***Student Equity: Best Practices & Strategies***

**Access**

**\*Goals:**

* **Increase enrollment of Latinos in Del Norte.**
* **Increase enrollment of Veterans in Humboldt & Del Norte.**
* **Increase enrollment of Foster Youth.**
* **Create welcoming campus atmospheres where all students feel supported, included, and valued.**
* **Create cultural awareness.**

**\*Strategies already in CR’s current Equity Plan: (Implemented? Status? Who’s responsible?)**

* **Holding cultural awareness events & activities.**
* **Enhanced professional development & sharing effective best practices for instructing underrepresented students.**
* **Create Multi-Cultural Centers.**
* **Offer course sections that attract a diverse student population.**
* **EOPS application in Spanish.**
* **Website and outreach materials in Spanish.**
* **Provide stipends for current employees to assist as translators for college business.**
* **Implement a non-credit pathway in Del Norte, including support for ESL placement and articulation for ESL credit courses.**
* **Enhance students’ ability to commute (Offer free bus passes in Eureka & Del Norte)**
* **Improve website for veteran use.**
* **Provide academic and transitional support to veterans through weekly meetings and by attending activities together.**
* **Veteran work-study students will be paid as mentors.**
* **Offer non-credit certificates to transition Veterans to credit courses.**
* **Enhance access to financial aid to American Indian, Asian, African American and Veteran students.**
* **Offer additional FAFSA workshops and financial literacy workshops in order to make students aware of the financial aid available to them, and ease anxiety about filling out applications.**

**\*Strategies considered in CR’s past Equity Plan: (Implemented? Continue to implement? Who’s responsible?)**

* **Develop 3 “Community Recruitment Programs” so Latino, Native American & African American leaders, on and off campus, may serve as mentors, conduct workshops, organize tours and special gatherings with Latino/African American/Native American students and their families.**
* **Expand school visits and tours.**
* **Make available admissions materials in Spanish.**
* **Develop a non-credit English for Speakers of Other Languages (ESOL)**
* **Develop community outreach and recruitment program to the Pacific Islander, Native-American and Latino communities throughout the district.**
* **Explore activities at the Klamath-Trinity site to determine the most productive outreach methods for Native Americans.**
* **Re-engage in community “listening sessions” and develop new community dialogue opportunities to determine the needs of underrepresented populations.**
* **Re-establish Native American Studies courses at the Eureka campus that meet the HSU Social Work degree diversity requirement.**
* **Continue to develop distance education programs to respond to the needs of disabled students who find it difficult to attend classes on campus.**
* **Implement Americans with Disabilities Act to address any problems with access.**
* **Collect data on persistence and success of disabled students in equity population categories and analyze data relative to outcomes of disabled students in non-equity population category.**

**\*Strategies proposed by CR community not currently included in Equity Plan:**

* **Hire Spanish-speaking instructors for CTE courses.**
* **Transportation for CTE students from Hoopa & Klamath to Eureka campus.**
* **Transportation from Klamath and Smith River to Del Norte campus.**
* **Transportation from Blue Lake to Eureka.**
* **Create a “Pipeline Project” for students’ easy mobility from high school, to CR, to HSU.**
* **Create a smoother referral system from DHHS to CR CalWorks.**
* **Hire 1 ESL instructor in Del Norte.**
* **Hire 1 Spanish-speaking, and 1 Hmong-speaking outreach workers in Del Norte.**
* **Provide free childcare for all ESL courses, in Eureka, Fortuna, Del Norte.**
* **Offer 1 daytime & 1 evening ESL course in Fortuna.**
* **Hire 1 Hmong and 1 Native American outreach workers.**
* **Formalize some form of transportation coordination for students.**
* **No scheduling of classes after the buses stop running.**

**\*Strategies used by other colleges to ensure equity in Admissions, Assessment, Orientation: (Implemented already? Add to the current Plan? Who’s responsible?)**

