

Cosumnes River College

Student Equity Plan



January 10, 2005

COSUMNES RIVER COLLEGE STUDENT EQUITY PLAN

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Goals and Activities

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***Cosumnes River College
Student Equity Plan***

Signature Page

District: Los Rios Community College District

College: Cosumnes River College

**Terry Cochran, President
Board of Trustees**

January 10, 2005

District Chancellor: _____ Brice W. Harris

College President: _____ Francisco C. Rodriguez

Academic Senate President: _____ Lisa Marchand

Student Equity Coordinator: _____ Celia Esposito-Noy

Executive Summary

EXECUTIVE SUMMARY

Goals:

1. Access:

The college has established three major goals with respect to access. The first is to increase the participation rates from our local feeder High Schools. The second is to identify and remediate the issues that are causing a disproportionate enrollment in the college for White and Hispanic students in the South Sacramento Region. The third is to review and improve the college's matriculation plan. The college anticipates that as a result of these efforts:

- High school participation rates will increase by 5%;
- participation rates in underserved populations will increase by 2%; and
- there will be a 10% increase in the number of new students who successfully complete all steps of the matriculation process.

Key activities in this area include improving recruitment materials, enhancing outreach activities and improving the matriculation plan and process. Key contact: Celia Esposito-Noy, Vice President of Student Services and Enrollment Management (916.691.7487).

2. Course Completion:

The college has established two major goals with respect to course completion. The first is to increase faculty understanding and implementation of culturally proficient teaching methodologies. The second is to enhance the campus climate at the college. The college anticipates that as a result of these efforts:

- Over 50% of the faculty will have been exposed to significant staff development in culturally proficient teaching methodologies;
- 10% of the faculty will change their teaching pedagogy as a result of the staff development activities;
- 25% of the teaching faculty will be utilizing student learning outcomes and ongoing assessment to enhance instructional effectiveness;
- 10% of the faculty will have made significant changes in teaching methodology as a result of implementing student learning outcomes;
- a new employee orientation and a structured mentoring program will be institutionalized at the college; and
- at least 4 new activities designed to build community will be offered on an annual basis.

Key activities in this area include staff development, the development and implementation of student learning outcomes and the development of new employee orientation and mentoring programs. Key contact: Janis Caston, Dean of Instruction and Student Learning (916.691.7205).

3. ESL and Basic Skills Completion:

The college's goal in this area is to increase and improve the support systems for ESL and Basic Skills students. The college anticipates that as a result of these efforts:

- Student utilization of tutorial services on campus will increase by 10%;
- student satisfaction with tutorial services will improve;

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- there will be a 10% increase in the number of students in these classes who participate in structured study groups;
- course success rates in courses with structured study groups will increase by 10%; and
- an at-risk intervention tool will be utilized by over 50% of the instructors in these classes, resulting in successful interventions with at least 100 basic skill and ESL students.

Key activities in this area include improving and expanding tutorial services, increasing access to facilitated study groups and developing and implementing an at-risk intervention tool. Key contacts: Arturo Reyes, Dean of Humanities and Social Sciences (916.691.7359), Kathy McLain, Dean of Science, Mathematics and Engineering (916.691.7204) and Juan Avalos, Dean of Student Services and Counseling (916.691.7350).

4. Degree and Certificate Completion

The college's goal in this area is to increase student utilization of academic planning and support services. The college anticipates that as a result of these efforts:

- There will be a 20% increase in the number of students participating in orientation;
- there will be a 10% increase in the number of students using career center services;
- there will be a 10% increase in the number of students participating in internships;
- there will be a 10% increase in the number of students completing Student Educational Plans; and
- at least 100 new students will connect with counseling via outreach efforts made by counselors.

Key activities in this area include strengthening new student orientation, enhancing career center services, creating and disseminating student success resources and improving access to counseling. Key contact: Juan Avalos, Dean of Student Services and Counseling (916.691.7350).

