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ABSTRACT
         Presenting the Student Equity Plan developed at
Cuesta College, in California, this document provides background to
the development of the plan, reviews plan components, and discusses
implementation and evaluation. Introductory materials indicate that
the plan was intended to create a campus environment that assures
that enrollment, retention, and graduation rates reflect the ethnic,
gender, and disabled distributions within the service area. Next,
legislative foundations of student equity are reviewed and legal
definitions are provided. The following components of the plan are
then described: (1) campus needs assessment; (2) identifying
institutional barriers to equity through surveys of students,
faculty, and staff; (3) assessing equity for Hispanic, Asian, African
American, Native American, women, and disabled students; and (4)
setting valid equity goals and institutional responses. The last
component includes tables of barriers and activities related to
access, course completion, basic skills and English as a Second
Language, degrees and certificates, and transfer. Next, information
is provided on implementation, coordination, and evaluation
activities, including recommendations from a 1990 accreditation to
integrate equity activities into the planning process, a Diversity
Action Plan from 1993, staff development diversity activities, and
faculty/staff recruitment efforts. Finally, student services
recruitment efforts are described. Appendixes include educational
legislation on student equity, a campus climate survey, 1990 service
area census data, an accreditation mid-term report, a chart of the
six-year planning and budget cycle, and the college Diversity Action
Plan, 1993-1996. (KP)

Cuesta College
Student Equity Plan

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February 1994

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ABSTRACT

The Cuesta College Student Equity Plan describes efforts designed to create a campus environment that assures all students the maximum opportunity to attain their educational goal. Educational and support services referenced in the plan are a response to the challenges presented by increasing populations of traditionally underrepresented students in higher education--ethnic minorities, women, and the disabled.

Presented within an educational context of national reform, community college reform, and calls for increasing educational accountability, Student Equity Plans are community college action plans describing practices which enhance enrollment, retention, and program completion of underrepresented students. Components of the Student Equity Plan include; 1) Campus Needs Assessment; 2) Identifying Institutional Barriers; 3) Assessment of Equity for Underrepresented Students; 4) Notes on Student Equity Indicators, Goal Identification, and Institutional Responses; 5) Implementation, Coordination, and Evaluation Activities; and 6) Executive Summary.

Diversity goals are currently being incorporated in all planning efforts being undertaken by Cuesta College. From the College Plan to the planning and budgeting process and the development of unit plans, diversity issues are identified and addressed. On-going progress is being made in areas such as curriculum development, staff development and training, and student services. In addition, significant points of access, such as Assessment Testing, Admissions and Records, and high school outreach are highly scrutinized and constantly reviewed, revised, and made more responsive to students needs. Evaluation of all stated goals and objectives occurs on a yearly basis.

Cuesta College has recognized that an excellent college, by definition, includes the attainment of diversity and equity goals. At Cuesta College, valuing student diversity and equity has begun in earnest, as evidenced by the willingness of faculty, staff, and administrators to grapple with diversity issues, enter into dialogue, and modify instructional and support services. The Cuesta College Student Equity Plan demonstrates broad campus involvement, representing a concerted effort in contributing to diversity and affirming inclusiveness for all students.

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BACKGROUND

Student Equity Plans reflect a unique development in the evolution of open access practices in California Community Colleges. While all public community colleges are required by law to adhere to Title VI and Title VII of the Civil Rights Act--"No person shall on the grounds of sex, race, color, national origin or handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any Cuesta College program or service"--few colleges can systematically demonstrate that they have achieved a campus environment that reflects a valuing of student differences by administrators, faculty and staff. A basic principal of student equity is that college personnel will learn to value and appreciate student differences as opposed to simply being aware of them. Understanding the unique experiences of underrepresented groups is the first step in providing appropriate educational services and is the responsibility of all college staff members. Student Equity Plans intend that all segments of the college be responsible and accountable for developing goals and implementing strategies to achieve defined equity criteria.

A review of recent changes in community college mandates reveals that student equity plan objectives build upon individual institutional and community college system goals.(Appendix A) Two principal themes in recent community college reform legislation--Assembly Bill 1725--are 1) The need to address changing diversity among our students, and 2) Focusing on student outcomes as a predominant measure of institutional effectiveness and accountability. A review of state and national trends confirms that these are critical imperatives of education at all levels.

A recent draft Statement on Diversity from the Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges includes the following,

> "It is the responsibility of every institution affiliated with the Commission to provide and sustain an environment in which all segments of the college community can interact on a basis of acceptance of differences, tolerance of diversity, and the respect for each individual. Each institution is responsible for assessing the quality and diversity of its campus environment and for demonstrating how diversity is integrated into the goals and mission of the college and district. In addition, institutions must identify the processes that actively promote diversity in the everyday environment and the academic programs of the college. Accreditation teams will evaluate the status of the institutional diversity during the site visits and include findings and recommendations in written reports to the Accrediting Commission." (10/1/93 Draft) (Appendix B).

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The accreditation commission's draft statement confirms that developing student equity and providing a hospitable campus environment needs to be a priority for colleges.

FOUNDATIONS OF STUDENT EQUITY PRINCIPALS

Educational Reform

The modern era of educational reform can be traced directly to national concerns regarding the perceived inability of our schools to educate students who possess math and science skills, basic reading and writing abilities, and practical citizenship skills. Recent national shifts in emphasis from an industrial to a technical economy, foreign policy to domestic issues, increasing immigrant populations, and the continued mandate of educating our citizens for a changing world, have brought a heightened focus on our educational institutions. Higher education is being held accountable to more clearly define and demonstrate the attainment of educational outcomes.

Assembly Bill 1725

California Community Colleges have been profoundly reshaped by the reform movement. With the signing of California Assembly Bill 1725 in September 1988, California Community Colleges were ushered into their most significant era of educational reform. Not since the original Master Plan for Higher Education was enacted in 1960 have community colleges been so comprehensively redirected by fundamental legislative provisions. Assembly Bill 1725 defines specific educational practice in six areas of college operations: 1) governance, 2) funding, 3) mission and functions, 4) employment, 5) access to programs and the success of participants, and 6) accountability.

Assembly Bill 1725 is explicit in that community colleges have a fundamental responsibility in addressing rapidly changing population changes in California-

Chapter 9 Sec. 1.

(a) "The California Community Colleges face an unprecedented challenge in the coming two decades, as California undergoes a major demographic, social, and economic transformation. The community colleges are at the center of this change, and the state's future as a healthy and free, diverse, and creative society depends in major part on the commitments expressed through and in the community colleges."

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(b) To do these things well, to bring excitement and power to the lives of students so diverse and needing so much, to serve the economy and society through its service of these students, this requires a deep commitment from all who teach and learn, from those who administer and counsel, from those who fund and regulate." (Appendix C)

The same concern for equal educational opportunity in all phases of student experiences is articulated in other major educational planning efforts, such as the California Post-secondary Education Committee reports, the California Community College Board of Governors and the Commission for the Review of the Master Plan for Higher Education.

Assembly Bill 1725 Model Accountability System

Establishing a college accountability system is a requirement of AB 1725 that implements the principal intent of this legislation-- the measurement of student academic progress and outcomes resulting from their educational experiences. The accountability model defines outcome criteria reflecting student access, retention, and success rates, as indicators of effective colleges. Those criteria are quite similar to the outcome criteria required in Student Equity Plan regulations.

Implementing the Model Accountability System consists of two phases. The first is the development of a pilot accountability system, which includes determining the usefulness of the model at different levels, refining indicators, data collection procedures, and reporting and planning models. The second phase consists of statewide implementation scheduled for the 91-92 academic year, with a three-year phase in. This includes the use of the Management Information System (MIS) for development of most data reports. The accountability system includes four components directly related to student equity criteria:

A. Student Access
   1. Student Enrollments and Participation Rates
   2. Access Programs
B. Student Success
   1. Academic Success
   2. Course Completions (Excludes "F", "W", and non-credit)
   3. Student Goal Achievement (from Matriculation)
   4. Basic Skills and ESL Course Preparation
   5. Non-credit (adult education)
   6. Qualitative Measures- WASC Accreditation Report
C. Student Satisfaction
   1. Student Satisfaction Surveys
   2. Qualitative Measures

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a. Student services
b. Learning resources
D. Staff Composition
1. Numbers and Percentage of Present staff compared to available Work Force in the State by Gender, Age, disability, and ethnicity
2. Recent hires, compared to available work force
3. Accomplishment of local affirmative action goals and timetables
4. Qualitative Measure-WASC Accreditation Report
(Appendix D)

STUDENT EQUITY PLAN REGULATIONS

Adopted in September 1992, Student Equity Plan regulations require community colleges to develop and implement services to enroll, retain, and graduate ethnic minorities, women, and disabled students in the same proportion as their presence in the college's service area. Student Equity Plans develop through specific criteria Assembly Bill 1725's sections on "Access to Programs and Success of Participants", and "Accountability". Equity evaluation criteria closely resemble those contained in the Model Accountability System with one significant difference--they focus on access, retention, and successful educational outcomes of students who are members of underrepresented groups(see below for definitions). An important function of equity regulations is that on a college-by-college basis, they specify substantive practices designed to reach the diversity objectives of AB 1725.

Central to equity plans is the intention that all groups collaborate in the development of student equity plans. Faculty, students, administration, and community need to have equal and active roles in developing and implementing equity activities. Utilizing a widespread planning process will allow equity goals and objectives the greatest probability of attainment.

STUDENT EQUITY DEFINITIONS

The Community College Chancellor's Office has specified the following definitions for use in the development of student equity goals:

Student Equity--enrollment, retention, and graduation in the proportions reflecting the ethnic, gender, and disabled distributions within the college's service area.

Historically Underrepresented Groups--groups for which the percentage of persons from that group who enroll and complete their educational

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goals is now, and has historically been, lower than the percentage than members of that group represented in the adult population of the state. The Board of Governors has determined that on a statewide basis, ethnic minorities, women, and persons with disabilities are historically under-represented groups.

Ethnic Minorities--American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks and Hispanics.
(Appendix E)

STUDENT EQUITY COMPONENTS AT CUESTA COLLEGE

Campus Needs Assessment

Prior to 1988 and the advent of Assembly Bill 1725 (AB-1725) , many community colleges dealt with student equity issues by primarily utilizing special support efforts targeting women, ethnic minority students, and physically challenged students provided by specially funded programs. Cuesta College had not been an exception to that trend. Programs with primary responsibility for recruitment, retention, and graduation of students from underrepresented groups have been the Extended Opportunity Programs and Services--low income/educationally disadvantaged , Disabled Students Programs and Services--disabled students, Vocatioral Applied Technology and Education Act low-income, educationally disadvantaged, and more recently, the Women's Re-Entry Program--re-entering women.

Since 1967, Cuesta College has demonstrated consistent participation in external programs designed to serve special populations, many of whom have included underrepresented students. Examples of state and federal programs designed to assist populations of single mothers, low income, and educationally disadvantaged students that Cuesta has participated in have included the WIN Program (Work Incentive Program--EDD), CETA (Comprehensive Employment and Training Act), MDTA (Manpower Development Training Program), JTPA, (Job Training Partnership Act), and GAIN (Greater Avenues for Independence). Other Partnerships have included the California Conservation Corps (Adult Remedial Training), and currently, the National Youth Program, in conjunction with the National Guard. This program provides educational opportunities for 1400 youth from Los Angeles Unified School District on a bi-monthly basis. A review of Cuesta's participation in programs serving special populations shows a historical commitment to attracting underrepresented students to our campus through establishing partnerships with state, federal, and local programs.

While demographic trends with regard to ethnic minorities in San Luis Obispo County are not as profound as in some areas of California, Cuesta College nevertheless, has

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enrollments of Hispanics, African Americans, Asian and Pacific Rim students, as well as Native Americans. Combined, these groups comprise 19.2% of Cuesta's enrollment as of Fall 1993. Women tend to enroll at a greater rate than males, but may simultaneously experience more difficulty in completing educational and training goals because of less available resources. Disabled students are primarily identified through their contact with the Disabled Student Programs and Services, which is consistently impacted with demand for services.

Prior to the reform introduced by AB 1725, many of the efforts aimed at scrutinizing and improving student diversity had been loosely organized and ambiguous. The activities developed and implemented since then, however, reveal that diversity goals and equity criteria are now an integral part of the college's planning, implementation, and evaluation processes.

Identifying Institutional Barriers to Equity

1) Development of a campus climate survey to be completed by students with input from the Campus Diversity Committees, Associated Students, Academic Senate, Cabinet, and focus groups. Survey is to be available by mid-November and completed by 800-1000 students for a .95 percent level of confidence in results. Students will be contacted in classrooms, in special programs, and through personal and telephone contacts. Population will reflect percentages of students representative by ethnicity, gender, and disability. This 150 item survey will produce information which will be available to Diversity Standing Committees, instructional and support service programs by the fall semester. (Appendix F)

2) Development of a survey to be completed by faculty regarding instructional and collegial practices regarding equity. During October 1993, academic senate representatives to the student equity committee identified the development of a faculty survey identifying equity and diversity experiences/practices among colleagues and in the classroom. The Rancho Santiago faculty survey is being used as a model for the development of this assessment tool.

3) Development of a survey instrument to be completed by Classified employees is currently under discussion. This survey will attempt to identify practices, values, and areas of concern relative to the experiences and functions of classified staff within the institution.

4) A systematic review of college literature, practices, and policies to determine receptivity to underrepresented groups has been an on-going activity affecting all campus departments for at least the last four years.

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Assessing Equity For Underrepresented Students

Hispanics of Mexican descent are the fastest-growing ethnic group in San Luis Obispo County and at Cuesta College. During the four-year period of Fall Semester 1989 to Fall Semester 1993, the Hispanic student population went from 470 students, or 5.9% of Cuesta's enrollment, to 838 students or 11.3% of Cuesta's enrollment. If the yearly growth trend continues, we will experience a yearly growth rate of approximately 1.5% in this population.

Demographic trends in county elementary grades represent dramatic implications for future Hispanic enrollment at Cuesta. For example, the 1992 San Luis Obispo County Language Census Report submitted to the State Department of Education indicated that from 1988 to 1992, the percentage increase of Limited English Speaking children of Hispanic origin in all areas of San Luis Obispo County was 116%. The Lucia Mar school district, serving the communities of Arroyo Grande, Oceano, Grover Beach and Pismo Beach experienced the largest change in this time period, increasing from 694 to 1162 students. Similar population trends exist among the Hispanic population in the North county, particularly in the Paso Robles School District.

