

Cuyamaca College's General Counseling: Access to Services and Persistence in 2022-2023

Report Prepared August 2023

Cuyamaca College's Counseling department served approximately 24% of all students enrolled at Cuyamaca College in the 2022-2023 academic year between July 1st, 2022 and June 30th, 2023 (3,165 of 12,936 students). In comparison, approximately 23% of all students enrolled at Cuyamaca College in the 2021-2022 academic year received counseling services between July 1st, 2021 and June 30th, 2022 (2,906 of 12,427 students).

Approximately 19% of all students attended at least one Counseling appointment in this timeframe (2,447 of 12,936 students), approximately 12% attended at least one drop-in Counseling session in this timeframe (1,539 of 12,936 students), and approximately 2% received E-Counseling services in this timeframe (238 of 12,936 students).

Student Access to Services in 2022-2023 by Race/Ethnicity

In 2022-2023, the Counseling department served an overrepresentation of white students (50% compared to 45% college-wide), and this overrepresentation was evident across each Counseling session type (appointments, drop-ins, and E-Counseling). Conversely, the Counseling department served a slight underrepresentation of African-American or Black students (5%, compared to 6% college-wide), Asian students (4% compared to 6% college-wide), Latinx students (35% compared to 36% college-wide), and students who identify with two or more races or ethnicities (5% compared to 6% college-wide).

Compared to all students, students who attended at least one Counseling appointment reflected an underrepresentation of African-American or Black students, Asian students, and students who identify with two or more races or ethnicities. Students who attended at least one drop-in Counseling session reflected an underrepresentation of African-American or Black students, Asian students, Latinx students, and students who identify with two or more races or ethnicities. Students who received E-Counseling services reflected an underrepresentation of African-American or Black students, Asian students, and students who identify with two or more races or ethnicities.

Race and Ethnicity	All Students		Appointment		Drop-In		E-Counseling		Any Counseling	
	#	%	#	%	#	%	#	%	#	%
African-American/Black	722	6%	107	4%	78	5%	7	3%	143	5%
Asian	723	6%	102	4%	65	4%	9	4%	136	4%
Hispanic/Latino/a/x	4,624	36%	896	37%	497	32%	90	38%	1,113	35%
Native American	66	1%	7	<1%	4	<1%	1	<1%	10	<1%
Pacific Islander	40	<1%	6	<1%	6	<1%	1	<1%	10	<1%
White	5,859	45%	1,181	48%	820	53%	114	48%	1,569	50%
Two or more	719	6%	120	5%	54	4%	12	5%	148	5%
Unknown/non-respondent	183	1%	28	1%	15	1%	4	2%	36	1%
Total	12,936	100%	2,447	100%	1,539	100%	238	100%	3,165	100%

Student Access to Services in 2022-2023 by Gender

The Counseling department served a proportion of female students (56%) and male students (43%) that was similar to the college-wide proportions of female students (56%) and male students (43%). Compared to all students, students who attended at least one drop-in Counseling session reflected an overrepresentation of male students (46% compared to 43% college-wide). Students who received E-Counseling services reflected an overrepresentation of female students (61% compared to 56% college-wide).

Gender	All Students		Appointment		Drop-In		E-Counseling		Any Counseling	
	#	%	#	%	#	%	#	%	#	%
Female	7,257	56%	1,404	57%	814	53%	145	61%	1,761	56%
Male	5,510	43%	1,018	42%	707	46%	93	39%	1,369	43%
Unknown/non-respondent	169	1%	25	1%	18	1%	0	0%	35	1%
Total	12,936	100%	2,447	100%	1,539	100%	238	100%	3,165	100%

Student Access to Services in 2022-2023 by Age

The Counseling department served an underrepresentation of students under 20 years old (24% compared to 27% college-wide), and an overrepresentation of students age 20-24 years old (36% compared to 32% college-wide).

Compared to all students, students who attended at least one Counseling appointment reflected an underrepresentation of students under 20 years old, and an overrepresentation of students age 20-24 years old. Students who attended at least one drop-in Counseling session reflected a slight overrepresentation of students age 20-24 years old and a slight underrepresentation of students age 25-29 years old. Students who received E-Counseling services reflected an underrepresentation of students under 20 years old, an overrepresentation of students age 20-24 years old, and an underrepresentation of students age 50+ years old.