5. Transfer Rates

The college has established two goals in this area. The first is to increase opportunities for transfer students to connect with other members of the campus community. The second is to strengthen the support structure for transfer students. The college anticipates that as a result of these efforts:

- There will be a 10% increase in student participation in student government, in student ambassadors, in on-campus employment and in student clubs;
- at least one hundred students will be exposed to new resources which will help them navigate the transfer process more easily; and
- all transfer-bound students will receive regular and ongoing communications from the transfer center.

Key activities in this area include developing and implementing a mentoring program for transfer students, increasing the involvement of transfer students in campus activities, enhancing Transfer Center operations and developing materials to facilitate the transfer process. Key contact: Juan Avalos, Dean of Student Services and Counseling (916.691.7350).

Summary of Key Findings

With respect to access:

1. CRC's "participation rates" from local feeder High Schools is lower (27%) than the District average (43%) – instead of enrolling at CRC, students are "driving by" to enroll in other Los Rios Colleges instead of at CRC.
2. CRC is serving the "college age" community well (participation rates exceed population proportion for these students) but may be missing an opportunity to serve those over the age of 30 more effectively (since participation rates for these students is far below the population proportion).
3. Male students are enrolling in lower proportions (42%) than female students (58%) despite the fact that there is virtual gender balance in our service area.
4. Asian/Pacific Islanders and African Americans are enrolling in higher proportions compared to the population distribution in the service area.
5. White and Hispanic students (particularly in the South Sacramento Region) are enrolling in lower proportions compared to their population distribution in the service area.

With respect to student success:

1. Since the 1992-93 academic year to the 2002-03 academic years, there are no significant changes in the overall course success rates¹ for CRC students regardless of demographic.
2. Students who enroll in basic skills courses have lower course success rates (61.1%) than students who enroll in transfer-level courses (68.6%).
3. DSPS students have a comparable course success rate (63.5%) compared to non-DSPS students (67.6%).
4. Female students have higher course success rates (69.1%) than male students (65.2%).
5. African American student Basic Skills course success rates have increased in the 2002-03 academic year compared to five years ago (48.8% course success rate in Basic Skills courses compared to 41.9% during the 1997-98 academic year).
6. In general, African American student course success rates are lower compared to other ethnic groups (52.8% course success form African American students compared to 68.1% course success rate for Asian students and 62.9% course success rate for Hispanic students). This trend is not just a local phenomenon, however and is mirrored across the district and the state.

¹ Course Success Rate

Definition: Student succeeds in the course. A, B, C, CR grade notations

Success Rate Percent of students successful in courses out of total enrolled in courses The success rate is calculated by dividing the numerator by the denominator and multiplying by 100

Numerator Number of students (duplicated) with A, B, C, CR

Denominator Number of students (duplicated) with A, B, C, D, F, CR, NC, W, I

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With respect to certificate and degree completion:

1. Over the last five years, the disparity between achievement and goals with respect to earning degrees and certificates has narrowed.
2. At the current time the percent of students who earn a degree or certificate matches or exceeds the percent of the student population who indicate a degree or certificate as their educational goal when they come to the college.
3. It does not appear there are significant barriers at the institution that impedes the progress of students as a whole.
4. A gap between achievement and goals with respect to earning degrees and certificates does exist for the African American population (only 9% of the students earning degrees and certificates are African American as compared with a population distribution of 13%) – and this disparity has stayed constant over time.
5. 38% of students who enroll in the college with a goal of obtaining a degree or certificate are male as compared which is comparable to the distribution of our student population.

With respect to transfer:

1. The transfer rate for our students is distressingly low. Whereas 25% of the LRCCD student population attends CRC, the percentage of LRCCD transfer students who come from CRC hovers around 20%.
2. While the college has enjoyed a tremendous period of growth, the number of CRC students transferring to CSU and UC has stayed static or even decreased over time.
3. Although there was a slight increase this year, the percentage of transfer students who are African American has declined over the past 5 years both at the college and across the district -- a decrease which seems significant when compared with other ethnic groups or statewide data.