Hispanic students demonstrated lower educational attainment in all criteria reviewed, with the exception of transfer rates. Hispanic students are also younger and more likely to participate in financial aid programs with educational disadvantagement criteria, such as EOPS than overall enrollment ratio--11.3% vs 33.0%

Asian and Pacific Rim - From 1989 to 1993 Asian and Pacific Rim students increased an average of 51 students per year. In 1989 there were 250 students in this category as compared to 354 students in the Fall of 1993. Asian and Pacific Rim groups are largely differentiated by the diversity among the groups within this category as well as their relatively high level of academic preparation. The three largest ethnic groups in this category are Filipino, Chinese, and Japanese students--in that order. In addition, there are lesser numbers of students of Guamanian (10), Hawaiian (15), Korean (70), Laotian (22), Cambodian (7), and Vietnamese (29) descent. Given the diversity of this group, it is rather difficult to develop a profile with regard to academic achievement, however, in most categories, Asian and Pacific Rim students fared as well as or higher than mainstream students.

African Americans represent 1.9% of Cuesta's enrollment, or 143 students as of Fall 1993. This represents 37 additional students within a four-year period, an increase of enrollment from 106 students, or 1.3% in enrollment in 1989. Increases in African Americans has remained relatively flat, tending to mirror state and national trends. Based on the 1990 census, African Americans represent 2.3% of 18 year olds within San Luis Obispo County, indicating a need to increase African American enrollment by .4%. From an academic support perspective, African Americans, along with Hispanics showed the most need across all categories of academic achievement. As

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noted with Hispanics, Blacks also demonstrate a disproportionate participation rate in EOPS when compared to their overall campus-wide enrollment--1.9% vs 9.0%. For whites, that figure is 79.8% vs 46.0% EOPS participation.

Native American students comprise 1.2% oi Cuesta's enrollment and represent the most stable population in actual numbers among all underrepresented groups reviewed. During the four-year period from 1989 to 1993 total net gain was 4 students (83 vs. 87). The largest number in any one semester was 104 in the Fall of 1991.

Women represent 52.8% enrollment as of Fall 1993. Men account for 47.2% of enrollment. These figures are approximately the reverse of gender percentages in San Luis Obispo County per 1990 census data--Women = 48.4% and Men = 51.6%.

Disabled students who received services from the Disabled Students Program and Services in the 92-93 academic year comprised 4.98 òf the Cuesta's enrollment that year (data is reported on a yearly basis). Data available through census information indicates 11.8% disabled in the county(this data has not been validated through any other source). Categories in which students typically receive services on campus include:

> Physical (mobility/visual/other)
> Communication (hearing/speech)
> Learning
> Psychological

Data for disabled students is available based on two criteria--1) Student is eligible but did not participate (in DSPS services), and 2) Student is ei.gible and received DSPS services. Data in both categories is reported by DSPS staff after status has been validated.

Notes on Student Equity Indicators, Goal Identification, and Institutional Responses

Student equity indicators are quantitative measurements designed to illustrate rates of participation, retention, and educational goal completion in the following areas--

> A) Access
> B) Course Completion
> C) Degree and Certificate Completion
> D) ESL and Basic Skills Completion
> E) Rate of Transfer

Each criteria includes specific definitions, methodologies, and timeframes. For access, basic skills completion, and course completion, parameters are clearly defined by

student equity regulations and available through campus-based main frame data bases with corollary field in the statewide Management Information System(MIS). We have been more successful in completing these categories due to clear criteria and availability of information.

An example of a clear delineation is the access criteria as it pertains to the definition of "community". The Chancellor's office has provided a precise definition that identifies "persons 18 years of age or older within a 30 mile radius of the college" and has provided percentages by ethnic group designed for comparison with college enrollment in order to determine the extent of equity participation. The percentages provided, however, do not include gender or disability status, therefore, other sources, such as census information, has been used to determine those percentages. This has implications in the event of inter-college comparisons of these criteria.

Information for disabled students and women has been more problematic, particularly in the areas of access and transfer rates. This has resulted in individual colleges needing to determine some definitions and timeframes as well as additional efforts to complete the data reporting process.

In discussing transfer rate criteria in general, the Chancellor's Office has conceded that "the timing and implications of this indicator as included in Appendix B (Chancellor's Guidelines for the Development of Student Equity Plan Definitions) of the Board's item may not be appropriate." This is due to lack of a standard statewide methodology to track transfer students as well as a lack of data on transfer outcomes available through MIS--the statewide Management Information System. The transfer data reported here utilizes the Transfer Assembly Study methodology developed at UCLA. The Cuesta College transfer rate data is followed by a review of this methodology.

Goal Identification

Setting valid equity goals is without question the most significant portion of the equity plan and is closely reflected in the integrity of data collection and analysis. Data collection issues have been mentioned in this regard as they relate to access and transfer. There is an additional consideration that needs to be recognized in reviewing goals for the disabled population, that of available resources. Statewide, a historical requests for additional resources has affected the ability of colleges to serve disabled students effectively perhaps more than any other population on campus. Because of the great service needs of disabled students and the high costs associated with them, eligible students are not being served now. Recognizing this fact, it has been determined that the development of access and goals for the disabled population based solely on numerical goals is unrealistic. This is clearly an area which needs the development of criteria reflecting more than ratios and percentages.

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The need to develop more descriptive measures is also apparent in describing the educational needs of women relative to access. While women represent approximately 4% more enrollment at Cuesta than their proportion in the county, and it may be concluded that they are well represented, determining educational equity for women does not altogether rest in participating numbers. Important data is represented by the disproportionate number of women participants in the **92/93 EOPS** **program**--75% vs 25% men--suggesting that women may be more affected than men by lack of financial resources and academic preparation or a combination of both. In addition, there is a high number (estimates of 2000) of re-entry women who are enrolled at Cuesta. The educational challenges experienced by re-entry students are well-documented and represent additional barriers to accessing and completing their goals.

Statement of Goals

The following section defines the equity criteria utilized, presents the data, and describes the equity goals established as a result of comparing the performance of underrepresented students with students who have not traditionally been underrepresented. Comparison groups are the "white" category for ethnic minorities and the disabled and the "men" category for women, respectively. Group performance identified as being below that of the comparison group performance rates is defined as below equity and noted as a positive(+) goal. In the event that the performance of the underrepresented group is at or above the performance level of the comparison group, it is considered at or above equity. This difference is noted as a negative(-) percentage and no equity goal is referenced.

Institutional Resp nses to Equity Goals

Action plans add ressing identified student needs include descriptions of the following elements- Identification of institutional barriers; existing, enhanced, or planned activities responding to the barriers; the person or group responsible, and the funding source.

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ACCESS (Appendix G)

"Compare the percentage of each group that is enrolled to the percentage of each group in the adult population within the community served." (Persons 18 years and older within a 30 mile radius of Cuesta College.)

	FEMALES$_3$	MEN	DISABLED STUDENTS$_3$	AFRICAN AMERICANS	HISPANICS	NATIVE AMERICANS	ASIANS/ PACIFIC RIM	WHITES
SLO COUNTY CENSUS (1)	48.4%	51.6%	11.8%	2.3%	17.8%	0.7%	3.4%	75.7%
CUESTA Fall 1993 (2)	52.8%	47.2%	6.0%	1.9%	11.3%	1.2%	4.8%	78.3%
ACCESS GOAL	-4.4%	+4.4%	+5.8%	+0.4%	+6.5%	-0.5%	-1.4%	-2.6%

(1) Total reflected of racial ethnic groups in 1990 census is 99.90 due to other race/non-hispanic of .1% - Chancellor's office data

(2) Total reflected by Cuesta enrollment is 97.5% due to other/unknown category of 2.5% - Chancellor's office data

(3) Total reported from 1990 census data

GOAL 1: To increase African-Americans by .4%.
GOAL 2: To increase Disabled Students by 2.0%.*
GOAL 3: To increase Hispanics by 6.5%.

* Actual is 5.8%; however, due to service needs 2.0% is more realistic.

COURSE COMPLETION

The percentage of the number of courses that students successfully complete (A, B, C, CR), compared to number of courses in which students are enrolled on the census day of the term (Fall 1993).

	*DISABLED STUDENTS	AFRICAN AMERICANS	HISPANIC	NATIVE AMERICAN	ASIAN/ PACIFIC RIM	WHITES	UNKNOWN	TOTAL
CENSUS DAY	6,337	436	2,761	261	1,190	18,169	544	23,361
FINAL GRADE	4,567	263	1,712	177	860	12,786	363	16,161
NUMBER DIFFERENCE	1,770	173	1,049	84	330	5,383	181	7,200
PERCENT DIFFERENCE	72.07%	60.33%	62.01%	67.82%	72.27%	70.38%	66.73%	69.18%

	FEMALE	MALE
CENSUS DAY	11,948	11,413
FINAL GRADE	8,620	7,537
NUMBER DIFFERENCE	3,328	3,876
PERCENT DIFFERENCE	72.15%	66.04%

GOAL 1: To increase African-American completion rate by 10.05%.
GOAL 2: To increase Hispanic completion rate by 8.37%.
GOAL 3: To increase Native-American rate by 2.56%.

*Includes students who have received DSPS services and those who are eligible for DSPS services.

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BASIC SKILLS AND ESL

Completion and Progress - The ratio of number of students who complete a degree-applicable or transferable course after having completed the final ESL or Basic English 56, or Math 7 within a four semester period of time.

	DISABLED STUDENTS	AFRICAN AMERICANS	HISPANICS	NATIVE AMERICANS	ASIAN/ PACIFIC RIM	WHITES	OTHER/ UNKNOWN	TOTAL
Basic Skills/ES (F91)	95	29	231	30	129	1,540	51	2,010
Transfer Courses (F93)	74	16	135	23	87	1,103	37	1,401
Percentage	77.90%	55.18%	57.45%	76.67%	67.45%	71.63%	72.55%	69.71%

	Female	Male
Basic Skills/ESL (F91)	1,129	881
Transfer Courses (F93)	765	636
Percentage	67.76%	72.20%

GOAL 1: To increase African Americans by 16.18%.
GOAL 2: To increase Hispanics by 14.18%.
GOAL 3: To increase Asians/Pacific Rim by 4.18%.
GOAL 4: To increase Females by 3.87%.

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DEGREES AND CERTIFICATES

Total number awarded and the distribution of the recipients (1992/93).

	FEMALE	DISABLED STUDENTS	AFRICAN AMERICANS	HISPANICS	NATIVE AMERICANS	ASIAN/ PACIFIC RIM	WHITES	TOTAL
1990 Fall Enrollment	4,264 N 53.4%	326 N 4.1%	..? N 1.4%	611 N 7.7%	95 N 1.2%	299 N 3.8%	6,523 N 81.8%	7,971 enrollment
1992/93 Degree	441 N 61%	81 N 11.20%	12 N 1.6%	9 N 1%	11 1.5%	11 N 1.5%	578 N 80%	723 Total Degrees
1992/93 Certificates	14 N 70%	-0-	-0-	2 N 1%	-0-	-0-	16 N 80%	20 Total Certificates
Combined Total Degrees and Certificates	455 N 61%	81 N 11.20%	12 N 1.6%	11 N 1.5%	11 1.5%	11 N 1.5%	594 N 80%	743 Total (Duplicated)
Degree Goal	-7.6%	-7.10%	-.2%	+6.2%	-.3%	+2.3%	+1.8%	

GOAL 1: To increase Hispanics by 6.2%.
GOAL 2: To increase Asians by 2.3%.

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TRANSFER

All students entering in a given year who have not had previous college experience and who complete at least 12 college credit units, divided into the number of that group who take one or more classes at a university within four years. (Cohen, UCLA 1992)

Table 4 Percent of transfers from Cuesta College compared to average California Community College transfers (based on 1987 cohort of 1,723 students).

	FEMALE	DISABLED STUDENTS	AFRICAN AMERICANS	HISPANICS	NATIVE AMERICANS	ASIAN/ PACIFIC RIM	WHITES	TOTAL
Calif. Comm. College	(1)	(2)	14.6%	15%	17.3%	24.2%	24.5%	22%
Cuesta College	(1)	(2)	11.1%	26.9%	0	36.6%	36.8%	35.5%
Transfer Goal			+3.5%	-11.9%	-17.3%	-12.4%	-12.3%	-13.5%

(1) and (2) group data not included in 1992 Transfer Assembly Study.

GOAL: To increase African-American transfers by 3.5%.

