including the potential development of specific programs to meet the educational needs of senior citizens.

B. ACTIVITIES
The following activities are intended to accomplish these goals:

1. Work with industry, business, and educational leaders to create new community education classes.

2. Work with industry and business leaders to identify and determine ways to support new technology-based degree and certificate programs.

3. Explore the possibility of expanding current health occupation programs (dental hygiene, dental assisting, pharmacy tech., medical tech., radiation tech., OT/PT tech., dietician/nutrition specialist, home care/geriatric care, and other high-demand fields).

4. Explore the viability of resurrecting previously existing health occupation programs (for example, LVN at CR, Mendocino Coast).

5. Complete the development of, and identify methods for, sustaining the A.S. degree in tourism and hospitality.

6. Develop a teaching kitchen for the hospitality/tourism program.

7. Continue to provide community education seminars on customer service, job skills, and other hospitality-related issues, taught by business owners who are active participants in these fields.

8. Explore the feasibility of a water/waste management certificate, interfaced with HSU’s engineering program.
9. Increase the number of distance education course offerings for the CRDN, K-T, and CRMC campuses.

10. Explore the feasibility of providing District-wide credit-based classes for law enforcement officers.

11. Continue to support and strengthen academic courses—particularly General Education courses—for degree and transfer programs.

12. Continue to provide ESL, basic skills, and pre-basic skills classes.

13. Explore the marketability of an A.S. degree in Fine Arts.

14. Continue appropriate support for art course offerings at both the transfer and the community education levels.

15. Identify and develop agricultural programs that will meet the needs of the CR community.

16. Increase the number of community education classes in computer and internet use.

17. Explore the feasibility of providing continuing education courses for K-12 teachers for their professional development.

18. Continue to develop the Sustainable Agriculture Farm as an educational support facility for the College’s academic programs.

19. Continue to pursue the establishment of partnerships with agencies in the Fort Bragg—Mendocino area to determine the feasibility of potential program and facility development in the area of fine and performing arts.

III. STRATEGIC DRIVER: ECONOMIC VITALITY

Economic Vitality is a part of the mission of College of the Redwoods. It includes the potential to shape and change lives by adding essential opportunities and incentives to individuals and businesses in all segments of our economy. Economic vitality provides a proven method of attracting new business and industry to our region. Working in this arena, the College has the potential to increase our tax base by advancing a better trained workforce. In addition, by enhancing the economic vitality of the area, the College can help to decrease expenditures for crime, welfare, unemployment, and health care through a better educated, informed, and employed community.

A. GOAL
The College will participate actively in fostering regional economic vitality through partnerships with other educational facilities and providers, businesses and industries, and other governmental and non-profit agencies.

B. ACTIVITIES
The following groups of activities are intended to accomplish this goal:
1. In order to foster economic vitality through participation and partnerships with the other educational facilities and providers, College of the Redwoods has identified the following activities:

   a. Ascertain the educational and career goals of students in grades 6-12 through more active efforts with articulation, job fairs, and faculty visits.

   b. Encourage advanced placement programs and dual enrollment for high school students seeking enhanced and advanced educational opportunities.

   c. Strengthen our partnership with HSU and other educational and training providers to ensure smoother articulation and to avoid duplication of services and programs.

   d. Provide customized job training and occupational upgrading training required for licensing, certification, and commitments to life-long learning for business, industry, and community interests.

   e. Seek partnerships with alternative educational forums such as Eureka Adult School to meet the basic skills needs and life-long learning interests of the community.

   f. Promote even greater participation in community listening sessions, ensuring our commitment to addressing community educational needs.

2. The following activities are designed to support participation in and partnering with business and industry for economic vitality:

   a. Continue to participate in regional economic development activities including the Prosperity! Network and the Economic Development Forum to assist in the economic growth of the region.

   b. Focus on developing new programs and strengthening current programs/courses that assist employees/employers in developing the associated skills specifically suited for their career/business.

   c. Work collaboratively with other educational and training providers to avoid duplication of services and to enhance opportunities for regional businesses to become more successful.

   d. Collaborate with other agencies to provide effective training to entrepreneurs in areas such as E-commerce, micro-enterprise start up, marketing, and sales.

   e. Provide a job ready workforce for the regional business.

3. In order to achieve the goal of active participation and partnering for economic vitality with other governmental and non-profit agencies, CR will complete the following activities:

   a. Support state and regional initiatives to further local efforts toward economic vitality and controlled growth of the region.
b. Participate in federal and state grant funding such as economic development support, industry-driven programs, and workforce development efforts to improve CR programs and course offerings.

c. Provide a venue for community and governmental interface to resolve issues related to economic growth and development.

d. Design and implement programs/courses necessary to provide a skilled workforce for governmental agencies.

