

2019-2022 Integrated Plan

Basic Skills Initiative, Student Equity, and Student Success and Support Programs

College of the Redwoods

EXECUTIVE SUMMARY

Introduction

The College of the Redwoods Student Equity (SE) Plan Update for 2019-2022 identifies actions to improve district success outcomes, particularly for students who have been historically underrepresented and underserved. The Student Equity Plan has been created based on the planning actions in the Strategic and Education Master Plans and the 2012-2017 Student Equity Plan. Equity planning at College of the Redwoods reflects the college's mission of putting student success first and its core values, which include a diverse, nurturing, honest, and open environment as well as the economic and intellectual development of the various communities we serve. Board Policy and Administrative Procedure 5300 underscore the college's commitment to diversity planning and student success. **Attachment A. BP/AP 5300 Student Equity**

Equity Groups

Equity Groups and Indicators

The goals/outcomes and actions/activities in this Student Equity Plan address disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, age, ethnicity, disability status, financial need, and foster youth status with specific actions to address disproportionate impact whenever observed in the data. Student success is defined using the Board of Governors "success indicators," that capture rates of access, course completion, ESL and Basic Skills completion, Degree and Certificate completion, and transfers.

Goals and Activities 2019-2022

1.) Enhance Student Engagement through Experience Weekends

Development of specific cultural experience weekends to increase awareness of campus resources, build community, and engage with staff. The summer bridge experience would serve as a review of math, English, and technology to ensure students received a refresher prior to the fall semester.

- Summer Bridge-Math review/English review/Technology review
- LatinX Experience Weekend
- African American Experience Weekend
- Native American Experience Weekend
- Low Income/Housing Insecure Student Experience Weekend

2.) Focus on increasing the retention and transfer rates for AI/AN students

Program Development

Activities to improve AI/AN College Student Enrollment and Retention

Develop a RAIN Program (Retaining American Indians Now)

- Peer mentoring
- Community wellness partnerships
- Increased tutoring

RAIN! provides comprehensive support services to all students on-campus in order to address a wide variety of needs: academic, personal, social, cultural, and spiritual. Peer Counselors meet with students regularly throughout the quarter in 1on1 sessions. RAIN! Peer Counseling provides students with the support, tools, and resources that are essential to a student's graduation.

The goal of the peer mentoring is to create a supportive community that promotes retention and graduation of students. The program focuses on building a bridge between a successful academic career and the American Indian community on and off campus. The mentorship encourages the development of interpersonal relationships, as well as facilitates interaction between RAIN! students, alumni, graduate students, and faculty. This is done by partnering students with mentors based on tribe, interests, career, or majors.

The Wellness Program is a space that enforces the physical, mental, emotional and spiritual development of students. Through a Native centered approach students will develop a better understanding of well-being and balance by participating in fitness activities, support groups, and meeting with spiritual healers.

3.) Increase transfer to four-year institutions and partnering across systems

Education Summits

Develop four education summits with intensified focus on the following student populations:

- Native Americans in Higher Education
- LatinX Voices in Higher Education
- LGBTQ+ Education Panel
- Student Mental Health Education

Topics to include first generation college student experience, disabilities, transfer and degree completion, certificate attainment, community resources, Native American and Hispanic Serving Institution goals.

2017-2019 SE Goal Progress Summary

Increase the number of students who complete degree-applicable English & Mathematics

Prior to implementation of AB 705 We have revised both our placement process (cut scores and multiple measures) for English and Math placement, as well as, revised developmental courses. In English, if students place more than one level below transfer, they enroll in an accelerated developmental course, ENGL-102, that prepares them for transfer-level course work in one semester. In Math, students who do not place directly in

Statistics now can take an accelerated developmental course, MATH-102 that prepares them for Statistics in one semester. In Fall 2014 we had 439 students enter into a developmental English course and 134 of these students (30.5%) complete a transfer-level English course by the end of Fall 2015. In Fall 2015 we had only 348 students start in a developmental English course and 111 of these students (31.9%) complete a transfer-level English course by the end of Fall 2016. In Fall 2014 we had 354 students enter into a credit developmental Math course and 59 of these students (16.7%) complete a transfer-level Math course by the end of Fall 2015. In Fall 2015 we had 383 students enter into a credit developmental Math course and 98 of these students (25.6%) successfully complete a transfer-level Math course by the end of Fall 2016. All data is from the Basic Skills Cohort Tracker.