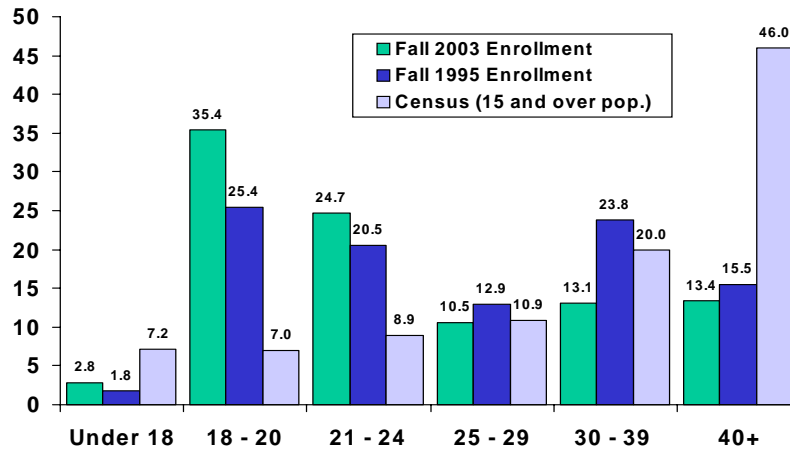
District : Los Rios Community College District

Campus-Based Research

CAMPUS-BASED RESEARCH

- ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

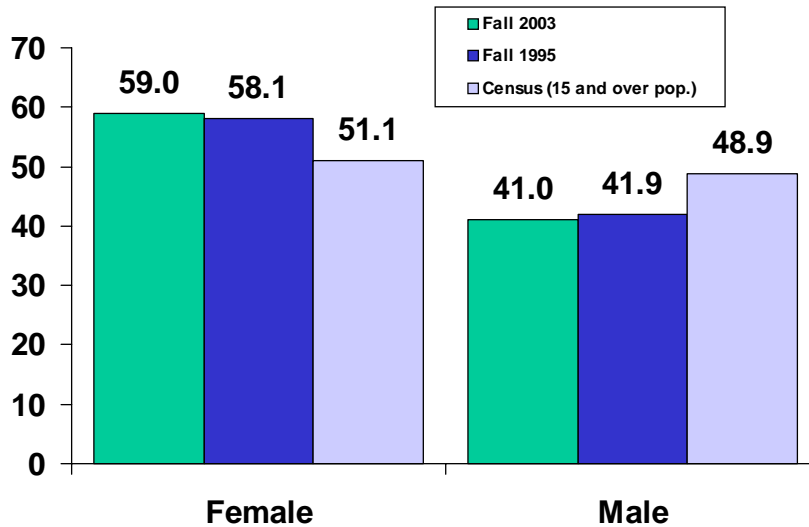
Parkway/South Sac. Enrollment vs. Census – Age Group



- CRC receives a higher proportion of 18-20 and 21 - 24 year old students from the Parkway/South Sac. Area than the proportion of 18-20 and 21 -24 year old citizens in the Parkway/South Sac. area
- CRC receives a lower proportion of 40 and over students from the Parkway/South Sac. Area than the proportion of 40 and over citizens in the Parkway/South Sac. area