* **Implement new, condensed courses, which start after registration date.**
* **Analyze current application, fee payment and registration deadlines—are certain groups not meeting them? Are they registering too late?**
* **Do we need changes in our drop policies? Are certain groups more likely to be dropped because of the current fee payment policies?**
* **Implement system that encourages students to complete admissions process early.**
* **Days before classes begin, start specialized support.**
* **Offer assessment testing reviews so students can brush up on basic skills.**
* **Analyze data for information on students’: 1) enrollment status, 2) effective date of enrollment, 3) course start date, 4) final grade for target term.**
* **Use “multiple measures” to assess.**
* **Offer refresher sessions on basic skills.**
* **Conduct more research: Is any student group less likely to complete assessment test? Does any student group place in basic skills courses disproportionately high? Are certain groups disproportionately represented in basic skills? Are basic skills students unlikely to advance? Are ESL students less likely to realize their educational goals? Is any group disproportionately less likely to participate in orientation, or to enroll after orientation?**
* **Pair a course with supplemental instruction that provides academic support and practice skills.**
* **Conduct non-cognitive assessments, like the Academy for Excellence (ACE), which helps students become socially, emotionally, and academically ready for college, followed by accelerated coursework.**
* **Orientation is mandatory.**

**\*Other strategies used by other colleges to remedy disproportionate impact in the general area of access: (Implemented already? Add to the current Plan? Who’s in charge?)**

* **Hire Student Ambassadors to conduct outreach and create deep relationships with underrepresented communities. Also conduct follow-up calls to students and participate in community activities. (Shasta College)**
* **Implement an Ethnic Studies/Intercultural Program (De Anza-Foothill, Long Beach)**
* **Ethnic Studies and social justices curricula. (Diablo Valley College)**
* **Development of Junior & Senior Day Transition Events (Diablo Valley College)**
* **Orientation through COMEVO is ongoing. (Diablo Valley College)**
* **Offer face-to-face orientations (Diablo Valley College)**
* **Native American Summer Bridge Program (Sta. Rosa College)**

**Course Completion**

**Goals:**

* **To increase the rate of successful course completion for African-American and Native-American students.**
* **To increase African-American and Native-American students’ completion of a course and return one semester later.**
* **To increase the percentage of degree-seeking African-American and Native-American students who attend three consecutive semesters.**

**\*Strategies already in CR’s current Equity Plan: (Implemented? Status? Who’s responsible?)**

* **Annually review the offering of courses to determine those with high percentage of underrepresented students. Use results to ensure that the identified courses are offered.**
* **Professional development opportunities for faculty and staff related to cultural sensitivity and understanding with an emphasis on African-American students. This includes providing diversity awareness on classroom dynamics and building a multicultural curriculum.**
* **Cap & Town Program (non-credit course offering academic & counseling support).**

**\*Strategies considered in CR’s past Equity Plan: (Implemented? Continue to implement? Who’s responsible?)**

* **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 criteria at HSU to create a complete transfer package and to increase retention of all students.**
* **Promote professional development activities for faculty on outcome based research revealing a positive correlation between multicultural curriculum infusion and student success.**
* **Develop an exit interview protocol and instrumentation (questionnaire) for students who drop or fail two or more courses. Develop data-based programs and academic support programs for specific populations.**
* **Explore and develop mentoring opportunities.**
* **Select and implement use of appropriate ADA-compliant software and materials to facilitate course completion for disabled students in certificate and degree programs.**
* **Assist students in transportation, child care and obtaining information in alternate language formats.**
* **Improve data gathering and analysis.**
* **Establish a Multicultural and Diversity Resource Center.**
* **Research Puente Projects (Latino student success) and UMOJA Projects (African-American student success).**
* **Obtain specific training concerning best practices of summer bridge programs that have been proven effective in matriculating students to the college level.**
* **Investigate AVID, a program devoted to the academic success of underrepresented high school students to determine effective practices used to support their academic progress and college access.**
* **Include disaggregated data on course completion rates in Program Review forms.**
* **Consistently offer Native American courses at the Eureka campus.**
* **Analyze activities at the Klamath-Trinity site that support Native American students.**
* **Analyze activities at the Mendocino site that support Latino students.**
* **Continue to promote the Associate Degree and develop materials on how students can achieve and benefit from the degree.**
* **Make contact with those students who have met most requirements for the Associate Degree and encourage degree completion.**
* **Award a Certificate of Completion for those who transfer as soon as they complete their general education requirements.**
* **Include equity dimensions in Program Reviews to determine if facilities are adequate for disabled students.**
* **Encourage all students to declare majors in their first year of attendance.**
* **Offer first year completion awards to all students signed by the President.**
* **Expand Perkins Grant-supported programming to encourage the success of underrepresented populations in Vocational Certification.**
* **Investigate I-Best funding to support underrepresented student success programming and support.**