AB705 elimination of prerequisites, support for transfer level math and English, and supplemental classes. This resulted in Enrollments in transfer-level math increased by 43% from fall 2017 to Fall 2018.

In addition to removal of the prerequisite barriers we expand EPIC Leader Training to courses in required GE areas and popular degrees that have success and/or retention below the District average (BSI), Formalize regular student services staff (including counseling) visits to English & Math courses to discuss available support (BSI), and Expand the Embedded Peer Instructional Cohort (EPIC) program for accelerated English & Math courses. Our EPIC Leader numbers have expanded as well as the sections of courses they are providing enhanced peer support.

	# of Sections (planned)	#of Section (Actual)
2016/17	10	14
2017/18	15	22
2018/19	25	34

Expansion of the Embedded Peer Instructional Cohort (EPIC) program has been very successful. Currently, EPIC leaders are embedded in 37 sections including ESL and READ 260. Due to its success the program will be expanding into biology, forestry, research methods, and psychology in the Fall 2019. Leaders receive International TUTOR Training

Program Certification (ITTPC) prior to assisting students. The training includes the topics of equity and diversity training.

To ensure students success in transfer level math and English courses CR faculty have developed support courses for students whose placement indicates that they would benefit from additional support.

- ENGL-1S: English Learning Community to support students in ENGL-1A
- MATH-30S: Support for College Algebra to support students in MATH-30
- MATH-15S: Support for Statistics to support students in MATH-15

With the implementation of AB 705 College of the Redwoods has experienced a 43% increase in transfer-level math from Fall 2017 to Fall 2018.

students enrolled in transfer-level coursework:

	Fall 2016	Fall 2017	Fall 2018
Math	593	556	796
English	700	761	903

Student Engagement

The College has used the SE data to create goals to help students identified in the College of the Redwoods SE plan reach their academic goals. College staff and students, worked together to identify the equity gaps in our District and developed activities to reduce the barriers. Since receiving the funds, the college has been able to meet or make significant progress towards achieving the goals identified. Accomplishments include: Supporting cultural awareness and recognition activities with an emphasis at Del Norte for the campus and off-campus communities, infuse cultural awareness into existing CR events, and developing outreach pamphlets and communication geared towards Veterans and students of color.

The College of the Redwoods Multicultural Leadership Ambassador Program provides a unique opportunity for students to take an active role on campus by discussing their personal narratives in correlation with diversity related topics. The Ambassadors work toward changing perspectives and breaking down stereotypes, while promoting the genuine celebration of differences and encouraging multicultural awareness across cultures and in everyday settings. Ambassadors are responsible for facilitating diverse conversations through presentations and open discussions in classrooms. Their presentations are free and available to instructors on campus. Ambassadors are some of our most involved students and become part of a close-knit, diverse, and vibrant group.

Presentation topics include immigration, understanding differing cultures and culture shocks, LGBT experiences, religion, allyship, physical, mental and emotional abuse, education, challenges facing minority groups, family dynamics, socioeconomic status, mental health, first generation college student experiences, and the challenges that come with growing up in a single parent household. The Ambassadors share their stories in an effort to encourage our audience to feel empowered by their personal experiences, leading to a more inclusive environment at College of the Redwoods.

In an effort to formally recognize first generation students College of the Redwoods held the first Multicultural and Diversity Center Graduate Celebration. We want to celebrate the achievements of students who are graduating or transferring at the Multicultural Graduation Celebration on the Eureka Campus. The first celebration took place in May of 2018 and honored 11 graduate and transfer students. The Spring 2019 Graduation Celebration honored 32 graduate, transfer, and certificate completers. provide Transportation options were available for students to participate from the KT and Del Norte campuses.

During the celebration, student success was the hallmark for future students' completion of their degree but to also to recognize the diversity of our community. These celebrations supplement the traditional CR's graduation and are also held during graduation week to express appreciation for the achievements, commonalities, and cultural differences that characterize the experiences of our diverse students. The ceremony acknowledges the value and uniqueness of our underrepresented student experiences and serves to commemorate the accomplishments of those students that participate in this celebration.