*According to goal-setting formula, this would result in a 17.3% goal for Native-Americans. Actual numbers are too small for generalization

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CUESTA COLLEGE
STUDENT EQUITY PLAN
GOALS AND ACTIVITIES

GOAL: ACCESS

BARRIER	ACTIVITIES (indicate whether existing, enhanced or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE
Lack of services for ethnic and language minority students, disabled students, and women in assessment, orientation, and registration.	Hiring bi-lingual staff in admissions (enhance)	Vice President, Student Services	General fund
	Developing Spanish language admissions materials (existing)	Dean of Student Services	Categorical funds
	Providing priority registration for EOPS, DSPS, and women's reentry programs (existing)	Counseling staff	
	Continue to evaluate services at off campus sites (existing)	Special Programs	
	To provide information about financial aid in Spanish (existing)	Admissions and Records staff	
	Special assessment and placement for students with learning disabilities (existing)	Disabled Student Programs and Services staff	
Lack of information regarding the Hispanic and African American population in the county.	Participate in Latino Outreach Task Force (existing)	All student services staff	
	Utilize results of Latino Survey to develop programs and services (new)	Academic staff Research Committee	
Lack of information regarding needs of underrepresented students.	Finalize campus climate survey and survey students (new)	Educational Council Diversity Committee	
	Utilize results of campus climate survey to help shape additional programs and services (new)		

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CUESTA COLLEGE
STUDENT EQUITY PLAN
GOALS AND ACTIVITIES

GOAL: ACCESS (con't)

BARRIER	ACTIVITY (Indicate whether existing, enhanced, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE
Lack of awareness of community regarding community college educational opportunities.	Spring Young Conference (exisiting)	EOPS staff	General fund
	Peer outreach workers in high schools (existing	All student service staff	Special funds
	College awareness day disabled student outreach (existing)	DSPS staff	Categorical funds
	Host Central Coast Learning Disability Conference (existing	DSPS staff	
	Expand outreach activities (enhance)	All student service staff	
	Develop Spanish language information materials (enhance)	Counseling and Admissions and Records staff	
	Improve high school liaison relationship between Cuesta College and feed high schools (enhance)	Transfer Center	
	Coordinate more effectively with Cal Poly recruitment staff (enhance)	Transfer Center	
	Coordinate with community agencies and organizations who work with underrepresented groups (exisiting)	EOPS	

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CUESTA COLLEGE
STUDENT EQUITY PLAN
GOALS AND ACTIVITIES

GOAL: ACCESS (con't)

BARRIER	ACTIVITY] (Iindicate whether existing, enhanced, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE
Inadequate coordination among high school and community college staff and faculty	Continue Cuesta College and high school articulation council (existing)	Vice President, Student Services Vice President, Educational Services	General fund Categorical funds
	Conduct regular meetings to discuss critical student issues--assessment, outreach, and residency (existing)		
	Continue meetings of faculty by discipline from each sector to discuss articulation (existing)	Instructional deans for math, science, and humanities	
Lack of knowledge among Cuesta College staff of needs/ characteristics of Latino and African American population in county.	Review results of county-wide Latino needs assessment with staff (new)	Vice President, Student Services	
	Develop outreach plan to address major recommendations of assessment study (new)	All Student Service staff	
Lack of knowledge among staff of characteristics of Latino population in county.	Appoint Cuesta College representative to Latino Outreach Task Force Education Committee (new)	Vice President, Student Services	
Lack of adequate summer transition opportunities.	Continue to offer summer Bridge Program for eligible students (enhance)	All Student Service staff Instructional staff	

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CUESTA COLLEGE
STUDENT EQUITY PLAN
GOALS AND ACTIVITIES

GOAL: COURSE COMPLETION

BARRIER	ACTIVITY (indicate whether existing, enhanced, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE
Need for increased sensitivity to differences of underrepresented students (cultural and educational)	To provide on-going professional development opportunities in valuing diversity (enhance)	Staff development committee	General fund
	Provide materials on diversity--books, papers--through library (enhance)	All staff, students, faculty, and administration	
	Implement college-wide diversity plan (new)		
	Enforce anti-bias textbook policy (existing)		
	Educate all students and staff in historical, cultural and conceptual contributions of underrepresented groups (enhance)		
	Develop a campus climate in which people of all backgrounds can flourish (enhance)		
	Faculty survey on diversity (new)		
	Staff survey on diversity (new)		
	Develop a campus climate survey for students (new)		

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CUESTA COLLEGE
STUDENT EQUITY PLAN
GOALS AND ACTIVITIES

GOAL: COURSE COMPLETION (con't)

BARRIER	ACTIVITY (indicate whether existing, enhanced, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE
Lack of support-services for underrepresented students.	Analyze causes of disproportionate number of underrepresented students receiving "early alert notices" (new)	Faculty, Student Service, and Matriculation Services	General fund
	Develop intervention strategies as a result of above activity (new)	All staff	Categorical funds
	Develop and implement mentoring programs for students (new)	Affirmative Action Committee	
	Advertise existing services more effectively (enhance)	Counseling	
	Analyze impact and needs of tutorial services by underrepresented students (new)	Tutoring Program	
	Encourage increased referrals of students by instructors (enhance)		

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CUESTA COLLEGE
STUDENT EQUITY PLAN
GOALS AND ACTIVITIES

GOAL: COURSE COMPLETION (con't)

BARRIER	ACTIVITY (indicate whether existing, enhanced, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE
Lack of balanced perspective of underrepresented groups in programs and services.	Survey "goals and objectives" of course outlines for diversity content (new)	Curriculum Committee	General fund
	Interface with academic leadership in terms of visibility identifying needs and directions and minority progress (new)	Academic Divisions	
	Explore implementation of a graduation requirement--yes/no? (new)	Academic Senate	
	Work with research committee on a study of campus climate and diversity to measure (new)		
	As part of staff development address fear of change and identify interdisciplinary resources (new)		

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CUESTA COLLEGE
STUDENT EQUITY PLAN
GOALS AND ACTIVITIES

GOAL: COURSE COMPLETION (con't)

BARRIER	ACTIVITY (indicate whether existing, enhanced, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE
Need for increased role models among instructional staff.	Proactively recruit by sending representatives to job fairs and conferences (enhance)	Personnel/Affirmative Action office	General fund
	Evaluating/expanding current pool of diversity candidates (enhance)	Affirmative Action Committee	
	Modifying job announcements and interview questions in accordance with Technical Assistance Team recommendation (new)	Administration	
	Contact Allan Hancock College and Cal Poly to consider sharing applicant pool (new)		
	Advise screening committees to include affirmative action representative (enhance)		

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CUESTA COLLEGE
STUDENT EQUITY PLAN
GOALS AND ACTIVITIES

GOAL: BASIC SKILLS AND ENGLISH AS A SECOND LANGUAGE (ESL)

BARRIER	ACTIVITY (Indicate whether existing, enhanced, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE
Lack of support services.	Review matriculation process for ESL students (enhance)	Dean of Student Services	General fund
	Recommend improvements in meeting matriculation service needs (enhance)	ESL faculty	Categorical funds
		EOPS staff	
	Evaluate effectiveness of "early alert" for ESL and basic skills students (new)	Counseling department staff	
	Evaluate adequacy of access to counseling, financial aid, transfer center, tutoring center for ESL/Basic Skills students (new)	All student services staff	
Inadequate access to student support services.	Provide special ESL assessment and placement testing (enhance)	Admissions and Records staff	
	Provide special ESL orientations providing registration, enrollment, and financial aid information (enhance)	ESL faculty	
	Provide Spanish language information for admissions and enrollment (enhance)		

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CUESTA COLLEGE
STUDENT EQUITY PLAN
GOALS AND ACTIVITIES

GOAL: BASIC SKILLS/ESL (con't)

BARRIER	ACTIVITY (indicate whether existing, enhanced, or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE
Lack of coordinated campus framework in providing and evaluating basic skills courses.	Provide academic support for students in basic skills courses (enhance)	Basic Skills Committee Basic Skills/ESL Faculty	General fund ASCC funds
Need to assist students in transferring to college level English courses.	Provide concurrent enrollment for students ready (existing)	ESL lab	Staff Development funds
	Provide skill-oriented lab work in ESL lab (existing)	Basic Skills/ESL faculty	Categorical funds
Alternate referrals	PELI and adult school (existing)		
Lack of coordinated campus framework in providing and evaluating basic skills courses.	Establish campus-wide commitment to basic skills (new)	Basic Skills Committee Division Chairs Educational Council	
	Faculty mentoring for all basic skills courses (new)	Faculty	
	Develop guidelines and techniques for teaching basic skills course--faculty in-service and profile of basic skills students (new)	Faculty Division Chairs Basic Skills Committee	
	Provide support services for basis skills students (new)	Counseling staff Student Service staff	
	Continuous monitoring of students in basic skills courses (new)	Research office Matriculation office Counseling department Basic Skills Committee	

CUESTA COLLEGE
STUDENT EQUITY PLAN
GOALS AND ACTIVITIES

GOAL: DEGREE AND CERTIFICATES

BARRIER	ACTIVITY (indicate whether existing, enhanced or new)	PERSON/GROUP RESPONSIBLE	FUNDING SOURCE
Lack of information	Track employment placement rate for associate degree and certificates as measure of program success. (new)	Research Office	General fund
	Track earnings over time for degree and certificate recipients. (new)		
	Provide "user friendly" requirement sheets when students apply for admissions (new)	Counseling Department	
	Evaluate credits from other colleges as a part of admissions process (new)	Admissions and Records office	
	Provide graduation application workshops (existing)	Academic Departments	
Lack of access to courses required for graduation.	Provide priority registration for graduation and certificate applicants (existing)	Academic Departments	
	Complete waiver/substitution policy for graduation requirements (new)	Admissions and Records office	

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CUESTA COLLEGE
STUDENT EQUITY PLAN
GOALS AND ACTIVITIES

GOAL: TRANSFER

BARRIER	ACTIVITY (indicate whether existing, enhanced, or new)	PERSON/GROUP	
Student unaware of transfer requirements.	Provide transfer workshops on selecting a major, application process, and general transfer information (existing)	Transfer Center Coordinator Student Service staff	General fund
	Advertise workshops, application dates, and four-year college representatives visits. (existing)		
	Host "College Night" for San Luis Obispo County high schools (existing)		
Inadequate data collection system by transferring students.	Applying transfer formula to track transferring students (pilot--Spring 1993) (existing)	Research Office	Categorical funds
	Purchase hardware and software to track students with declared transfer goals. (new)	Transfer Center Coordinator	General fund
Encourage college-wide involvement in activities to assist students in transferring.	Establish an advisory committee to assist in the development of the transfer center programs (new)	Transfer Center Coordinator	General fund

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Method of Calculating Transfer Rate

This is a measure of student transfer which is used by the State legislature to compare the relative success of all the community colleges in California. To compute the transfer rate, a group of new students that enters a particular community college is identified and tracked for 4 years. Then a determination is made of how many of the students in that group have actually transferred and completed coursework at a CSU or UC.

The 1992 Transfer Assembly Study, conducted at UCLA has determined that Cuesta College had a transfer rate of 25.4% over the 1986-1990 time period, using as a metric, the rate determined by "all students entering in a given year who have not prior college experience and who complete at least 12 college credit units, divided into the number of that group who take one or r..ore classes at a university within four years". (Cohen, 1992)

For the 1992 study, the 1986 cohort was employed, in which 1541 students entered Cuesta College with no prior college experience, and subsequently, 819 of them received credit for 12 or more college-level units within the four year time period at a UC or CSU. According to CSU and UC records, 208 of them had completed one or more classes by the fall of 1990, which results in a transfer rate of 25.4%, compared to a statewide community college rate of 20.8%. These data are consistent with those reported above for the 1991 graduates of Cuesta College. If we assume that 50% of the graduates actually apply and are accepted to a four-year college or university, then 250-300 of them will have met the criteria established by the Transfer Assembly Study.

For the 1993 study, the 1987 cohort was employed, in which 1723 students entered Cuesta College with no prior college experience, and 864 of them received credit for 12 or more college-level units completed. According to CSU and UC records, 307 of them have completed on or more classes by the fall of 1991, which results in a transfer rate of 35.53%, compared to a statewide community college rate of 22.0%. This transfer rate is probably in the top 3 or 4 of the 61 California community colleges that participated in the study.

However, there is additional success at Cuesta College that will receive mixed reviews. Table 4 presents these results in tabular form to facilitate the comparison between Cuesta and the average of 60 other California community colleges. It can be seen that the transfer rate for Whites and Asians (37%) is greater than for Hispanics (27%), and Blacks (11%). In comparison to the statewide rate, Cuesta is above parity in all ethnic groups with the exception for African Americans, which appears to be below the statewide rate by 3.5%. However, one must acknowledge the fact that the transfer rate data are based on small group numbers at Cuesta College (52 and 18 respectively for Hispanics and the African Americans) and therefore conclusions must be developed with caution.

The 61 community colleges in California who participated in the Transfer Assembly Study have been assured that the transfer results of each particular college will remain confidential, unless that college chooses to release the data themselves. For this reason, Cuesta College we have not made comparisons to other similar colleges such as Allan Hancock, Santa Barbara City College, etc. (Appendix H)

IMPLEMENTATION, COORDINATION, and EVALUATION ACTIVITIES

Background

The implementation of AB 1725 and the 1990 Cuesta College Accreditation Report created a college imperative to address diversity issues. Prior to that, there appeared to be little campus-wide recognition that there was a necessity to address the challenges presented by changing demographics. While population shifts in San Luis Obispo County have not been as startling as in other areas of California, Cuesta College, nevertheless, is responsible for providing educational services to significant numbers of underrepresented stud its, most noticeably women and Hispanics. Historically, the college's ethnic enrollment was less than the district's population percentages and there were minimal efforts being made to incorporate cultural diversity into the curriculum and support services. For the most part, there existed no support services other than through special categorical programs such as the Extended Opportunity Programs and Services (EOPS) and the Disabled Students Programs and Services (DSPS).

1990 Accreditation Recommendations, Responses, and Evaluations from Mid-Term Accreditation Report

The Cuesta College 1990 Accreditation Report contained two significant recommendations directly related to diversity. What follows are the recommendations and the college's actions in response as per the Cuesta College Mid-Term Accreditation Report(Appendix I).

Accreditation Recommendation #1:

"Efforts to achieve diversity, both in terms of staff and students need to be assessed to make Cuesta College a more culturally balanced and diverse institution. Consideration might be given to integrating such efforts into the unit/cluster planning process."

Responses

The 93-95 Cuesta College Plan

On an annual basis, Cuesta College revises the goals and assumptions in the College Plan, a strategic planning document which establishes major goals and objectives for the campus (Appendix J). The plan is developed collaboratively with the Board of Trustees, academic personnel representing a variety of disciplines, and broad administrative and staff representation. Student input is encouraged by working closely with the Associated Students of Cuesta College and their representatives. These groups participate in yearly workshops designed to review accomplishments, modify and update objectives and add other activities as required. The final document represents a consensus for an action plan by which the college will function within the academic year and beyond.

Evaluation:
The College Plan serves as a blueprint which reflects college values and specifies activities designed to reach institutional goals and objectives. It is the framework in which yearly activities of departments, programs, and services are developed, completed, and evaluated. The framework is also utilized in the budget development process, which requires submission of unit and cluster plans reflecting budget priorities and activities as they relate to the objectives in the plan. Ongoing efforts which provide information support for the College Plan include research and data collection, program review information, accreditation recommendations, and budget trends. The yearly accomplishments of College Plan elements are reported in the college's annual progress report.

The planning process reflected in the development of the College Plan closely resembles the recommendations contained in the Statewide Academic Senate's "Guidelines for the Development of Student Equity Plans." Three areas are particularly similar in that regard:

1. It is a whole college effort that includes input from all major campus constituencies and establishes goal consensus.

2. It includes an annual review of accomplishments, evaluates areas that need modification or improvement, and establishes new goals.