CRC Research Office

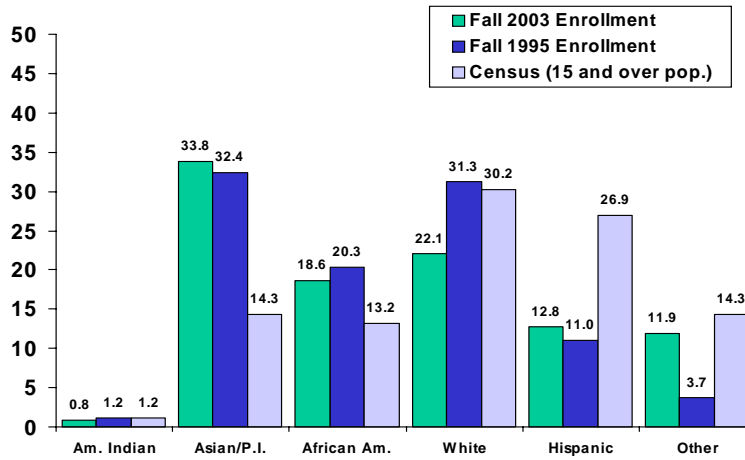
Parkway/South Sac. Enrollment vs. Census – Gender



- CRC receives a lower proportion of males from the Parkway/South Sac. area than the proportion of male citizens in the Parkway/South Sac. area

CRC Research Office

Parkway/South Sac. Enrollment vs. Census – Ethnicity



- CRC receives a higher proportion of Asian students when compared to the proportion of Asian citizens in the Parkway/South Sac. area.
- CRC receives a lower proportion of white and Hispanic students compared to the proportion of white and Hispanic citizens in the Parkway/South Sac. area.

CRC Research Office

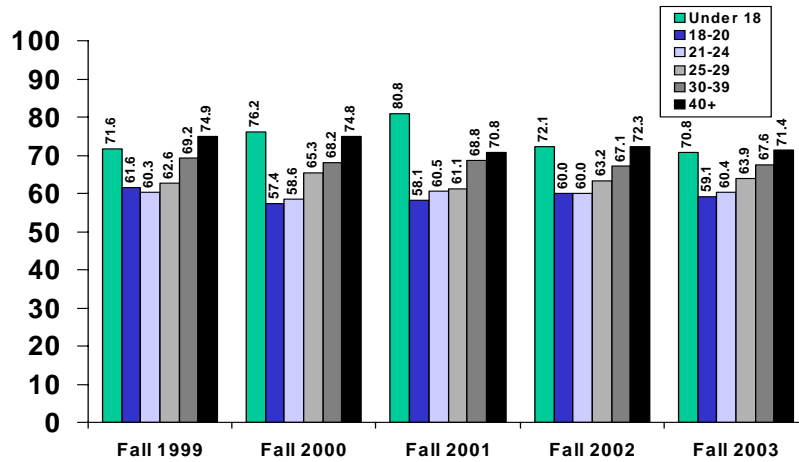
ACCESS Summary of key findings

1. CRC’s “participation rates” from local feeder High Schools is much lower than the District average – instead of enrolling at CRC, students are “driving by” to enroll in other Los Rios Colleges instead of at CRC.
2. CRC is serving the “college age” community well, but may be missing an opportunity to serve those over the age of 30 more effectively.
3. Male students are enrolling in lower proportions than female students.
4. Asian/Pacific Islanders and African Americans are enrolling in higher proportions compared to the population distribution in the service area.
5. White and Hispanic students (particularly in the South Sacramento Region) are enrolling in lower proportions compared to their population distribution in the service area.

CAMPUS-BASED RESEARCH

2. **COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

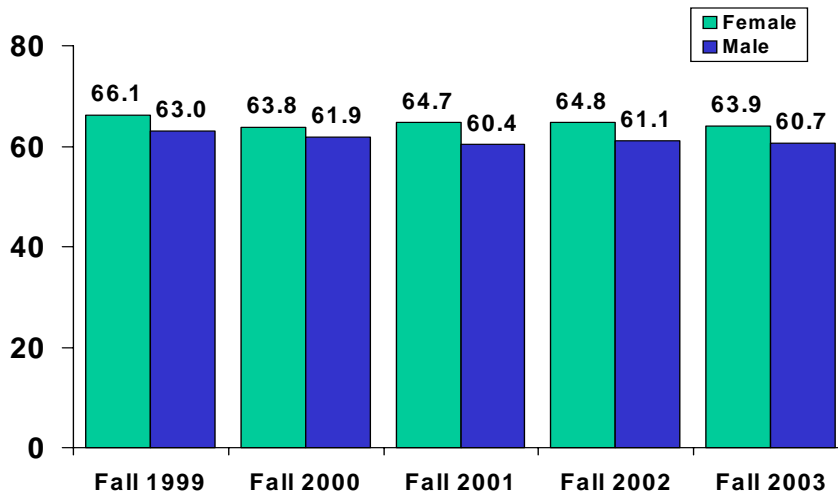
CRC Student Course Success Rates By Age Group