**\*Other strategies proposed by CR community, not yet included in Equity Plan:**

* **Tutor Training & Development (Levi Gill)**
* **Transportation for dorm residents, especially on weekends.**
* **Improve dorm conditions, including access to food and activities.**
* **Mandatory professional development for faculty & staff.**
* **Childcare for all ESL classes.**
* **Survey students on their needs at beginning of each semester.**
* **More sensitivity toward students before denying them financial aid. (ex: women’s health issues)**
* **Faculty diversity, in general.**
* **Spanish-speaking faculty in CTE.**
* **EEO, MDC and Equity Committees meet, strategize, collaborate.**
* **Transportation for Klamath & Hoopa students.**
* **Implementation of the University of Texas model (Extra instruction, peer mentoring, extra tutoring, assigned counselor, community, mindset intervention)**
* **Form faculty/peer/counselor mentoring groups.**
* **Make available community resources on campus to address housing, food, employment opportunities.**
* **Cafeteria food has to be better and healthier.**
* **Need to build a sense of community on campus so students will stay.**
* **Create better student awareness of suicide prevention & sexual abuse.**

**\*Strategies used by other colleges to ensure equity in Counseling, Advising, Education Planning, Prerequisites: (Implemented already? Add to the current Plan? Who’s responsible?)**

* **Education planning supported by a counselor.**
* **Use of online resources (ASSIST.ORG) (LIFEMAP: Online platforms on career planning, life & study skills, etc.**
* **Integrate Advising & Counseling with instruction. (Ex: a SEMESTER-LONG CREDIT “FRESHMAN ORIENTATION” COURSE PAIRED WITH A BASIC SKILLS ENGLISH COURSE, A MAJOR-REQUIRED COURSE, AND ADDED TUTORING & COUNSELING.**
* **Early Alert System**
* **Intrusive Advising Services**
* **Mandatory counseling for students on academic probation.**
* **Mid-term progress reports.**
* **Refer students to “success courses.”**
* **Collect data: Are certain groups less likely to receive counseling & follow-up services? If they do receive services, are some less likely to succeed? Are some more likely to be placed on academic probation?**
* **Require mandatory co-requisites (Ex: College-level courses with mandatory support)**
* **Accelerated pathways. (Ex: Basic Skill courses compressed into fewer courses, offer more credit courses, etc.)**

**\*Other strategies used by other colleges to remedy disproportionate impact in the general area of course completion: (Implemented already? Add to the current Plan? Who’s in charge?)**

* **Offer stipends to full-time and part-time instructors who revise a course to increase the cultural responsiveness and relevance of the course, instructional or learning strategies, assessment strategies, and the like. (Shasta College)**
* **Ethnic Studies Program as its own division (De Anza/Foothill College, Diablo Valley College)**
* **Social justice curricula (Diablo Valley College)**
* **Library textbook loaning (Sta. Rosa College)**
* **Offer food vouchers (Sta. Rosa College)**
* **Peer-Assisted learning: Train “Pals” to provide supplemental instruction. The Pals are embedded in the course, offer tutoring, do grading, get paid as short-term aids. (Sta. Rosa College)**
* **Implement the UMOJA and PUENTE Projects, which provide a common purpose, curriculum, and pedagogy responsive to African-American and Latino students. (Sta. Rosa, Norco, San Diego)**

**ESL & Basic Skills Completion**

**Goals:**

* **To increase the number of African-American, Native-American, Latino, Foster Youth who complete a college level course after finishing the ESL or Basic Skills sequence.**

**\*Strategies already in CR’s current Equity Plan: (Implemented? Status? Who’s responsible?)**

* **Continue to implement non-credit ESL and basic skills course pathways.**
* **Ensure accurate and current Math, English and ESL placement, assessment, and service referral information integrated with SSSP.**
* **Participate in the Multiple Measures Assessment Pilot which relies on high school transcript data to place students into English and math. A Multiple Measures Task Force has been formed.**
* **Explore ways of conducting formative assessment of Accelerated English and Math courses, so that students may take transfer-level courses sooner.**
* **Outreach in all classes to ESL students.**
* **Advertise new certificates in non-credit to the campus community.**
* **Research effective supplemental instruction programs and offer supplemental instruction and tutoring for basic skills and accelerated courses.**
* **Implement intervention strategies to improve Basic Skills progression for the specific underrepresented groups, especially if on probation.**