3. Major objectives of the Student Equity Plan regulations are reflected in two categories of the College Plan--"To Improve College Diversity Efforts" and "Continue to Improve Student Access and Success." Significantly, both categories include specific activities designed to address both the enrollment and retention of underrepresented students, as well as increasing overall campus sensitivity to the matriculation and instructional needs of underrepresented students. (Appendix K)

Cuesta College Diversity Action Plan

During the 91-92 academic year, a task force consisting of chairpersons of several committees, Cabinet liaisons from those committees, and three vice-presidents was convened to prepare a document formalizing the College's diversity plan. The purpose of the now-completed document is two-fold: (1) to describe in broad terms the College's commitment to diversity and educational equity, and (2) to establish college-wide diversity and equity goals. On November 4, 1992, the Board of Trustees passed the diversity plan statement of purpose. In January, 1993, a flex workshop was convened so that a cross-section of the college community could develop the Cuesta College Diversity Action Plan. (Appendix L)

Evaluation:
In March of 1993, five campus committees were identified as leadership groups in developing multi-year goals and objectives addressing the critical diversity goals identified in the college plan. The following committees comprise the lead diversity committees at Cuesta College; the Curriculum Committee, Educational Council, the Affirmative Action Committee, Research Committee, and the Staff Development Committee. Consistent with the goals of shared governance, each committee has a membership which includes academic staff from a variety of disciplines, student representation, staff members, and administrators as cabinet liaisons. To date, the work of the members has included identifying the college diversity goals most closely related to the work of the specific charge of the committee and developing three-year implementation plans containing specific and measurable activities. Reporting and evaluation is based on mid-year and year-end timeframes. Each committee is responsible for reporting directly to the president of the college.

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Strategic involvement of lead college committees in the accomplishment of diversity goals was established prior to the enactment of diversity goals, yet the work of the lead committees are remarkably consistent with the overall goals of student equity regulations. As an example, the work of the Educational Council is noteworthy (Educational Council reviews all policy issues of Cuesta College and often takes leadership roles in the development of college goals and objectives. It is comprised of division chairs, administrators, support staff, and program directors from both educational and students services). Diversity goals established by the Educational Council for 1993-1996 include:

1.   Provide access to programs and services for greater numbers of underrepresented students.

2.   Increase student retention and success through adequate support services for underrepresented groups (Appendix M).

The work of the Educational Council is reflected in the approach all lead diversity committees have undertaken in making serious planning and implementation efforts to address diversity on the Cuesta College campus.

Staff Development Diversity Activities

The need for on-going staff development activities on diversity, the needs of diverse students, and methods to improve student success have been recognized. The following workshops were scheduled in 1991-92 and 1992-93 to address these needs. A partial list of 1993-94 is also provided.

1991-92
Classroom Based Research Training Workshop
Is It Really That Different for Minorities?
The Community of the Future is the Classroom of Today----Pro-Diversity
BAFA' BAFA' - The Cultural Simulation
Foreign Language Awareness--Spanish For All
Retention and Higher Education--Creating a "Staying" Environment
Diversity In Student Population: Re-Entry and the International Student
Diversity: Doing Something About It
Creating a Classroom Climate for Under-Represented Students

1992-93
Federico Garcia Lorca: A Blend of Drama, Life, and Poetry
Classroom Accommodations for Students with Disabilities
Academic Diversity in the Freshman Population
Planning for Diversity

Cross-Discipline Showcase: Language Arts--The Spanish Language, The Southwest, Our California, and You
White People and Racism
Diversity Workshop: Implementation of the College Diversity Plan

1993-94
Selecting Anti-Biased Teaching Materials
Giving Five-Star Customer Service
Help for At-Risk Students
Student Access and Academic Diversity
Practical Strategies for Aiding Under Prepared and/or Under Represented Students
Federico Garcia-Lorca: A Blend of Drama, Life, and Poetry
Affirming Diversity: The Culture of California Community Colleges
Cross-Discipline Showcase: Student Access and Academic Diversity
All College Day Address: Dr. Leonard Olguin
An Introduction to Supplemental Instruction: Improving Student Performance
White People and Racism: Exploring Our Development

Evaluation:
On a yearly basis, Cuesta College assesses it's Staff Development Program through a written survey of faculty and staff participants. For the 93-95 version of the survey, a specific effort was made to include items designed to evaluate the outcomes of participation in diversity-related workshops, lectures, and programs provided through Staff Development. Included in this most recent survey are questions designed to assess specific ways in which diversity activities have improved the ability of staff to serve underrepresented students better. Results for the Fall 1993 Staff Development Needs Assessment are currently being tabulated. The results will be used to guide additional staff development efforts.

Faculty and Staff Recruitment Methods and Results

Recruitment methods have been increased significantly in number by the addition of the Chancellor's Registry, Job Fairs, professional journals and publications, Chronicle of Higher Education, and colleges and institutions with significant ethnic minority populations.

a. Methods
    (1) Faculty job announcements are currently being directed to:
       ● All California State and Private Universities
       ● Universities of California
       ● California Community Colleges
       ● New Mexico, Arizona, Utah, Nevada Community Colleges
       ● Local Agencies
       ● Out-of-State Public & Private Universities with high ethnicity

- Hispanic Community College Administrators Roster
- Institutions in "Minority Student Enrollments in Education"
- California Community College Registry
- Community College Job Fairs

(2)   Advertisements are currently being placed with:
- The Chronicle of Higher Education
- AACJC Careerline
- Hispanic Link News
- Enter American Development
- Hispanic Business Magazine
- El Sol del Valle Newspaper
- International Press Associates
- Black Issues in Higher Education
- Waymar Advertising, Inc.
- American Foreign Language Newspaper
- National Association of Hispanic Nurses
- Hispanic Hotline
- Jobs for Philosophers
- College Art Association
- Community College Week
- Professional Journals specific to discipline areas

Evaluation:
Results-- Statistics of Academic and Classified Personnel

As of June 30, 1989:

Total Staff Number	Minorities	Numbers of Percent	Women	Numbers of Percent
Academic - 274	17	6.2%	120	43/8%
Classified - 131	12	9.2%	82	62.%

As of April 30, 1993:

Academic - 306	20	6.5%	146	47.7%
Classified - 136	12	7.7%	108	69.7%

The lack of progress in this area is both disconcerting and disheartening. The college has experienced the retirement of some minority employees, and our strengthened efforts to recruit minority staff, particularly minority faculty, have not been fruitful.

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Some of the problems that have been identified in this lack of progress include lower salaries, high housing costs, lack of nearby population centers from which to draw, and small minority support communities within the county. In May 1993, a Technical Assistance Team from the Chancellor's Office conducted a site visit. Although they reported that Cuesta College has very good, broad recruiting efforts, they also suggested a number of other strategies that will be implemented in an effort to try to improve the college's track record in affirmative action hiring.

Accreditation Recommendation #2

"The college should consider incorporating into unit/cluster plans specific activities to achieve the stated goal of cultural diversity in terms of staff, students, and curriculum.

Responses:

Incorporation Into Unit and Cluster Plans

The forms for the unit/cluster plans now have a separate section for approaches to achieving diversity. Significant evidence exists in current activities and plans demonstrating that the college has made diversity a high priority.

Evaluation:
The inclusion of diversity activities into the unit and cluster planning process has resulted in a heightened awareness and sensitivity campus wide to defining and addressing diversity in all areas. A further impact has been that there is increased information from unit to unit as to what other areas are doing in addressing diversity. Activities are being reported that heretofore may not have come to the attention of other areas, such as the development of course syllabus in areas such as English and History.

Multi-Cultural and Women's Programs and Services

The Multicultural/Women's Programs and Services has assisted in college-wide efforts focusing on diversity. The coordinator worked with a committee to draft the college diversity plan. They developed an anti-bias check sheet that must be submitted with all new courses being reviewed by the curriculum committee and with all course outlines being revised for texts. Specific sections of courses have been identified for the Women's Reentry Program and are advertised as such in the schedule of classes. The Library has compiled a listing of resources related to cultural diversity and the Multicultural Committee has hosted book fairs that highlight multicultural publications.

Evaluation

As a result of the leadership provided by the Multicultural and Women's Program staff as well as the Curriculum Committee, many courses now incorporate cultural diversity into many, if not all areas of study. Examples of courses offered at Cuesta College are:

- Literature by Women
- History of the Role of Women
- Minority Group Relations
- North American Indians
- California Indians
- Cultural Geography
- History of the Far East
- History of the Mexican-American
- History of Latin America
- History of African Civilization
- African-American History
- Developmental Patterns for Women
- Orientation to College (for re-entry students)
- Career Exploration (for re-entry students)
- Survey of Art History: Non-Western Art

Also, the need for a General Education diversity category is currently being discussed by the college Curriculum Committee.

Basic Skills/Tutorial Committee

The Basic Skills/Tutorial Committee is comprised of administrators, faculty and staff representing the following areas; Language Arts, Disabled Student Programs and Services, Learning Skills, Matriculation, Mathematics and Science department, and English as a Second Language department. The purpose of the committee is to recommend programs and services that respond to the needs of students who require skills development. In addition, it coordinates with and makes recommendations to the Matriculation Committee and instructional divisions responsible for basic skills.

Evaluation:

During the 1993 academic year, the Basic Skills/Tutorial Committee established a Basic Skills Task Force which set five key goals that implement the overall goals of the Basic Skills/Tutorial Committee:

1. To work towards a "whole college" commitment regarding the role and function of basic skills in the curriculum.
2. To encourage faculty mentoring of basic skills students.
3. To develop guidelines and techniques for teaching basic skills.

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4. To determine the need to provide academic and support services for basic skills students.
5. To continuously monitor the success of students in basic skills courses .

Progress on all goals and objectives established by the Basic Skills/Tutorial Committee and Basic Skills Task Force are reported at mid-year and year-end.

STUDENT SERVICES RECRUITMENT COORDINATION-SPECIAL PROJECTS

<u>Out-of-Area Recruitment</u>

<u>Background</u>
Out-of-area recruitment has been an ongoing activity in which personnel from Counseling and the Transfer Center have engaged. We receive requests from various high school districts for Cuesta to be represented at activities designed to present information about college. In addition, we are familiar with those areas that represent enrollment pockets at Cuesta.

Evaluation:
Up to this time, recruiting out-of-area has been an activity with loosely defined criteria and no actual budget. There exists very little in the way of formal guidelines and evaluation of these efforts. Out-of-area recruitment efforts need to be clearly defined and resources need to be reflected appropriately in the budgeting process in order to make it more responsive to recruiting in areas with potential to expand our student diversity. This activity needs to be confirmed and the question of whether to expand or re-direct our efforts should be addressed through appropriate evaluative criteria.

<u>Cooperative Efforts with Cal Poly San Luis Obispo</u>

<u>Background</u>
Cal Poly San Luis Obispo, our major 4-year college transfer institution, has recently redesigned a portion of their recruitment efforts emphasizing outreach in San Luis Obispo County High Schools. Goals include establishing an on-going relationship with high school personnel, meeting with interested students in group and individual sessions, and facilitating their application processes.

Evaluation:
Since many of the high schools served by Cal Poly include some of the schools Cuesta is concerned with serving, there exists the possibility that we could coordinate recruitment efforts in order to avoid duplication, maximize exposure, and serve students and staff more efficiently. Cal Poly recruitment staff have expressed a desire to articulate recruitment functions. Follow up will occur to determine areas where collaboration might be feasible. At this time, meetings has been convened that

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include the Transfer Center, Counseling, and Cal Poly staff. A framework for increased collaboration has been the result.

Enhancing ESL Outreach

Background
Cuesta College provides a variety of services to English-as-a-Second-Language students, including outreach services from the Humanities area, bi-lingual counseling, admissions workshops, and assessment testing. The ESL instructional program addresses an important need for our county residents- a viable program for second-language acquisition.

Evaluation:
Many of the services available to ESL students have been in operation for varying lengths of time and reflect a development process. Due to concerns about enrollment in ESL courses, a review process is currently underway to more fully understand the needs of this population in the North County/Paso Robles area. This includes identifying the matriculation process of these students and to coordinate instructional delivery with the local adult school, a main provider of ESL instruction in that area. This is part of a continuing effort to be more efficient, supportive of each other, and effective in addressing student needs. To this end, the Dean of Humanities, ESL faculty, and Paso Robles Adult School representatives are coordinating to determine program efficiencies and identify initiatives to improve student access issues.

High School Liaison Relationships

Background
One of the outreach services that has undergone a variety of configurations is that of our contacts with local high schools. Outreach efforts at high schools have ranged from close working relationships in which all steps of matriculation are systematically addressed by Cuesta staff to providing frameworks for matriculation in which the major initiative is provided by high school staff. One of the most successful initiatives is the one-day assessment, orientation, and counseling workshops provided to local as well as out-of-area high school students. This service represents a major mode of matriculAting first-time freshmen that has proven to have a high participation rate. At this time, the goals and objectives of the high school outreach progra,n are being identified and evaluated.

Evaluation:
Needs include specifying the nature of the relationship between local high schools and the Cuesta Counseling staff. A framework of expectations and documentation needs to be established in order to standardize the contacts throughout our outreach efforts. Much like ESL program services, high school liaison efforts need to be assessed and

areas for improvement identified. It is quite possible that with little effort, we might be able to provide an systematic, efficient, and enhanced level of services and information to prospective students from local high schools. If successful, by definition we will be providing underrepresented students with better and more systematic outreach services.

Documentation and Tracking

Background
One of the recruitment goals for Student Services is to developed a system to document and track the number and quality of recruitment contacts. This would entail the standardized collection of recruitment data and outcomes and would allows for the analysis of recruitment efforts on a systematic basis. Most importantly, with regards to student equity, the data would allow a direct comparison between the success realized between the recruitment of underrepresented students and mainstream students.

Evaluation:
At this time, Student Services personnel have developed a "recruitment tracker" which identifies the type of data to be collected and reported by program and student group. In addition, confirmation has been received from Computer Services that the development of essential computerized tracking and reporting capabilities supporting recruitment outcomes should be accomplished during the Spring 1994 semester.

Expanding Bridge Program

Background
A proposal designed to expand Summer Readiness opportunities was submitted by the Bridge Coordinator, the Director of Counseling, and the Dean of Student Services to the Vice President of Instruction and the Vice President of Student Services in Fall of 1993. It contained a major recommendation to expand the concept of the bridge program by developing additional slots for students in a summer readiness program. The additional slots, however, would not have the same participation criteria such as low-income and PIC-eligibility. The target group would be high school students who are members of underrepresented groups.

Evaluation:
During the Fall of 1993, the decision was made to proceed with the recommendations in the proposal. At this time, implementation is anticipated for Summer 1994. Student service staff concerned with outreach should be involved with the identification of potential participants and coordination of recruitment efforts to insure a smooth matriculation process. Efforts should begin by early February 1994.