• On average, with the exception of the Under 18 population, the older the student, the higher the course success rate.

CRC Research Office

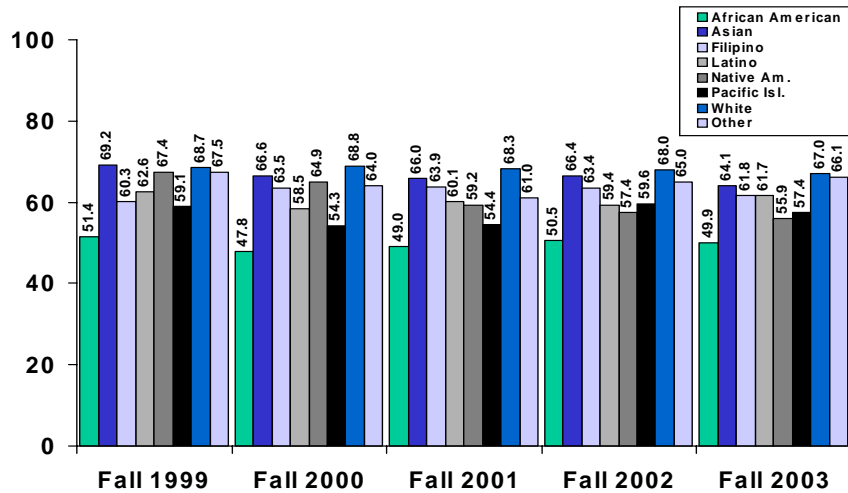
CRC Student Course Success Rates By Gender



• Female students have higher course success rates (63.9%) than male students (60.7%).

CRC Research Office

CRC Student Course Success Rates By Ethnicity



• African American student course success rates are lower compared to other ethnic groups (49.9% course success form African American students compared to 64.1% course success rate for Asian students and 61.7% course success rate for Latino students).

CRC Research Office

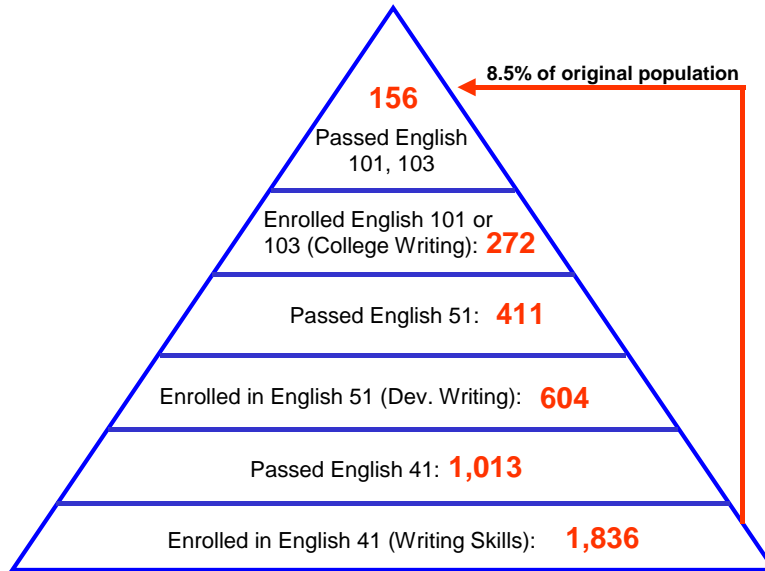
Course Completion/Success Summary of Key Findings