IV. STRATEGIC DRIVER: INCLUSIVENESS AND DIVERSITY
Campus inclusiveness and diversity is a College value reflected in all aspects of our services, programs, activities, and curricula. Involving far more than annual events or a campus diversity statement, campus inclusiveness and diversity centers on raising the awareness and sensitivity of the campus community in the hope that CR reflect and respect the wide-ranging diversity of our county and state populations. A commitment to campus inclusiveness and diversity also involves a commitment to honoring a diversity of good-faith opinions and views. Rather than being a peripheral component of campus life, campus inclusiveness and diversity needs to be woven into the fabric of everyday life at CR.

A. GOAL
The College will review and change procedures, processes, marketing, and curricula in order to create and sustain a welcoming environment at CR for all members of our student, staff, faculty, and administrative communities.

B. ACTIVITIES
The following activities are intended to accomplish this goal:

1. Provide ongoing training for faculty, administrators, students, and staff on cultural sensitivity issues and on issues related to diversity.

2. Provide educational, professional and technical training that equips CR students with the tools that they will need wherever they ultimately choose to live and work.

3. Promote College of the Redwoods in newspapers and other media that serve non-mainstream populations.

4. Provide outreach programs for economically disadvantaged persons, non-English speaking populations, and other non-mainstream persons and groups.

5. With the goal of diversifying the CR community, actively recruit faculty, staff, administrators, and students from diverse locations and populations.

6. Create a welcoming environment through the aesthetics of the College (for example, by displaying culturally diverse artwork).
7. Prepare brochures, other printed materials, and on-campus signage that appeal to, address, or are sensitive to diverse populations.

8. Provide regularly scheduled multicultural and diversity activities on campus.

9. When appropriate, collaborate with HSU on matters and activities related to inclusiveness and diversity.

10. Provide networking for and explore programming related to various groups (for example, single-parent student groups and senior citizens).

11. Review and, when necessary, revise our programs and curricula to ensure that they reflect our openness to, appreciation of, and respect for diversity and inclusiveness.

12. In all College-related endeavors, ensure that diverse opinions and views made in good faith are welcome and that persons holding and expressing such views and opinions are enfranchised.

V. STRATEGIC DRIVER: OUTREACH AND MARKETING

OUTREACH
Outreach is the process of taking information, and sometimes programs, to a variety of locations within our service area in order to make community members and potential students aware of what the College has to offer. It involves not only sharing information with our communities but also making people feel that they will be welcome at the College when they arrive. Outreach is also a means of listening to community members and providing the College with on-going feedback about needs that are not being addressed or programs that are particularly effective.

A. GOALS

1. To plan and present a wide variety of outreach activities so that the College will reach its enrollment, programmatic, and community relations goals.

2. To develop targeted outreach activities that will encourage non-English speaking community members to enroll at the College.

3. To develop outreach activities that will encourage senior citizens to participate in College activities and programs.

B. ACTIVITIES
The following groups of activities are intended to accomplish these goals:

1. Form a District-wide Outreach Workgroup to develop a detailed outreach plan, calendar, and goals for the 2003-2004 academic year. Form this group with the understanding that “outreach is everybody’s business” and that its role is to generate the plan and coordinate activities that involve faculty, staff, and students from throughout the institution to do the work that needs to be done.
2. Improve and increase outreach activities to the high schools, middle schools, and elementary schools in our District.

3. Develop activities that focus on populations of young people who may not think that College is even a possibility for them.

4. Develop outreach activities for the Latino/Hispanic/Mexican-American communities; this must include the development of Spanish language informational materials and publicity.

5. Conduct outreach activities focused on making the initial CR enrollment process understandable and easy for prospective enrollees; consider pairing outreach activities with assessment and early registration activities for prospective students.

6. Increase/improve outreach to Native Americans.

7. Increase/improve outreach to more seniors.

8. Increase outreach that results in developing internship opportunities with local businesses.

9. Increase outreach to students at high risk for dropping out.

10. Focus appropriate outreach activities on 2 + 2 and Tech Prep opportunities for high school students.

11. Collaborate with HSU in out-of-area outreach activities.

12. Work with marketing committee to develop outreach videos, posters, and publicity for different populations.

13. Connect interest/aptitude testing and career counseling to outreach activities.

14. Encourage faculty participation in outreach activities.

15. Conduct workshops and other programs on transfer opportunities beyond UC and CSU systems.

16. Think creatively; take outreach activities to places where we are most likely to find the people we most want to reach (e.g., churches, specific community events).