EXECUTIVE SUMMARY

Data inquiry and analysis of the criteria in the Student Equity Plan has resulted in Cuesta College faculty staff being able to more accurately understand the educational outcomes demonstrated by students from underrepresented groups. In some cases, such as overall transfer rates, we have felt a measure of success and satisfaction. In others, such as access, course completion, and flow through the curriculum, it is clear that for certain groups there is work to be done .
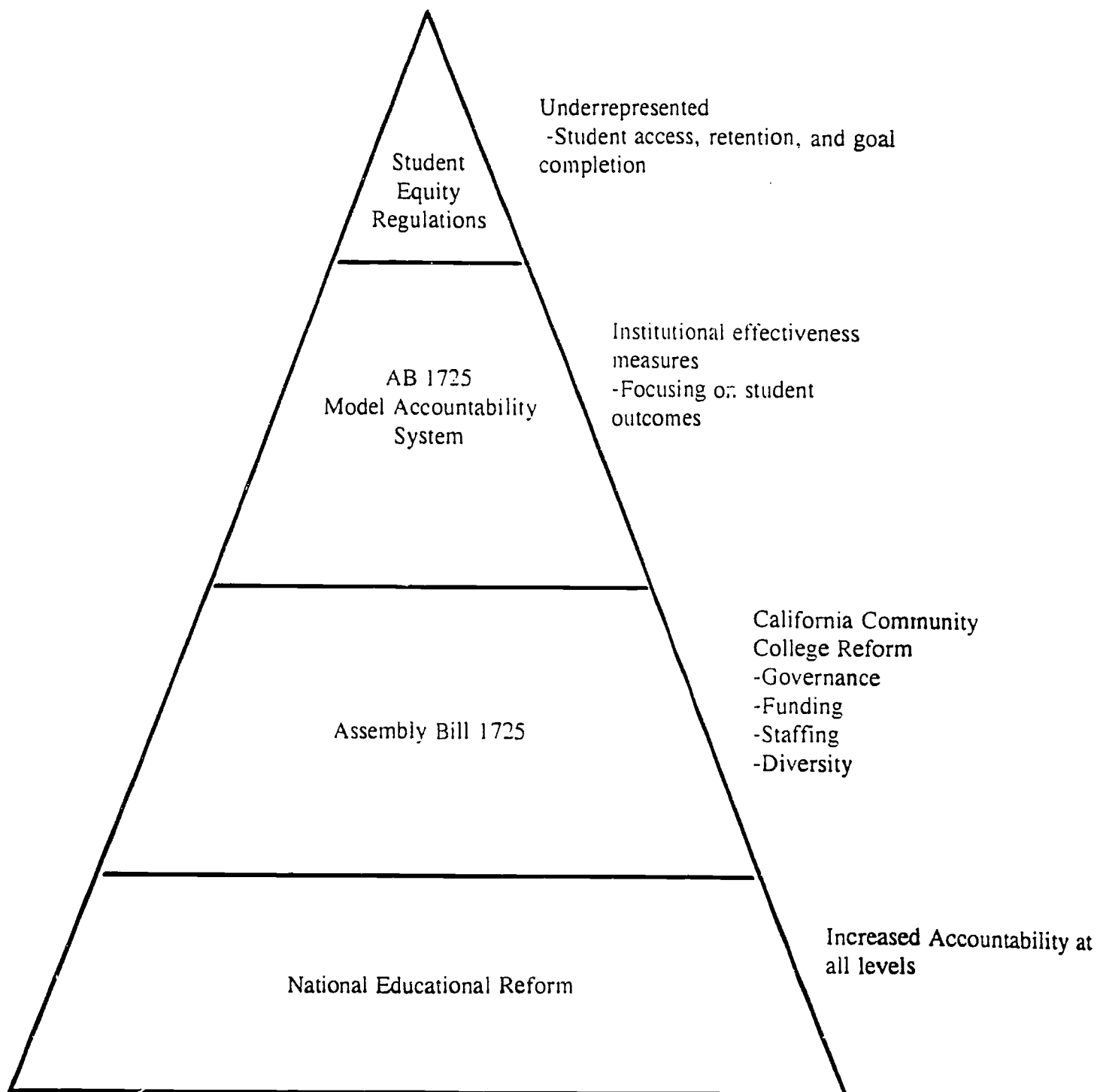
The Student Equity Plan has begun to assist Cuesta College in organizing our efforts in developing diversity goals and acting as a stimulus in strengthening our commitment relative to valuing diversity. Developed with the input and participation of Academic Senate, faculty, Associated Students of Cuesta College, classified staff, and administration, the Cuesta College Student Equity Plan reflects a coordinated campus planning effort designed to incorporate diversity goals into the essence of the work being undertaken by key college committees, our budget and planning process, and both instruction and student services staffs. Much of our initial efforts have been concerned with defining underrepresented student groups and understanding their experiences through the use of qualitative and quantitative data, both undergoing development. The results of the campus climate survey in assessing their experiences as well as identifying how college personnel might improve them will be integral in this regard. Other accomplishments have included the development of college policies valuing diversity (Appendix N), the development of recruitment activities and instructional programs focusing on underprepared students, on-going staff development activities on diversity, and the development of a campus-wide planning framework incorporating institutional diversity objectives as reflected in the Cuesta College Plan.

Cuesta College has accomplished much in a short period of time, yet a great deal remains to be done. It is critical that all segments of the Cuesta community, faculty, staff, administration, and students embrace the need to effectively interact with traditionally underrepresented students. The valuing of diversity on our campus presents an incredible challenge that requires a significant commitment among the persons who make up our college to enhance the educational experience of all students. For some, it may require a fundamental reordering of how they view students and their responsibility in addressing their needs; for others, it may constitute a simple confirmation of firmly held values and current practices. But for all, it will present a challenge to review personal values, priorities, and educational practices with a mind open to change and inclusiveness.

Perhaps the greatest utility presented by the Cuesta College Student Equity Plan is to provide a framework for students, staff, faculty, and administration that clearly shows the need to work together in collaborative relationships to address one of the greatest tests faced by our society--including all persons in the promise of our educational institutions on an equal basis. At Cuesta College, efforts to address diversity have

encompassed a variety of strategies designed to develop awareness and sensitivity regarding the experience of underrepresented groups on our campus. We have embarked on a journey of transforming our college environment to one which clearly values differences in culture, gender, and physical abilities. It is a journey whose success will ultimately depend upon a knowledgeable and respectful approach to the opinions and experiences of others who are different from us.

APPENDIXES

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Student
Equity
Regulations

Underrepresented
-Student access, retention, and goal
completion

AB 1725
Model Accountability
System

Institutional effectiveness
measures
-Focusing on student
outcomes

Assembly Bill 1725

California Community
College Reform
-Governance
-Funding
-Staffing
-Diversity

National Educational Reform

Increased Accountability at
all levels

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WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

Proposed Policy Statement of Diversity

Because the Accrediting Commission for Community and Junior Colleges believes that diversity is an important indicator of the integrity of an educational institution and the effectiveness of its programs, its members are required to address and review diversity issues in a thorough and professional manner. It is the responsibility of every institution affiliated with the Commission to provide and sustain an environment in which all segments of the college community can interact on a basis of acceptance of differences, tolerance of diversity, and respect for each individual. Each institution is responsible for assessing the quality and diversity of its campus environment and for demonstrating how diversity is integrated into the goals and mission of the college and district. In addition, institutions must identify the processes that actively promote diversity in the everyday environment and the academic programs of the college. Accreditation teams will evaluate the status of institutional diversity during the site visits and include findings and recommendations in written reports to the Accrediting Commission.

The Commission Statement on Diversity is designed to guide institutions and evaluation teams in the self study and site visit process and to indicate how broad institutional-wide reviews of issues of diversity should be documented in the self study and visiting team reports. The Accrediting Commission, taking into account the mission of the institution and the entirety of the self study and peer review processes, will evaluate the institution's effectiveness in addressing issues of diversity.

//

AB 1725 SECTION 1

The legislature finds and declares as follows, with regard to the general background and intent of this act:

(a)   The California Community Colleges face an unprecedented challenge in the coming two decades, as California undergoes a major demographic, social, and economic transformation. The community colleges are at the center of this change, and the state's future as a healthy and free, diverse, and creative society depends in major part upon the commitments expressed through and in the community colleges.

(b)   The community colleges educate hundreds of thousands of Californians every year, are the route to higher education for the majority of our people, provide access to language and citizenship for tens of thousands of immigrants annually, retrain workers in an economy changing more rapidly than any in history, and are the last hope for older citizens seeking skills and involvement in their communities. To do these things well, to bring excitement and power into the lives of students so divers and needing so much, to serve the economy and society through its service of these students, requires a deep commitment from all who teach and learn, from those who administer and counsel, from those who fund and regulate.

(c)   The community colleges embody an historic commitment to provide an opportunity for college instruction for all Californians capable of benefiting from instruction. The community colleges have historically found their mission in the statewide scheme for higher education, the Master Plan for Higher Education, and in local commitments to meet the needs of different communities--urban and rural, middle class and poor. From these sources have come the conviction, and the fact, that the community colleges ought to provide high quality lower division instruction for purposes of transfer to baccalaureate institutions, and a wide range of courses and programs to meet vocational and basic education needs. The community colleges have been notable because they are local and accessible, diverse in their responsiveness to local needs, and yet have maintained standards capable of placing students in any of the state's universities or in any of the state's industries.

(d)   Since the development of the original master plan, there has been a significant change in the populations served by the community colleges, and in the anticipated needs of the state as we move into the 21st century. The state's population will grow by 22 percent between 1986 and 2000, from 27 million to roughly 33 million. By the turn of the century, California will have a cultural and ethnic pluralism unknown elsewhere in the mainland United States. Fifty-one percent of the schoolage children will be minorities; the majority of the population will be nonwhite in the following decade. However, there is no one "minority community;" rather there will be recent immigrants from Asia and Central America, the children of today's urban ghettos, and members of the 'working poor." These communities of Californians will turn increasingly to the community colleges for language training, job reskilling, technical education, or the liberal arts.

(e)   By the year 2000, California will be proportionally older; 20 percent will be senior citizens. California will have more elderly citizens than any other state in the nation. These citizens will turn, as they have already, to the community colleges for continuing education and job skills.

(f)   By the turn of the century, increasingly more working men and women will come to the community colleges to acquire job skills and retraining. In an economy of rapid change and intense international competition, there will be much job displacement, sometimes on a massive scale. The periodic recessions and the unpredictable collapse of one or more markets, or industries will cause new students to matriculate to the community colleges. But inside the economics center--not just at its margins--the workers of the future will need new literacy skills, and more ability to communicate and learn on their own. When analysts predict a labor shortage in California by 2000, the real issue will

not be numbers but quality. The important questions will be whether working men and women will have the skills required for jobs of rapid transformation, and whether California will be able to compete economically with other states now making massive investment in their educational systems.

(g) The convergence of these tendencies--both demographic and economic--lead to the possibility of an increasingly stratified society. This can include what has been called a permanent underclass;" mostly minority, and a semipermanent, semiemployable stratum of low-skilled workers. The consequences of this development would be dire: The permanent underutilization of the energies and talents of our people, the deepening of racial resentments and fears, and the constant anxiety among more and more of us that the future has no place for us.

(h) The Legislature is committed to an alternative vision in which California remains a place of opportunity and hope--where innovation and creativity mark our economy and our culture, and where the minds and spirits of all our communities contribute to our common future. The community colleges will be at the heart of whatever effort we make to insure that the future is equitable and open, that California's economy remains healthy and growing, and that both rural towns and rapidly expanding urban centers have educational resources close at hand. The community colleges are not the only place in which Californians will make their investment for an expansive and decent future, but they will have to be one such essential place.

(i) The community colleges--once envisaged as "junior colleges" devoted primarily to providing middle-class youth with a local option to the lower-division year of college--will be called upon for the tasks of retraining workers, teaching English to those recently among us, providing skills and opportunities for the elderly, providing a second chance to those who were failed by our secondary schools, and still providing lower division transfer education of quality and integrity for all who want it.

(j) The majority of people in California welcome this new epoch as a challenge of unprecedented opportunity. The Legislature shares this view, and expresses the intent that sufficient funding and resources of this state be provided to forge into a new range of educational engagements for our people. It is important in this regard to honor those who teach basic skills and literacy, as well as those who teach Shakespeare and Plato, to facilitate effective communication between "vocational" and "liberal arts" departments in an epoch where all vocations will require deeper and more subtle forms of literacy, and to build a new and diverse curriculum which engages all our diverse students, and demands the best of their minds and spirits.

(k) The people of California should ha the opportunity to be proud of a system of community colleges which instills pride among its students and faculty, where rigor and standards are an assumed part of a shared effort to educate, where the hugely diverse needs of students are a challenge rather than a threat, where the community colleges serve as models for the new curricula and innovative teaching, where learning is what we care about most.

(l) It is the intent of the Legislature in enacting this act, to strengthen the capacity of the community colleges to meet the emerging needs of our state, and in particular, to better ensure that all Californians are offered a chance, challenged and taught with imagination and inspiration, offered assistance and counseling, and held to honest standards.

AB 1725 ACCOUNTABILITY SYSTEM

Chancellor's Office
California Community Colleges
1107 Ninth Street
Sacramento, California 95814
(916) 445-8752

August 16, 1990

TO: Board Presidents
           Superintendents/Presidents
           Academic Senate Presidents
           Chief Business Services Officers
           Chief Instructional Officers
           Student Body Presidents
           Consultation Councils

FROM: David Mertes, Chancellor

SUBJECT: AB 1725 Model Accountability System

Synopsis: The enclosed report, AB 1725 Model Accountability System, was adopted by the Board of Governors on July 13, 1990, and transmitted to the Legislature and Governor as required by Assembly Bill 1725 (Chapter 973, Statutes of 1988, Education Code Section 71020.5 (b,d) 1.

Stated simply, accountability is the use of information to measure progress in the attainment of goals. The educational reform goals addressed by the Model Accountability System are delineated in five areas: student access, student success, student satisfaction, staff composition, and fiscal condition.

The AB 1725 Accountability Task Force appointed by the Chancellor met five times between November, 1989 and April, 1990. Public hearings were conducted at Rancho Santiago College in Santa Ana and at the College of San Mateo in March, 1990. A final draft was introduced into consultation in late spring and was reviewed by the following councils: Chief Executive Officers, Academic Senate, Student Body Governments, Chief Instructional Officers, Chief Student Services Officers, Chief Business Officers, and the Council of Organizations.