**\*Strategies considered in CR’s past Equity Plan: (Implemented? Continue to implement? Who’s responsible?)**

* **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.**
* **Develop appropriate ESL skills assessment at enrollment to facilitate accurate placement in courses.**
* **Develop substantive ESL program with relevant coursework.**
* **Identify ESL students in application process and track success rates in all Basic Skills courses.**
* **Continue to develop ESL-specific coursework aimed at the success of the ESL population.**
* **Offer pre-collegiate ESL courses at the Del Norte, Eureka sites.**
* **Create a learning community with ESL students within a First Year Experience Cohort Model and Monitor Success.**
* **Provide math and English testing for all students at enrollment to facilitate accurate placement in courses.**
* **Explore ways to find 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 need. Track all students enrolled in these programs by race, gender, ethnicity and ability.**

**\*Other strategies proposed by CR community, not yet included in Equity Plan:**

* **Offer more trainings to faculty and staff on implicit bias, particularly as it relates to assessing students.**
* **Reinstate 2 ESL classes, one in the morning and one in the evening, in Fortuna.**
* **Offer free childcare for all ESL classes.**
* **Continue to support the Cap & Gown program.**

**\*Other strategies used by other colleges to remedy disproportionate impact in the area of ESL and Basic Skills completion: (Implemented already? Add to the current Plan? Who’s in charge?)**

* **Embedded tutors (Fresco City College)**
* **Implement the UMOJA and PUENTE Projects, which provide a common purpose, curriculum, and pedagogy responsive to African-American and Latino students. (Sta. Rosa, Norco, San Diego)**
* **Use “Multiple Measures” to assess students, combined with embedded assistants and lowered course standards. (Solano College)**

**Degree & Certificate Completion**

 **Goals:**

* **To increase the percentage of African-American, Latino, Multi-ethnic students with declared education goals to complete their attempted degree or certificate programs and/or who transfer to a four-year institution.**

**\*Strategies already in CR’s current Equity Plan: (Implemented? Status? Who’s responsible?)**

* **Hire a full-time Student Equity Coordinator.**
* **Develop a communication management system to notify students of educational planning services and when to update their plans.**
* **Implement student education planning modules.**
* **Provide outreach and intervention strategies for students at risk for academic probation and dismissal, as required in the SSSP.**

**\*Strategies considered in CR’s past Equity Plan: (Implemented? Continue to implement? Who’s responsible?)**

* **Increase role models and social support for African-American, Native-American, and Latino students.**
* **Recruit a culturally diverse faculty, staff and administration that reflect the cultural diversity of currently underrepresented groups.**
* **Execute and develop training for selection committees on cross-cultural competency.**
* **Conduct follow-up interviews with faculty candidates who decline employment offers at the College to ascertain where improvements in recruitment can be made.**
* **Implement appropriate instrumentation (questionnaires or surveys) designed to assess campus climate related to equity and diversity.**
* **Provide reassign time to faulty to pursue grant funding to address student equity issues.**
* **Continue to provide a Diversity and Fellowship Award.**
* **Honor Faculty of the Year during Convocation and graduation ceremony.**

**\*Other strategies proposed by CR community, not yet included in Equity Plan:**

**\*Other strategies used by other colleges to remedy disproportionate impact in the area of degree & certificate completion: (Implemented already? Add to the current Plan? Who’s in charge?)**

* **Develop consortiums with local schools to facilitate transfers. (Diablo Valley College)**
* **Implement the UMOJA and PUENTE Projects, which provide a common purpose, curriculum, and pedagogy responsive to African-American and Latino students. (Sta. Rosa, Norco, San Diego)**

**Transfers**

**\*Goals:**

* **Increase transfer rates for Women and Students with disabilities.**

**\*Strategies already in CR’s current Equity Plan: (Implemented? Status? Who’s responsible?)**

* **Implement a student education planning module.**
* **Expand student education planning and advising opportunities such as GUID-215.**
* **Create clearer transfer degree pathways and provide increased marketing of transfer degrees to underrepresented students. (Students who enroll in AA-T or AS-T have a direct path to transfer to a CSU).**

**\*Strategies considered in CR’s past Equity Plan: (Implemented? Continue to implement? Who’s responsible?)**

* **Develop a “Pipeline Project” which includes student mentoring, collaboration with HSU & Sonoma SU, Collaboration with the UC to bring in students from underrepresented groups to recruit for transfer, Instructor mentoring, and Alumni recruited to serve as mentors and role models.**
* **Increase Transfer Guarantees and Articulation Agreement. Continue to promote transfer guarantees and develop a more complete articulation package for HSU by developing a Diversity and Common Ground requirement at the GE level that will meet the same requirement at HSU.**
* **Conduct round table discussions on research conducted with community colleges that produce healthy transfer rates in underrepresented populations.**
* **Investigate funding sources to offer summer bridge programs that have consistently proven effective in supporting students to gain access to transfer institutions.**
* **Explore the use of diagnostic testing to replace or augment placement testing to indicate if students would better benefit from “refresher” courses as opposed to remediation placement.**
* **Work with chancellors Office to obtain better data on students who transfer from the RCCD to other institutions.**