1. Since the 1992-93 academic year to the 2002-03 academic year, there are no significant changes in the overall course success rates for CRC students regardless of demographic.
2. Students who enroll in basic skills courses have lower course success rates (61.1%) than students who enroll in transfer-level courses (68.6%).
3. DSPS students have a comparable course success rate (63.5%) compared to non-DSPS students (67.6%).
4. Female students have higher course success rates (69.1%) than male students (65.2%).
5. African American student Basic Skills course success rates have increased in the 2002-03 academic year compared to five years ago (48.8% course success rate in Basic Skills courses compared to 41.9% during the 1997-98 academic year).
6. In general, African American student course success rates are lower compared to other ethnic groups (52.8% course success form African American students compared to 68.1% course success rate for Asian students and 62.9% course success rate for Hispanic students). This trend is not just a local phenomenon, however and is mirrored across the district and the state.

CAMPUS-BASED RESEARCH

3. **ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.

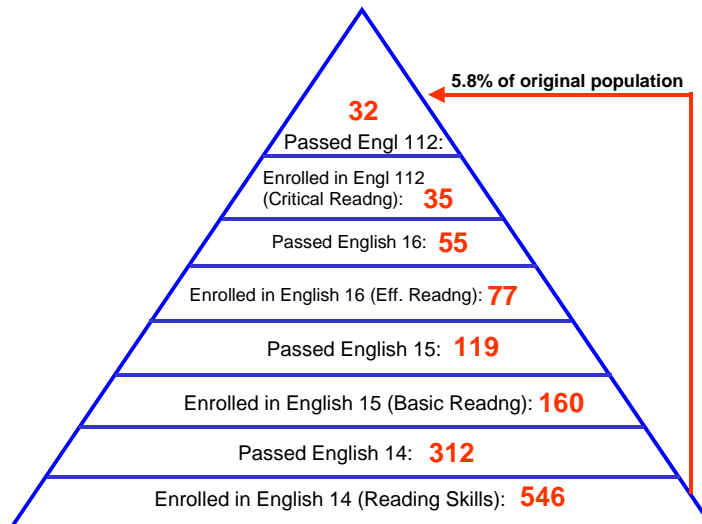
Remedial English Progression (Writing Skills to College Writing) *



* Based on analyzing transcript records between Fall 1995 and Spring 2004

Completion Rate: 156/411 (37.9%)

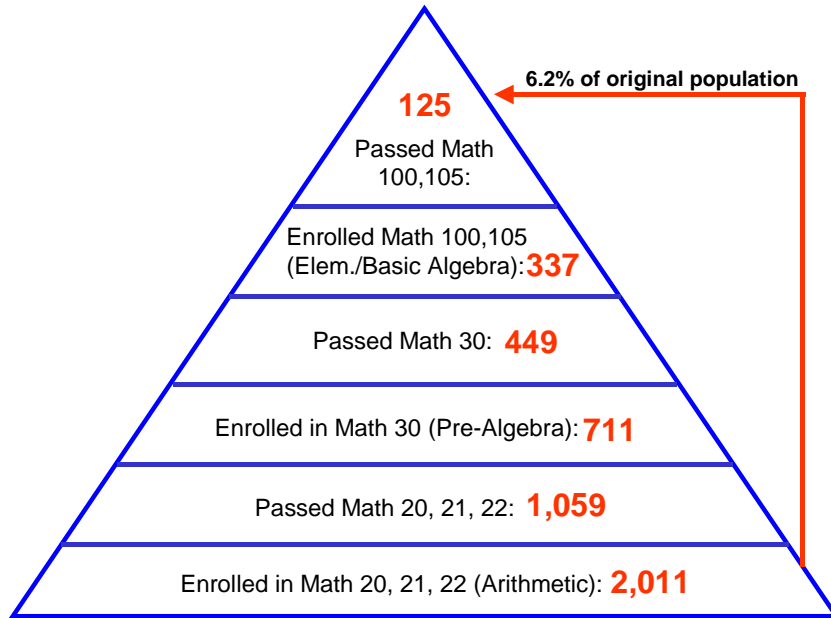
Remedial English Progression (Reading skills to Crit./Tech. Reading) *