This document, which is now being disseminated throughout the State, signifies that the first phase of the accountability effort required by AB 1725 has been completed. The next step is to operationalize the System on a pilot basis with a limited number of districts during FY 1990-91. These districts will be selected by means of the Request for Proposal process during the fall of 1990.

The Model Accountability System Will be used to assist local colleges, districts, and the Chancellor's Office in assessing educational and fiscal effectiveness. Accountability can be used in several ways to help improve student performance. By signifying a commitment to continued improvement in student learning, it helps to sustain public support. By identifying strengths, it documents success. By isolating areas in need of improvement, it can help to justify new resources.

Action Date/Requested: No action required. This report is provided for your information only.

Contact: Mark Fetler at (916) 327-5910.

DM/MF/met

Enclosure

COMPONENTS OF THE MODEL ACCOUNTABILITY SYSTEM

A. Student Access

2. Access Programs

a. Financial Aid (Annual Reporting)
    (1) Number and Percentage of Students who Request and Receive Financial Aid by Selected Student Characteristics

    (2) Dollar Amount of Need-Based Aid Provided by Major Aid Category

    (3) Dollar Amount of Unmet Need

b. English-as-a-Second Language (ESL) and Basic Skill Course Offerings (Credit and Noncredit)
    (1) Number and Percentage of Students (FTES and Headcount) Enrolled in ESL Courses

    (2) Number and Percentage of Students (FTES and Headcount) Enrolled in Basic Skills Courses

c. Categorical Programs Designed to Increase Student Access (e.g., EOPS, DSP&S, GAIN, Matriculation)
    (1) Listing and Description of Special Categorical Programs Offered to Increase Student Access

    (2) Number of Students (Headcount) Using Program Services

d. Articulation
    (1) Number and Type (System, School, Program, and Course) of Articulation Agreements with Secondary Schools and with Four-Year Institutions

    (2) Qualitative Measure - WASC Accreditation Standard 2C: Articulation

B. Student Success

The success of students is the foremost goal of faculty and staff of the California Community Colleges. The concept of student success is complex. Institutional efforts to help students learn are but one side of the equation. Student preparation, motivation, responsibility, involvement, readiness, and effort are also pertinent factors that influence student success. The road to success is a shared journey by colleges and students. Historically, outcome measures of student success have overemphasized the institutional commitment at the expense of social and demographic influences that are not easily dealt with by policymakers, administrators, and faculty.

Elements within this component contain indicators of institutional and student commitment and effort to success.

1. Academic Standards
    a. Number and Percentage of Existing Courses Meeting Title 5 Requirements Reviewed and Revised

    b. Number of New Courses Meeting Title 5 Requirements

    c. Qualitative Measure - Statement of Curriculum Committee Involvement in Course Approval and Revision Process

d. Qualitative Measure - Narrative Description of Program Review Activities

e. Qualitative Measure - WASC Accreditation
   (1)   Standard 2B: General Education
   (2)   Standard 2D: Curriculum Planning and Evaluation
   (3)   Standard 2E: Noncredit Courses and Programs
   (4)   Standard 2G: Credit for Student Achievement

2. Course Completions (Excludes "F", "W" and Noncredit)
   a. Completion Rates of Students (Headcount) by Discipline and Credit Level From First Census to Receipt of a Final Grade (Transfer/General Education, Vocational/Technical, Precollegiate Basic Skills, etc.)

   b. Completion Rates of Students by Title 5 Course Level

3. Student Goal Achievement (from Matriculation Process)
   a. Transfer Goal

      (1)   Number and Percentage of Students Identifying "Transfer" as a Matriculation Goal

      (2)   Number of Students Who Transfer to a Senior Institution

      (3)   Transfer Rate for "Probable Transfer Students"

      (4)   GPAs of Transfer Students at Senior Institutions After One Semester and After One Year

      (5)   Number and Percentage of Transfer Students Completing Precollegiate Courses

      (6)   Number and Percentage of Students Transferring to Another California Community College

      (7)   Number and Percentage of Transfer Students Completing Baccalaureate Degrees

   b. Vocational Preparation Goal
      (1)   Number and Percentage of Students Identifying "Vocational Preparation" as a Matriculation Goal

      (2)   Number of Percentage of Students Completing a Certificate or Degree

      (3)   Employment Status of Program Completers and Non-Completers (Number and Percentage)

      (4)   College Attendance Status of Program Completers and Non-Completers (Number and Percentage)

      (5)   Employment Status Relationship to Training For Program Completers and Non-Completers (Number and Percentage)

      (6)   Pass Rate of Completers on Licensing and Accrediting Examination by Vocational/Technical Program

      (7)   Degree of Employer Satisfaction With Preparation of Program

      (8)   (1) - (5) Categorized by Student Characteristics

   c. Personal Development Goals
      (1)   Number and Percentage of Students (FTES and Headcount) Meeting Selected Goals Identified in the Matriculation Process

(2)   Number and Percentage of Students (FTES and Headcount) Meeting Selected Goals Identified in Matriculation Process by Student Demographic Characteristics (i.e., Age, Gender, Ethnicity)

4.   Basic Skills and ESL Course Preparation Assessment
    a. Number, Percentage, GPA, and Completion Rates of Basic Skills Students, ESL Students, Direct Entry Students, and Total students by Academic Standard Classification and Student Characteristics

5.   Noncredit (Adult Education)
    a. Number and percentage of students enrolled in the nine authorized instruction areas

    b. Number and percentage of students enrolled in the nine authorized instruction areas by student demographic characteristics

    c. Qualitave Measure - WASC Accreditation Standard 2E: Noncredit Courses and Programs

6.   Qualitative Measures - WASC Accreditation Report for the Following Standards
    a. Standard 1: Institutional Integrity, Purposes, Planning and Effectiveness
       (1) 1C: Institutional Planning
       (2) ID: Institutional Effectiveness

    b. Standard 2: Educational Programs
       (1) 2A: General Requirements

C.   Student Satisfaction

An essential measure of institutional effectiveness is the student's satisfaction as a consumer of educational programs and services.

Since community colleges in California are locally based and governed institutions and the consumers generally continue to reside in their home communities upon completing their education, their satisfaction is important to continued support for local community colleges.

The elements in this component focus on measures of student-goal satisfaction and qualitative results of accreditation visits. Standard statewide surveys, administered to a representative sample of community college students, will be needed provide certain types of information. Local districts will add additional questions to provide supplemental information.

1.   Student Satisfaction Surveys
    a. Satisfaction with progress toward obtaining educational goal

    b. Satisfaction with processes and services used to achieve goal, i.e.:
       (1) Instruction
       (2) Instructional Services
       (3) Student Services
       (4) Facilities
       (5) Governance/Administration

2.   Qualitative Measures - WASC Accreditation Report
    a. Standard 3: Student Services and the Co-Curricular Learning Environment
       (1) 3A: General Provisions
       (2) 3B: Counseling Services
       (3) 3C: Admissions and Records
       (4) 3D: Coordination and Administration
       (5) 3E: Comprehensiveness of Services

D.   Staff Composition

Enhancing the diversity of community college staff is important. especially in light of the rapidly changing demographic characteristics of California's population. Statewide hiring results need to be put into proper perspective by considering the numbers and percentages of faculty and staff hired within each of the EEO-6 job categories (Equal Employment Opportunity Act, Section 6) by ethnicity, gender, age, and disability compared with the general availability of these groups in the relevant work force having requisite skills to fill vacancies.

Improvement in staff diversity requires not only an intent and commitment, but the proper internal mechanisms and procedures to conduct a search, screen and interview candidates, and negotiate an offer.

1.   Numbers and Percentage of Present Staff Compared to Available work Force in the State by Gender, Age, Disability, and Ethnicity Using EEO-6 Categories
     a. Executive - Administrative - Managerial
     b. Faculty (Full- and Part-Time)
     c. Professional Non-Faculty
     d. Clerical - Secretarial
     e. Service - Maintenance
     f. Technical - Paraprofessional
     g. Skilled Crafts

2.   Recent Hires (last 3 years) Compared to Available Work Force in the State by Gender, Age, Disability, and Ethnicity using EEO-6 Categories

3.   Accomplishment of Local Affirmative Action Goals and Timetables

     Annual progress report toward affirmative action goals and timetables established by local districts reported to the Chancellor's Office

4.   Qualitative Measure - WASC Accreditation Report

     Standard 4: Faculty and Staff

SUBCHAPTER 4. STUDENT EQUITY

Subchapter 4 (commencing with Section 54220) is added to Division 6 of Title % of the *California Code of Regulations* to read:

54220. Student Equity Plans.

(a)   In order to promote student success for all students, the governing board of each community college district shall adopt, by July 1, 1993, a student equity plan which includes for each college in the district:

(1)   Campus-based research as to the extent of student equity and as to institutional barriers to equity in order to provide a basis for the development of goals and the determination of what activities are most likely to be effective;

(2)   Goals for access, retention, degree, and certificate completion, ESL and basic skills completion, and transfer;; for each of the historically underrepresented groups as appropriate;

(3)   Implementation activities designed to attain the goals, including a means of coordinating existing student equity related programs;

(4)   Sources of funds for the activities in the plan;

(5)   Schedule and process for evaluation; and

(6)   An executive summary that includes, at a minimum, the groups for whom goals have been set, the goals, the initiatives that the college or district will undertake to achieve these goals, the resources that have been budgeted for that purpose, and the district official to contact for further information.

(b)   These plans should be developed with the active involvement of all groups on campus as required by law, and with the involvement of appropriate people from the community who can articulate the perspective and concerns of the historically underrepresented groups.

(c)   The Board -adopted plan shall be submitted to the Office of the Chancellor, which shall publish all executive summaries, sending copies to every college and district, the chair of each consultation group that so requests, and such additional individuals and organizations as deemed appropriate.

(d)   Definitions. For purposes of this section the following definitions will apply:

(1)   Historically Underrepresented Group. "Historically underrepresented group" means any group for which the percentage of persons from that group who enroll and complete their educational goals in now, and historically has been, significantly lower than the percentage that members of that group represent in the adult population of the state. The Board of Governors has determined that, on a statewide basis, ethnic minorities, women, and persons with disabilities are historically underrepresented groups.

(2)   Ethnic Minorities. "Ethnic minorities" means American Indians or Alaskan natives, Asians or Pacific Islanders, Blacks and Hispanics. A person shall be included in the group with which he or she identifies as his or her group, but may be counted in only one ethnic group. These groups shall be more specifically defined by the Chancellor consistent with state and federal law.

NOTE: Authority cited: Section 70901, Education Code. Reference: Sections 66010.2, 66010.7, 66030, and 70901, Education Code.

CUESTA COLLEGE
CAMPUS CLIMATE SURVEY

Cuesta College would like to find out how students feel about the atmosphere in social as well as in academic terms. The purpose of this survey is to provide the college with information about how students feel about Cuesta College as a learning environment. All answers are confidential and anonymous. We value your honest opinion and appreciate your time in completing this survey. Please use the scantron sheet that is provided for you. Thank you for your cooperation.

Instructions for completing the survey.
You have been given a survey question form along with a scannable answer form. It is OK to write on the survey form, but please be sure to transfer all of your answers onto the answer form using a No. 2 pencil. Be sure to completely fill in the bubble on this form. As this is an anonymous survey it is unnecessary to fill in any spaces other than the numbered questions which are ordered from 1 to 132. Thank you for your cooperation.

CAMPUS INVOLVEMENT

The questions that follow will help us to understand the degree to which students are involved with college.

1.   What is your most important reason for attending Cuesta College? (SELECT ONLY ONE)
___(A) To prepare for transfer to 4-year college or university.
___(B) AA, AS degree.
___(C) To satisfy cultural, social interests.
___(D) To gain skills necessary to enter a new job or occupation.
___(E) To improve my English, Reading or Math skills

2.   What is your current course load?
___(A) 6 or less units.
___(B) 6.1-11.9 units.
___(C)12-15 units.
___(D) More than 15 units.

3.   If you are employed, how many hours do you work each week?
___(A) Not employed.
___(B) 1-10.
___(C) 11-20.
___(D) 21-30.
___(E) 31-40.

4.   How many hours each week do you spend studying or preparing for your classes?
___(A) 0-5.
___(B) 6-15.
___(C) 16-30.
___(D) 31-45.
___(E) 46+.

5.   What is the total number of college units you have completed to date (including this semester)?
___(A) Completed 0-30 units.
___(B) Completed 31-60 units.
___(C) Completed 60+ units.
___(D) Completed AA Degree.
___(E) Completed BA degree.

6.   In which of the following extracurricular activities. if any nave you participated during the 1992-93 school year?
        (CHECK ALL THAT APPLY)
     ___(A) No participation.
     ___(B) On-campus sports.
     ___(C) Community service programs.
     ___(D) Student government (ASCC).
     ___(E) Clubs / other (SPECIFY on back of answer sheet. Write question number then clarify on side 2 of scantron.)

7.   Do you have a clearly defined major at this time?
     ___(A) Yes.
     ___(B) No.

8.   Do you have a clearly defined career goal at this time?
     ___(A) Yes.
     ___(B) No.

9.   What is your prior college experience?
     ___(A) First time college student.
     ___(B) New transfer student (first time at Cuesta. but attended another college last semester).
     ___(C) Returning transfer student (previously at another college but with a break in enrollment).
     ___(D) Returning Cuesta student (prior Cuesta student but with a break in enrollment).
     ___(E) Continuing Cuesta student (enrolled at Cuesta during past semester).

10. What time of day are your classes scheduled?
     ___(A) Day classes only (before 4 pm).
     ___(B) Both day and evening classes.
     ___(C) Evening classes only.

11. How would you rate your involvement in your **coursework** at Cuesta College?
     ___(A) Not involved at all.
     ___(B) Somewhat involved.
     ___(C) Involved.
     ___(D) Intensely involved.

DESCRIPTIVE INFORMATION

The questions that follow will help us understand the diversity of the Cuesta College student population.

12. What is your gender?
     ___(A) Female.
     ___(B) Male.

13. What is your ethnicity?
     ___(A) White, non- Hispanic.
     ___(B) Hispanic.
     ___(C) Asian and Pacific Rim.
     ___(D) African-American

14. What is your ethnicity? (continued)
     ___(A) Answered in the question above
     ___(B) Filipino.
     ___(C) American Indian.
     ___(D) Other.