MARKETING
Marketing is the primary vehicle for publicizing what the College is, what it has to offer, what the College contributes to the community at large, and how members of the community can participate in the life of the College.

A. GOALS

1. To create and maintain a truthful, positive and consistent public image.
2. To communicate effectively about existing and emerging course offerings and degree and certificate programs as well as inform the public and potential students of cultural events that may be of interest to them.

3. To inform the public about ways in which the College, its students, and its employees are “good citizens” and contribute time, energy and expertise to the diverse communities the College serves.

4. To deliver information about courses, programs, and College activities in a timely and attractive way through a variety of media.

B. ACTIVITIES

1. These activities are designed to create and maintain a truthful, positive, and consistent public image.

   a. Use the CR website to aggressively market the College’s academic, student services, and community education programs, as well as spotlighting the institution’s faculty, news events, and accomplishments. A consistent looking and easy-to-navigate website will greatly assist in this goal. Also, as part of College’s marketing to the Latino/Hispanic community, explore an alternate Spanish language website.

   b. Maintain an active and complete District-wide CR website calendar of activities. Keep the daily calendar current.

   c. Make use of attractive and informative posters for each campus and educational site to be distributed throughout the communities. Show a map, locate each place where classes are offered, and give contact phone numbers.

   d. Continue producing high-quality TV and radio ads, which highlight programs, services, faculty, and student success stories. Continue to use public radio in each community for underwriting spots for image/info ads.

   e. Begin the process of developing Spanish-language radio, TV, and newspaper advertising.

   f. Explore writing weekly or monthly columns for area newspapers, particularly weeklies. These columns could be written by a CR staff and/or faculty writing on a rotating basis.

   g. Produce a series of image and information slides to run before movie previews in local movie theaters.

   h. Include in the class schedules feature-type marketing pieces; include student success stories, meet-the-faculty thumbnail profiles, and photos.

   i. Staff and publicize a phone information line for each campus.

   j. Selectively use media co-promotions with commercial radio and TV stations to enhance the College’s image.
2. These activities are intended to communicate effectively about existing and emerging course offerings and degree and certificate programs as well as inform the public and potential students of cultural events that may be of interest to them.

   a. Create a template for degree and certificate information pieces that quickly and simply communicate the course requirements of each program and potential career opportunities associated with it. These pieces can be displayed in Plexiglas cases in the main enrollment services area of each campus/site as well as strategic locations on campus in the community. In addition, materials using this same information and look could be developed into a mailing brochure without an envelope.

   b. Develop informative and attractive TV, radio, and newspaper ads announcing registration times, campus events, featured programs, and the like.

   c. Continue and expand use of press releases and public services announcements to announce CR programs and offerings as well as cultural events.

   d. Build the District’s e-mail database to inform people about College events, programs, and offerings.

   e. Selectively use media co-promotions with commercial radio and TV stations to inform the community about CR cultural events.

   f. Develop more links to CR on area websites.

3. These activities are designed to inform the public about ways in which the College, its students, and its employees are “good citizens” and contribute time, energy, and expertise to the diverse communities the College serves.

   a. Make use of the CR website and Campus Cruiser for promoting activities.

   b. Use specific event opportunities to place CR staff/faculty and students on TV and radio programs or news spots. Offer fact sheets, press releases, and feature stories to journalists, informing them about the activities of CR staff, faculty, and students.

   c. Write regular newspaper columns highlighting stories and ideas about how CR is connected to the community.

   d. Explore co-hosting a show on KHSU discussing the ways CR and HSU are working or can be working together in the future.

4. These activities will help to deliver information about courses, programs, and College activities in a timely and attractive way through a variety of media.

   a. Continue to expand free distribution of the class schedules. Place schedules in attractive boxes at all the high schools.

   b. Use regular radio, TV, and newspaper ads.
c. Use and expand the e-mail database.

d. Use Campus Cruiser to announce new course offerings/programs, registration times, student services, cultural events, etc.

e. To announce programs, registration times, early enrollment, CR’s website URL, etc., create high-quality but relatively low-cost posters for distribution in the communities we serve.

f. Expand the list of targeted local industry publications to which information can be faxed, e-mailed, or posted.

Approved by the RCCD Board of Trustees: June 3, 2003