2017-2019 Goals Accomplished Student Engagement

Develop a vibrant Multicultural & Diversity Center with a broad range of services. As a byproduct of the center opening we have been able to provide the following services:

- MCC Peer Ambassador Program
- Cultural Events
- Cultural Outreach
- Cultural Club Enhancement and Exposure
- High School Outreach

The Multicultural & Diversity Center is a dynamic and inclusive place that supports all students in their academic and personal journeys at the college. We do this by creating community, home away from home, and a safe place for cultural expression, cross-cultural learning, access to college and dignity resources, and social justice work opportunities. The Center is committed to retention and student success by offering activities related to leadership development, student connectedness and student equity. The Multicultural and Diversity center serves and increasing number of students on the Eureka campus

In an effort to reduce time to degree/transfer and increase the number of degree and certificate completers CR recently approved a new policy allowing veterans at College of the Redwoods to be awarded up to 30 units for prior military education, training, and services.

Other accomplishments include improve on the Veteran Mentor program to offer mentoring services to Veterans, and provide academic and transitional support through weekly meetings and by attending activities together; Implementing a non-credit certificate program to transition Veterans to credit courses. The College has also provided stipends for current employees to assist as translators for the college. Student Equity funds have been used to offer additional FAFSA workshops and financial literacy workshops, to enhance students' awareness of the college, and their ability to commute to the college, especially in Del Norte, by offering free bus passes in Del Norte and Eureka. In an effort to reduce access barriers college staff has been dedicated to outreach activities throughout the Del Norte service area, and a Bilingual Outreach Specialist in Del Norte was hired in 2016.

Staff training continues to be offered for faculty and staff related to student equity and cultural sensitivity. These trainings are offered online and in-person formats in an effort to provide the greatest flexibility in training modalities.

2017-2019 SE Goals in Progress

Although we are proud of our many accomplishments, there are some goals that are still in progress. We still are in need of bilingual staff to assist the Financial Aid department to help conduct financial aid information and workshops in Spanish. Still need to create athletic-themed accelerated English and/or Path-to-Statistics courses

Other identified goal includes expansion of the orientation for just-in-time information throughout the semester. Hire an administrator to oversee campus life events & trainings. Expand involvement in the Reading Apprenticeship Program to build community in the classroom.

College of the Redwoods 2015-2016 SE Allocation Accounting Summary:		
Object Code	Category	2015-16 Equity Expenditures
1000	Academic Salaries	42,363
2000	Classified and Other Nonacademic Salaries	180,582
3000	Employee Benefits	95,746
4000	Supplies & Materials	22,328

5000	Other Operating Expenses and Services	59,613
6000	Capital Outlay	90,323
7000	Other Outgo	80,688
	Program Totals	<u>\$571,643</u>

College of the Redwoods 2016-2017 SE Allocation Accounting Summary:		
Object Code	Category	2016-17 Equity Expenditures
1000	Academic Salaries	0
2000	Classified and Other Nonacademic Salaries	277,248
3000	Employee Benefits	172,078
4000	Supplies & Materials	19,356.68
5000	Other Operating Expenses and Services	60,783.13
6000	Capital Outlay	94,316.57
7000	Other Outgo	63,302.59
	Program Totals	<u>\$687,084</u>

College of the Redwoods 2017-2018 SE Allocation Accounting Summary:		
Object Code	Category	2017-18 Equity Expenditures
1000	Academic Salaries	
2000	Classified and Other Nonacademic Salaries	
3000	Employee Benefits	
4000	Supplies & Materials	
5000	Other Operating Expenses and Services	
6000	Capital Outlay	
7000	Other Outgo	
	Program Totals	

College of the Redwoods 2018-2019 SE Allocation Accounting Summary:		
Object Code	Category	2018-19 Equity Expenditures
1000	Academic Salaries	

2000	Classified and Other Nonacademic Salaries	
3000	Employee Benefits	
4000	Supplies & Materials	
5000	Other Operating Expenses and Services	
6000	Capital Outlay	
7000	Other Outgo	
	Program Totals	

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