15. What Grade Point Average do you expect to receive for this semester's work? (On a 0-4 scale)
    ___(A) Mostly A's
    ___(B) Mostly B's
    ___(C) Mostly C's
    ___(D) Mostly D's

16. What is your age?
    ___(A) 17-21
    ___(B) 22-24
    ___(C) 25-30
    ___(D) 31-40
    ___(E) 41 ÷

17. Do you have a physical or learning disability ?
    ___(A) No (SKIP TO QUESTION 19)
    ___ (B) Yes (CHECK ALL THAT APPLY ON QUESTION 18)

18. ___(A) Physical (mobility/visual).
    ___(B) Communication (hearing/speech)
    ___(C) Learning Disabled.
    ___(D) Psychological.
    ___(E) Other functional impairment (Write question number and then clarify on side 2 of scantron.)

19. How would you describe your sexual orientation?
    ___(A) Heterosexual.
    ___(B) Gay.
    ___(C) Lesbian.
    ___(D) Bisexual.
    ___(E) Prefer not to answer.

20. What is your current marital status?
    ___(A) Not married (including e.g.. single divorced, separated, and widowed).
    ___(B) Married.
    ___(C) Marriage-like relationship.

STUDENT ATTITUDES AND EXPERIENCES RELATED TO INSTRUCTION

The following information will help us understand your attitudes and experiences about Cuesta's instructional program.

I prefer to take classes from instructors who are:

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
21.	___From my own racial-ethnic group	A	B	C	D	E
22.	___From other racial-ethnic groups	A	B	C	D	E
23.	___From my own sex	A	B	C	D	E
24.	___From the opposite sex	A	B	C	D	E

It is important to me that general education courses include information on:

25.	___The contributions of women	A	B	C	D	E
26.	___The contributions of various racial-ethnic groups	A	B	C	D	E
27.	___Multiple viewpoints on a particular topic	A	B	C	D	E
28.	___How to interact positively with people from a variety of racial-ethnic groups	A	B	C	D	E

I feel that the college should have special programs to promote the academic success of

29.	___ Women	A	B	C	D	E
30.	___ Disabled	A	B	C	D	E
31.	___ Ethnic Minorities	A	B	C	D	E
32.	___ Older students	A	B	C	D	E

I feel that my instructors show fairness to all students, regardless of

33.	___Gender	A	B	C	D	E
34.	___Disability	A	B	C	D	E
35.	___Race/Ethnicity	A	B	C	D	E
36	___Age	A	B	C	D	E

My instructors incorporate into their classes:

37.	___Materials that acknowledge the contributions of people from a variety of ethnic groups	A	B	C	D	E
38.	___Materials that acknowledge the contributions of women	A	B	C	D	E
39.	I feel that instructors at Cuesta College have an obligation to promote and encourage positive interaction among various cultures in all aspects of instruction	A	B	C	D	E

I feel comfortable interacting with my instructor when I:

		Yes	No	Don't Know or Not Applicable
40.	___Schedule individual appointments	A	B	C
41.	___Make contributions in class	A	B	C
42.	___Arrange to discuss issues outside of class	A	B	C
43.	___Seek advice on my educational and career goals	A	B	C
44.	___Need help with materials taught in class	A	B	C
45.	___Go see my instructor during office hours	A	B	C

46.   How many courses at this college would you describe as challenging, stimulating and worth while?
    ___(A) None
    ___(B) A few
    ___(C) Many
    ___(D) Most
    ___(E) All

STUDENT LIFE

The following information will help us assess students feelings about Cuesta College.

I feel a part of the college because:

(A) agree / (B) somewhat agree / (C) disagree

47.   ___I can participate in campus activities with students of my background   ..../../..........................
48.   ___I participate in various activities and clubs   ..../../..........................
49.   ___My language and dress "fit-in"   ..../../..........................
50.   ___Students from a variety of racial-ethnic groups interact well.   ..../../..........................

College activities which have increased my sensitivity to other racial-ethnic groups :

		Yes	No	Not Applicable
51.	___Black History month	A	B	C
52.	___Hispanic Awareness Week	A	B	C
53.	___Informal discussions with others on campus	A	B	C
54.	___Orientation programs	A	B	C
55.	___Lectures	A	B	C
56.	___Conferences and workshops	A	B	C
57.	___Courses	A	B	C

The questions that follow will help us evaluate the manner in which underrepresented groups (women, **disabled** and ethnic minorities) are   treated at Cuesta College.

Have you ever been discriminated against at Cuesta College because of your:

(A) frequently   / (B) occasionally / (C) seldom / (D) never

58.	___Race/Ethnicity	-----------------/-----------------------/-----------------/-----------
59.	___Gender	-----------------/-----------------------/-----------------/-----------
60.	___Sexual Orientation	-----------------/-----------------------/-----------------/-----------
61	___Disability	-----------------/-----------------------/-----------------/-----------
62.	___Age	-----------------/-----------------------/-----------------/-----------

Have you ever been harassed at Cuesta College because of your:

(A) frequently / (B) occasionally / (C) seldom / (D) never

63.	___Race/Ethnicity	-----------------/-----------------------/-----------------/-----------
64.	___Gender	-----------------/-----------------------/-----------------/-----------
65.	___Sexual Orientation	-----------------/-----------------------/-----------------/-----------
66.	___Disability	-----------------/-----------------------/-----------------/-----------
67.	___Age	-----------------/-----------------------/-----------------/-----------

The following information will help us assess students feelings about Cuesta College.

Rate the climate of the Cuesta college campus in **general (for each** pair of adjectives, select the letter closest to your feelings about the campus).

68.	___Friendly	A	B	C	D	E	Hostile
69.	___Communicative	A	B	C	D	E	Non-communicative
70.	___Anti-racist	A	B	C	D	E	Racist
71.	___Stimulating	A	B	C	D	E	Dull
72.	___Concerned	A	B	C	D	E	Indifferent
73.	___Respectful	A	B	C	D	E	Disrespectful
74.	___Cooperative	A	B	C	D	E	Uncooperative
75.	___Competitive	A	B	C	D	E	Non-competitive
76.	___Accessible to the disabled	A	B	C	D	E	Inaccessible to the disabled

College activities which have increased my sensitivity to women's issues are:

		Yes	No	Not Applicable
77.	___Women's Forum	A	B	C
78.	___Informal discussions with others on campus	A	B	C
79.	___Orientation programs	A	B	C
80.	___Lectures	A	B	C
81.	___Conferences and workshops	A	B	C
82.	___Courses	A	B	C

SATISFACTION WITH THE COLLEGE

The following information will help us determine how well the college is meeting your needs.

Please indicate your level of satisfaction with the following services at Cuesta College:

		Excellent	Good	Ok	Poor	No Opinion
83.	___Admissions and Records	A	B	C	D	E
84.	___Bookstore	A	B	C	D	E
85.	___Classroom appearance	A	B	C	D	E
86.	___Bus Services	A	B	C	D	E
87.	___Cafeteria	A	B	C	D	E
88.	___Campus Student Activities	A	B	C	D	E
89.	___Campus grounds appearance	A	B	C	D	E
90.	___Career Planning	A	B	C	D	E
91.	___Child Care Assistance	A	B	C	D	E
92.	___Classroom Faculty	A	B	C	D	E
93.	___Counseling	A	B	C	D	E

Please list any additional college services or programs that you would utilize if they were offered at Cuesta College.

_____

_____

_____

Does your experience at Cuesta College meet your expectations? ___No ___Yes. If not please explain.

_____

_____

_____

Please give us your suggestions on how to best serve **students of diverse** background at Cuesta College.

_____

_____

_____

Please use this space to expand on any previous answers (Identify the original question).

_____

_____

_____

Thank you for your Assistance

SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

1990 CENSUS DATA

30 Mile Radius Regional Analysis of Total Population by Age Group

Racial/Ethnic Classification	Total	Persons Under 18 Years Old	Persons 18 Years and Older
White Non-Hispanic	72.7%	63.6%	75.7%
Black Non-Hispanic	2.3%	2.5%	2.3%
Hispanic (Any race)	20.8%	30.1%	17.8%
Asian/Pacific Islander	3.3%	3.0%	3.4%
Native American/Alaskan Native	0.7%	0.7%	0.7%
Other Race Non-Hispanic	0.1%	0.2%	0.1%

Source: U.S. Department of Commerce, Bureau of the Census of Population and Housing, 1990.

CALIFORNIA COMMUNITY COLLEGES
Chancellor's Office

TRACKING STUDENT SUCCESS

Ross L. Pepper   3 November 1993

A study of the records for the past 5 years indicates that approximately 400 Cuesta stu⁙⁙⁙ ᵗs actually transfer into the public college/university system each year. This inci⁙⁙⁙ es those students who also received an AA/AS degree at Cuesta College and then transferred to a four year college.

Table 1 below shows the number of students who transferred to all CSU/UC institutions for the Fall semester during the past 5 years. The table additionally illustrates the fact that the majority of the students from Cuesta College transfer to Cal Poly. Note that Cal Poly accommodates approximately 50% of all Cuesta College transfers into the public college/university system.

Table 1 Cuesta College Student Transfer to CSU, UC and Cal Poly

	Fall 1988	Fall 1989	Fall 1990	Fall 1991	Fall 1992
UC	22	22	25	31	48
CSU	210	224	273	369	345
CAL POLY	101	103	123	186	147
TOTAL	232	246	298	400	393

Table 2 provides information on the upper division transfer students, their transfer grade point average, and their earned grade po⁙⁙ t average in the CSU system during the year reported.

The number of students reported in this table is based upon the number first enrolled in the fall term of the particular year, who also re-enrolled in the spring term of the same academic year.

It can be seen that it is the above average Cuesta student who is successful after transferring into the CSU system. All of these students have an above average academic record, which they maintain after transfer.

Table 2 Academic Performance Report on CSU Transfers From Cuesta College:
Enrollment and Grade Point Averages

	87/88	88/89	89/90	90/91	91/92
Number	103	119	135	162	241
Transfer GPA	2.88	2.90	2.87	2.84	2.85
CSU GPA	2.82	2.80	2.85	2.84	2.86

Table 3 addresses another question which has generated great interest among students. That question is "what are the odds of a Cuesta College student being accepted at Cal Poly after completing all of the general education requirements for transfer to a CSU?"

It can be seen from the data available that the odds are very good, especially if application was made during the previous summer. Even during the Spring of 93, while there were few applicants, nearly 70% of those who applied to Cal Poly were accepted.

Table 3 Cuesta College Student Transfer to Cal Poly- Applied vs. Accommodated

	Fall 91	Summer 92	Fall 92	Summer 93	Winter 93	Spring 93
Applied	469	297	484	308	108	49
Accommodated	312	211	283	215	58	34
Transfer Success	66%	71%	58%	70%	54%	69%

Transfer Rate: This is a measure of student transfer which is used by the State legislature to compare the relative success of all the community colleges in California. To compute the transfer rate, a group of new students that enters a particular community college is identified and tracked for 4 years. Then a determination is made of how many of the students in that group have actually transferred and completed coursework at a CSU or UC.

The 1992 Transfer Assembly Study, conducted at UCLA has determined that Cuesta College had a transfer rate of 25.4% over the 1986-1990 time period, using as a metric, the rate determined by "all students entering in a given year who have no prior college experience and who complete at least 12 college credit units, divided into the number of that group who take one or more classes at a university within four years". (Cohen, 1992).

For the 1992 study, the 1986 cohort was employed, in which 1541 students entered Cuesta College with no prior college experience, and subsequently, 819 of them received credit for 12 or more college-level units within the four year time period at a UC or CSU. According to CSU and UC records, 208 of them had completed one or more classes by the fall of 1990, which results in a transfer rate of 25.4%, compared to a statewide community college rate of 20.8%. These data are consistent with those reported above for the 1991 graduates of Cuesta College. If we assume that 50% of the graduates actually apply and are accepted to a four year college or university, then 250-300 of them will have met the criteria established by the Transfer Assembly Study.

For the 1993 study, the 1987 cohort was employed, in which 1723 students entered Cuesta College with no prior college experience, and 864 of them received credit for 12 or more college-level units completed. According to CSU and UC records, 307 of them have completed one or more classes by the fall of 1991, which results in a transfer rate of 35.53%, compared to a statewide community

61

college rate of 22.0%. This transfer rate is probably in the top 3 or 4 of the 61 California community colleges that participated in the study.

However, there is additional success at Cuesta College that will receive mixed reviews. Table 4 presents these results in tabular form to facilitate the comparison between Cuesta and the average of 60 other California community colleges. It can be seen that the transfer rate for Whites and Asians (37%) is greater than for Hispanics (27%), and Blacks (11%). In comparison to the statewide average rate, Cuesta looks

Table 4 Percent of Ethnic Transfers From Cuesta College Compared to Average California Community College Transfers

	Black	Hispanic	White	Asian	Other	Total
Calif Comm College	14.6	15.0	24.5	24.2	20.7	22.0
Cuesta College	11.1	26.9	36.8	36.6	33.3	35.5

pretty good except for the Black group, which appears to be below the average rate. However, one must acknowledge the fact that the Ethnic transfer rate data are based on small group numbers at Cuesta College (52 and 18 respectively for the Hispanics and the Blacks) and therefore conclusions must be developed with caution.

The 61 community colleges in California who participate in the Transfer Assembly Study have been assured that the transfer results of each particular college will remain confidential, unless that college chooses to reveal their transfer success. For this reason, Cuesta College has not been able to make comparisons to other similar colleges such as Allen Hancock, Santa Barbara City College, etc.

ACCREDITATION MID-TERM REPORT

CUESTA COLLEGE
Report of Actions in Response to Evaluation Report
of the 1990 V siting Accreditation Team

MAJOR RECOMMENDATIONS OF THE EVALUATION TEAM:

1. Efforts to achieve diversity, both in terms of staff and students need to be assessed to make Cuesta College a more culturally balanced and diverse institution. Consideration might be given to integrating such efforts into the "unit/cluster" planning process.

    Cuesta College Diversity Plan
    During the 91-92 academic year, a task force including chairs of several committees, the Cabinet liaisons from these committees, and the three vice-presidents was convened to prepare a document formalizing the College's diversity plan. The purpose of the now-completed document is two-fold: (1) to describe in broad terms the College's commitment to diversity and educational equity, and (2) to establish college-wide goals in these areas. On November 4, 1992, the Board of Trustees passed the diversity plan statement of purpose. In January, 1993, a flex workshop was convened so that a large cross-section of the college community could gather to begin the process of planning activities that would support the goals of the college diversity plan.