* Based on analyzing transcript records between Fall 1995 and Spring 2004

Completion Rate: 32/55 (58.1%)

Remedial Math Progression (Arithmetic to Any Algebra) *



* Based on analyzing transcript records between Fall 1995 and Spring 2004

Completion Rate: 125/449 (27.8%)

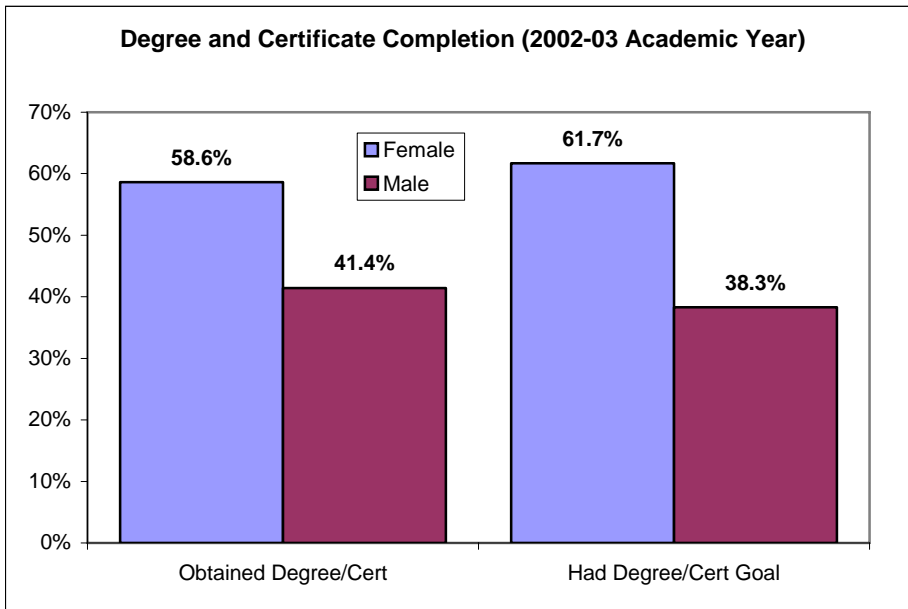
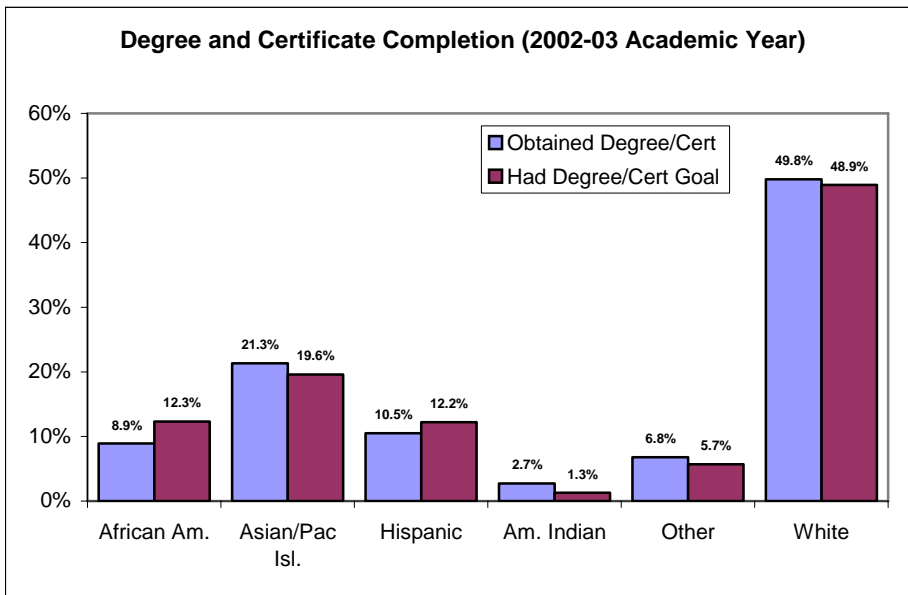
Course Completion Summary of Key Findings