**\*Other strategies proposed by CR community, not yet included in Equity Plan:**

* **Transfer Center**

**\*Other strategies used by other colleges to remedy disproportionate impact in the area of transfer: (Implemented already? Add to the current Plan? Who’s responsible?)**

* **Create a transfer degree in Ethnic Studies. (Solano College)**

**Persistence (continue to enroll from one term to the next)**

**Goals:**

* **To ensure the persistence of African-American students for the first three semesters of college.**

 **\*Strategies already in CR’s current Equity Plan: (Implemented? Status? Who’s responsible?)**

* **Implement an early alert system where faculty can make students who need immediate help aware of counseling and student services early in the semester.**
* **Establish a Multicultural Center.**

**\*Strategies considered in CR’s past Equity Plan: (Implemented? Continue to implement? Who’s responsible?)**

**\*Other strategies proposed by CR community, not yet included in Equity Plan:**

* **Implement the Texas University model (Extra instruction, peer mentoring, extra tutoring, assigned counselor, community ties, Mindset Intervention).**

**\*Other strategies used by other colleges to remedy disproportionate impact in the area of persistence: (Implemented already? Add to the current Plan?**

* **Implement the UMOJA and PUENTE Projects, which provide a common purpose, curriculum, learning communities and pedagogy responsive to African-American and Latino students. (Solano, Norco, Sta. Rosa, Mesa Colleges)**
* **Campus becomes part of the larger community so create a sense of belonging (Solano College).**
* **Break down service silos and integrate service programs (Solano College, Norco College, Sta. Rosa)**
* **Men of Color Peer mentoring. Pay students to mentor 3-5 other students. Also involves social and educational events. Offers a sense of belonging and guidance. (Norco College)**
* **Encourage faculty to host “semi-structured learning communities.” Faculty member is trained on how to work with men of color, has a “Success Coach,” has a tutor embedded, etc. Incentive: gets free text books. (Norco College)**
* **Train faculty on equity when hired (Norco College)**

**GUIDING PRINCIPLES, OR THEMES:**

1. **HAS THE STRATEGY BEEN PROVEN EFFECTIVE BY THE DATA?**
2. **WILL FACULTY OWN, AND WHEN NECESSARY, LEAD IT?**
3. **CREATE “LEARNING COMMUNITIES” AND COMBINE LAYERS OF STRATEGIES: TRAINED FACULTY, PEER MENTORS, EMBEDDED TUTORS, COMMUNITY COMPONENT, LOANED OR FREE TEXTBOOKS, ETC. PUENTE AND UMOJA ARE FORMAL LEARNING COMMUNITIES GUIDED BY STATE STANDARDS.**
4. **ALL SERVICES MUST BE COORDINATED AND NOT WORKING IN SILOS.**
5. **CAMPUS SERVICES AND ACTIVITIES MUST BE TIED TO COMMUNITY JUSTICE.**

**POTENTIAL CATEGORIES/WORKING GROUPS FOR FURTHER RESEARCH AND IMPLEMENTATION BY CR’S EQUITY COMMITTEE:**

1. **PROMOTING CULTURAL AWARENESS (CULTURAL EVENTS, PUBLIC IMAGES, MULTI-CULTURAL CENTER, ETC)**
2. **ACCESS ACTIVITIES FOR LATINO AND NATIVE-AMERICAN STUDENTS, ESPECIALLY IN DN**
3. **ACCESS ACTIVITIES FOR VETERANS & FOSTER YOUTH**
4. **RETENTION & COMPLETION OF STUDENTS OF COLOR, ESPECIALLY MEN, IN BOTH BASIC SKILLS/ESL AND CREDIT COURSES (LEARNING COMMUNITIES, LAYERS OF ACADEMIC SUPPORT STRATEGIES, TRANSPORTATION, ETC)**
5. **AN EQUITY ANALYSIS & CRITIQUE OF CR’S CURRENT STUDENT SERVICES**
6. **FACULTY & STAFF PROFESSIONAL DEVELOPMENT**
7. **FACULTY & STAFF DIVERSITY**