    Recruitment Methods and Results
    Recruitment methods have been increased significantly in number by the addition of the Chancellor's Registry, Job Fairs, professional journals and publications, Chronicle of High Education, and colleges and institutions with significant ethnic minority populations.

    a. Methods
        (1) Faculty Job announcements are currently being directed to:
            ● All California State and Private Universities
            ● University of California
            ● California Community Colleges
            ● New Mexico, Arizona, Utah, Nevada Community Colleges
            ● Local Agencies
            ● Out-of-State Public & Private Universities with high ethnicity
            ● Hispanic Community College Administrators Roster
            ● Institutions in "Minority Student Enrollments in Education"
            ● California Community College Registry
            ● Community College Job Fairs

        (2) Advertisements are currently being placed with:
            ● The Chronicle of Higher Education
            ● AACJC Careerline
            ● Hispanic Link News
            ● Enter American Development
            ● Hispanic Business Magazine
            ● El Sol del Valle Newspaper
            ● International Press Associates
            ● Black Issues in Higher Education
            ● Waymar Advertisir.g, Inc.
            ● American Foreign Language Newspaper

- National Association of Hispanic Nurses
- Hispanic Hotline
- Jobs for Philosophers
- College Art Association
- Community College Week
- Professional Journals specific to discipline areas

b. Results
Statistics-Academic and Classified

As of June 30, 1989:

Total Staff Number	Numbers of Minorities	Percent	Numbers of Women	Percent
Academic - 274	17	6.2%	120	43.8%
Classified - 131	12	9.2%	82	62.%

As of April 30, 1993:

Academic - 306	20	6.5%	146	47.7%
Classified - 136	12	**7.7%**	108	69.7%

The lack of progress in this area is both disconcerting and disheartening. The college has experienced the retirement of some minority employees, and our strengthened efforts to recruit minority staff, particularly minority faculty, have not been fruitful. Some of the problems that have been identified in this lack of progress include lower salaries, high housing costs, lack of nearby population centers from which to draw, and small minority support communities within the county. In May 1993, a Technical Assistance Team from the Chancellor's Office conducted a site visit. Although they reported that Cuesta College has very good, broad recruiting efforts, they also suggested a number of other strategies that will be implemented in an effort to try to improve the college's track record in affirmative action hiring.

B. SPECIFIC RECOMMENDATIONS FOR EACH STANDARD

STANDARD ONE - GOALS AND OBJECTIVES

1.1 The college should consider incorporating into unit/cluster plans specific activities to achieve the stated goal of cultural diversity in terms of staff, students, and curriculum
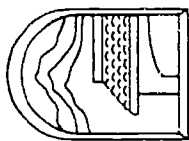
The forms for the unit/cluster plans now have a separate section for approaches to achieving diversity. Much evidence exists in current activities and plans demonstrating that the college has made diversity a very high priority.

The Multicultual/Women's Programs and Services has assisted in collegewide efforts focusing on diversity. The coordinator worked with a committee to draft the college diversity plan. They developed an anti-bias check sheet that must be submitted with all new cou ses being reviewed by the curriculum committee and with all course outlines being revised for texts. Specific sections of courses have been identified for the Women's Reentry Program and are advertised as such in the schedule of classes. The Library has compiled a listing of resources related to cultural diversity and the Multicultural Committee has hosted book fairs that highlight multicultural publications.

As a result of curriculum development, many courses now focus entirely or partially on cultural diversity. Some examples of courses offered at Cuesta College are:

- Literature by Women
- History of the Role of Women
- Minority Group Relations
- North American Indians
- California Indians
- Cultural Geography
- History of the Far East
- History of the Mexican-American
- History of Latin America
- History of African Civilization
- African-American History
- Developmental Patterns of Women
- Orientation to College (for re-entry students)
- Career Exploration (for re-students)
- Survey of Art History: Non-Western Art

Also, the need for a new General Education diversity category is currently being discussed by the college Curriculum Committee.

Cuesta College
Six-Year Planning and Budget Cycle

92	93	93	94	94	95	95	96	96	97	97	98	98	99	99	00
F	S	F	S	F	S	F	S	F	S	F	S	F	S	F	S

UNIT / CLUSTER PLANS (recurring each F)

REVISE GOALS & ASSUMPTIONS

REVISE COLLEGE PLAN
- MISSION
- VALUES
- ASSUMPTIONS
- GOALS/ ACTIVITIES

REVISE 5 YEAR PLAN

REVISE 5 YEAR PLAN & MASTER PLAN

BUDGET DEVELOPMENT (recurring each S)

ACCREDITATION SELF STUDY

ACCREDITATION VISIT

ONGOING INFORMATION GATHERING

RESEARCH
External/Internal Data
PROGRAM REVIEW
ACCREDITATION RECOMMENDATIONS
ANNUAL PROGRESS REPORT
BUDGET TRENDS

8/93

97

98

66

STUDENT EQUITY: GUIDELINE FOR DEVELOPING A PLAN

Section One:
THE PROCESS OF DEVELOPING STUDENT EQUITY PLANS

<u>THE BASICS</u>

What Make "Increasing access and success especially for historically underrepresented groups" one of the two or three goals for the institution. Use this student equity goal to evaluate all aspects of the institution from the classroom to the boardroom. It is unlikely that any institution can make significant progress on more than two or, at the very most, three goals at a time. Then, as part of achieving that goal, develop a meaningful, effective student equity plan to increase the access, retention, completion, and transfer rates of all groups, especially those who have been underrepresented in the past.

Why There is now a mandate in Title 5 to do a student equity plan. However, the more urgent reason is that the state's economic and social future depends on integrating all ethnic groups into the economic mainstream. The community colleges have an important part to play in that task, because most of the students from historically underrepresented groups who are in college in the state are at community colleges. If a district serves 50% Anglo-Saxon students, yet 80 or 90% of the students who attain their educational goals are Anglo-Saxon, then districts have much work to do.

Who The overall planning should be done at the highest governance levels to ensure the maximum support of all groups and the most effective implementation. However, the key to success, especially since money is tight and likely to get tighter, is for everyone to become part of the effort by revamping curriculum, mentoring students, making forms and processes as user-friendly as they can be, and by making everything we do focused on promoting student achievement and student success. Faculty need to rethink everything we do to see how we can be more effective. Administrators, including those who run categorical programs, have to share their knowledge and power. Only then will we have the best possible coordination among activities and the widest involvement of everyone on campus in fostering student achievement and success.

When Although the first plan must be completed by December, 1993, the processes should be designed for ongoing coordination, evaluation and necessary revision including: coordination of existing programs as well as establishing clear goals and involving everyone in working towards those goals, getting regular research and evaluation on what is working and what isn't and making student equity and student success an explicit part of the priorities for every committee and every program.

Myth Some fear that increasing student success will entail weakening academic standards, but increasing student success by giving away grades would not help anyone. We can have both standards and diversity as long as we do not expect the students to do all the changing. The task is to find ever better ways to help students succeed in getting a genuine, challenging college education.

CUESTA COLLEGE DIVERSITY ACTION PLAN

GOALS:
1. Provide access to programs and services for greater numbers of underrepresented students.
2. Increase student retention and success through adequate support services for underrepresented groups.

YEAR ONE DEFINE AND ASSESS:	YEAR TWO ANALYZE, PLAN BEGIN IMPLEMENTATION	YEAR THREE IMPLEMENTATION, EVALUATION	YEAR FOUR EVALUATION, PLANNING
1. Define Cuesta's population of the under-represented student, and student success rates.	1. Identify barriers to student access and success (surveys, other data).	1. Update plan.	1. Overall evaluation of students' needs; adequacy of programs and services; changes in faculty/staff attitudes and behaviors.
2. Assess campus climate.	2. Develop plans for barrier removal and tie to outreach plan.	2. On-going implementation.	2. Revise plan.
3. Assess students' needs and the programs and services they access. *Collect/Analyze baseline data on: a. local demographics; b. services requested on application/adequacy of services; c. distribution of courses (sequence, location, etc.); d. comparison with county-wide data (voids/causes)	3. Begin implementation of plan.	3. On-going faculty/staff training.	
4. Faculty and staff training for greater student success/retention/ sensitivity and improved campus climate.	4. Faculty/staff training.	4. Student outcomes assessment/evaluation of progress. Outcomes meeting or exceeding SEP.	
5. Develop student equity plan per CCCOC guidelines.	5. Evaluation of progress/outcomes.	5. Communication of plan and results.	
	6. Communication of plan and results (internal and external).	6. Evaluation of progress.	

Cuesta College Proposed Diversity Action Plan Overview 1993-1996

Group Responsible	Goals	1993-94	1994-95	1995-96
Educational Council	(1) Provide access to programs and services for greater numbers of under-represented students, and (3) Increase student retention and success through adequate support services for under-represented groups.	Define the college population of un-derrepresented students and their success rates; assess campus climate and students' needs as well as the programs/services they access; collect baseline data on local demographics, services requested, distribution of courses, comparison with county-wide data.	Identify barriers to student access and success; develop remediation plan to remove barriers and tie to outreach plan; implement plan; evaluate progress/outcomes; communicate plan and results to internal and external audiences.	Update and continue to implement plan; assess/evaluate progress on student outcomes; communicate plan and results to internal and external audiences. (NOTE Year 4 calls for an overall evaluation, as well as revision and continued implementation of plan.)
		Train faculty/staff to improve campus climate.	Continue to train faculty/staff.	Continue to train faculty/staff.
		Develop student equity plan per CCOC guidelines.		
Affirmative Action Committee	(2) Provide equal employment opportunities for underrepresented groups, and (4) Increase retention of staff from underrepresented groups by providing adequate support services.	Proactively recruit by sending reps to job fairs and conferences; evaluating current pool of Affirmative Action candidates; expanding recruitment sources; and modifying job announcements and interview questions in accordance with Technical Assistance Team recommendations.	Evaluate progress and strategies.	Update recruitment component of Diversity Plan and continue job fair and conference visits.
		Advise all screening committees to include Affirmative Action rep to facilitate diverse climate in interviews.	Continue to advise and remind.	Continue to advise and remind.
		Contact Allan Hancock and Cal Poly to consider shared applicant pool.		
		Implement and evaluate Affirmative Action/Diversity Plan.	Evaluate Affirmative Action/Diversity Plan.	Revise Affirmative Action/Diversity Plan.
		Communicate intent of Affirmative Action/Diversity Plan through staff development activities.	Provide follow-up staff development activities.	Provide follow-up staff development activities.
		Devise and establish a formal strategy to expand mentoring process.	Implement strategy.	Evaluate and revise strategy.

Group Responsible	Goals	1993-94	1994-95	1995-96
Staff Development Committee	(5) Educate all students and staff in the historical, cultural and conceptual contributions of underrepresented groups, and (6) Increase the ability of students and staff to value others for differences in gender, age, race, ethnicity, disability, sexual orientation and economic status, and (10) Develop a campus climate in which freedom of individual expression is encouraged and people of all backgrounds can flourish as part of the whole.	Survey and assess goals of staff development to define objectives, and revise survey methods to effectively evaluate diversity training, attitudes and needs. Use results of campus climate assessment to provide training needs. Continue offering diversity workshops for FLEX plan; lead committees provide input for diversity workshops. Assess current diversity offerings and assist ASCC to develop ;cultural diversity activities for students.	Continue to survey and assess staff development goals. Continue to assess campus climate to educate and remove barriers. Clearly define criteria and evaluate effectiveness of diversity workshops for FLEX; expand effective/needed diversity workshops incorporating lead committees input. Continue to assist ASCC to develop student diversity.	Update/revise plan. continue to evaluate campus climate.' Continue to evaluate effectiveness of diversity workshops for FLEX; continue to expand effective/needed workshops incorporating lead committees' input. Continue to evaluate effectiveness of ASCC student diversity plan.
Curriculum Committee	(7) Integrate balanced perspective of these underrepresented groups into current and future programs and services, and (8) Encourage the development and integration of courses in the areas of ethnic and women's studies, and (9) Work toward the development of a graduation requirement for all graduates in the areas of ethnic and women's studies.	Survey "goals and objectives" of course outlines for levels of diversity content. As part of staff development, address fears of change and identify interdisciplinary resources. Interface with academic leadership in terms of visibility, identifying needs and directions, and monitoring progress. Explore implementation of a graduation requirement - yes or no?	Revise course outline format to include questions about diversity. Continue staff development efforts and provide a forum to address specific questions. Continue working with academic leadership and incorporate diversity in faculty evaluations, unit plans and program reviews. If yes, explore options such as a new stand-alone course or identifying existing courses that fulfill the requirement.	Evaluate new or revised course outlines for incorporation of diversity content. Continue staff development efforts. Continue working with academic leadership. Continue action and plan a phase-out schedule if integration of objectives is being addressed in other ways.
Research Committee	(11) Engage in an ongoing self-assessment and evaluation process to measure progress toward college equity goals.	Work with research committee on a study of campus climate and diversity to measure change. Develop an integrated evaluation program; lead committees clarify meaning and functions of specific equity-related issues and communicate them to the Research Committee.	Identify courses which could be used in outcome study; plan outcome study. Evaluation program continues.	Survey faculty and students to evaluate change in climate and incorporation of diversity goals; initiate outcome study. Evaluation program continues.

CUESTA COLLEGE BOARD POLICY 1570
Nondiscrimination in District College Programs

Encouraging the Development of Diversity on the Cuesta College Campus

The students, faculty and staff of Cuesta College believe that economics, social and political equity in California society is strongly dependent upon equity in educational opportunity by all its segments, including its underrepresented groups. We believe that if California is to reap enormous benefits by utilizing its multicultural, multiracial population in an optimum manner and maintain its economic stature, there must be educational equity.

We further believe that to achieve this educational equity Cuesta College must initiate small, persistent increments of improvement in several major objectives related to diversity:

1. Achieving initial access to its classes and employment for greater numbers of underrepresented groups.

2. Providing adequate support services for students and staff who are from underrepresented groups to better assure their success.

3. Educating the majority of students, faculty and staff in the historical and cultural contributions of underrepresented groups.

4. Increasing mutual respect among the majority of students, faculty and staff for our differences in gender, race, ethnicity, disability and economic status.

5. Instilling in the majority of students, faculty and staff a recognition of their responsibility to help solve long-term problems among underrepresented groups.

6. Integrating in current educational curricula and in new courses and services balanced perspectives of ethnicity, gender, disability and economic status.

7. Encouraging a campus climate which allows for freedom of individual expression and for differences among groups to be studied openly while maintaining a civility in which people of diverse backgrounds can flourish.