1. Student persistence, especially for students with basic skill deficiencies, is low as measured by enrollment in the next course in a sequence

CAMPUS-BASED RESEARCH

- 4. DEGREE and CERTIFICATE COMPLETION.** Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

Upon further examination of the methodology proposed by this metric, the Chancellor’s Office has concluded that the ratio would be a poor measure of effectiveness. We will not be requiring any information for this metric at this time.



Degree and Certificate Completion Summary of Key Findings

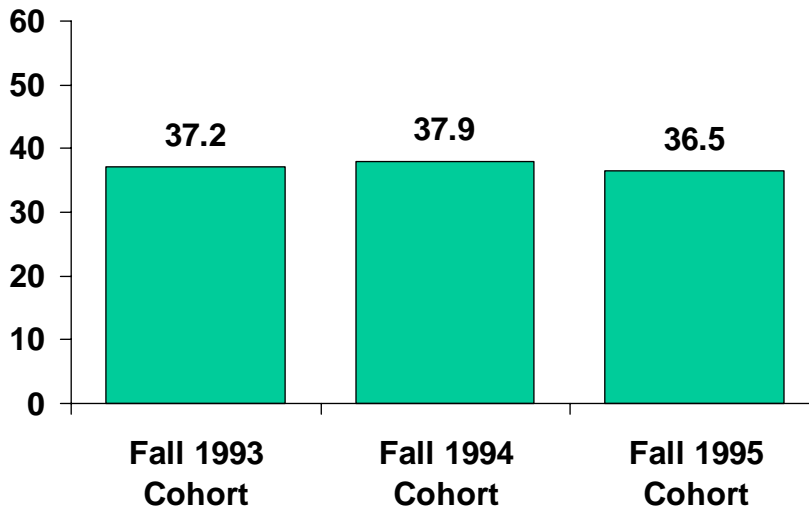
1. Over the last five years, the disparity between achievement and goals with respect to earning degrees and certificates has narrowed.
2. At the current time the percent of students who earn a degree or certificate matches the percent of the student population who indicate a degree or certificate as their educational goal when they come to the college.
3. It does not appear there are significant barriers at the institution, which impede the progress of students as a whole.
4. A gap between achievement and goals with respect to earning degrees and certificates does exist for the African American population – and this disparity has stayed constant over time.
5. Fewer male students enroll in the college with a goal of obtaining a degree or certificate as compared with women.
6. The percentage of men who enroll at the college with the educational goal of obtaining a degree or certificate has decreased over the past 5 years.

CAMPUS-BASED RESEARCH

5. **TRANSFER.** 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.

Given the recent loss of Research staff directly involved with this activity, the Chancellor’s Office will not be able to provide this data at this time and will not require this metric for the report.

Actual Transfer Rates For CRC Freshmen*



* Actual transfer rates are calculated for first-time freshmen cohorts. These cohorts include students who attempted transfer-level math or English and completed 12 units at a community college and transfer to a four-year institution of higher education within six years.

CRC Research Office

**Transfer Data
Summary of Key Findings**

1. With respect to transfer, the transfer rate for our students is distressingly low. Whereas 25% of the LRCCD student population attends CRC, the percentage of LRCCD transfer students who come from CRC hovers around 20%.
2. While the college has enjoyed a tremendous period of growth, the number of CRC students transferring to CSU and UC has stayed static or even decreased over time.
3. The percentage of transfer students who are African American has continued to decline over the past five years both at the college and across the district.