Age	All Students		Appointment		Drop-In		E-Counseling		Any Counseling	
	#	%	#	%	#	%	#	%	#	%
<20 years old	3,546	27%	585	24%	405	26%	54	23%	757	24%
20-24 years old	4,123	32%	889	36%	520	34%	97	41%	1,124	36%
25-29 years old	1,550	12%	267	11%	151	10%	26	11%	335	11%
30-49 years old	2,818	22%	546	22%	347	23%	51	21%	736	23%
50+ years old	899	7%	160	7%	116	8%	10	4%	213	7%
Total	12,936	100%	2,447	100%	1,539	100%	238	100%	3,165	100%

Student Fall-to-Spring Persistence in 2022-2023

Students who received Counseling in 2022-2023 were more likely to persist from Fall 2022 to Spring 2023 at Cuyamaca College (78%), compared to all students (57%). However, African-American or Black students, Latinx students, Native American students, Pacific Islander students, and students who identify with two or more races or ethnicities who received any Counseling experienced equity gaps in persistence compared to white students. African-American or Black students who received any Counseling experienced a 12 percentage point gap in persistence compared to white students (69% compared to 81%, respectively); Latinx students who received any Counseling experienced a 4 percentage point gap in persistence compared to white students (77% compared 81%, respectively); Native American students experienced a 14 percentage point gap in persistence compared to white students (67% compared to 81%, respectively); Pacific Islander students experienced a 10 percentage point gap in persistence compared to white students (71% compared to 81%, respectively); and students who identify with two or more races or ethnicities experienced a nine percentage point gap in persistence compared to white students (72% compared to 81%, respectively).

Students who attended at least one Counseling appointment were more likely to persist from Fall 2022 to Spring 2023 (79%), compared to all students (57%). However, African-American or Black students, Latinx students, Native American students, and students who identify with two or more races or ethnicities who attended at least one Counseling appointment experienced equity gaps in persistence compared to white students.

Students who attended at least one drop-in Counseling session were more likely to persist from Fall 2022 to Spring 2023 (83%), compared to all students (57%). However, African-American or Black students, Asian students, Latinx students, Native American students, and Pacific Islander students, and students who identify with two or more races or ethnicities who attended at least one drop-in session experienced equity gaps in persistence compared to white students.

Students who received E-Counseling services were more likely to persist from Fall 2022 to Spring 2023 (78%), compared to all students (57%). However, Latinx students and students who identify with two or more races or ethnicities who received E-Counseling services experienced equity gaps in persistence compared to white students.

Race and Ethnicity	All Students		Appointment		Drop-In		E-Counseling		Any Counseling	
	Cohort	Persisted	Cohort	Persisted	Cohort	Persisted	Cohort	Persisted	Cohort	Persisted
African-American/Black	446	50%	87	71%	58	67%	7	100%	110	69%
Asian	419	56%	83	81%	52	83%	9	100%	108	82%
Hispanic/Latino/a/x	2,854	53%	687	78%	384	83%	73	66%	844	77%
Native American	42	36%	4	75%	3	33%	1	0%	6	67%
Pacific Islander	24	42%	3	100%	5	60%	1	100%	7	71%
White	3,704	61%	929	82%	624	86%	97	84%	1,205	81%
Two or more	429	51%	96	71%	39	69%	10	70%	113	72%
Unknown/non-respondent	123	58%	20	65%	10	90%	3	100%	25	72%
Total (Enrolled in Fall 2022)	8,041	57%	1,909	79%	1,175	83%	201	78%	2,418	78%

Counseling Course Enrollments, Retention, and Success in 2022-2023

In 2022-2023, the Counseling department offered the following courses: COUN-95, COUN-120, COUN-140, and COUN-150. In total, there were 1,338 enrollments in these courses across the Summer 2022, Fall 2022, and Spring 2023 semesters. Approximately 53% of enrollments were by white students, 32% by Latinx students, 6% by African-American or Black students, 5% by students who identify with two or more races or ethnicities, 3% by Asian students, less than 1% by Native American students, and less than 1% by Pacific Islander students. Compared to the college-wide enrollments in 2022-2023, this reflects an overrepresentation of white students (53% of Counseling enrollments compared to 50% of college-wide enrollments), an underrepresentation of Asian students (3% of Counseling enrollments compared to 5% of college-wide enrollments), and an underrepresentation of Latinx students (32% of Counseling enrollments compared to 34% of college-wide enrollments).

At Cuyamaca College, equity gaps are identified for groups that have at least 10 enrollments and experience a retention or success rate that reflects at least a three percentage point gap when compared to the white student group in the same semester(s). While none of the historically marginalized student groups experienced equity gaps in retention rates in these Counseling courses, Pacific Islander students were slightly less likely to be retained than white students (80% retention rate compared to 82%, respectively).

Race and Ethnicity	Enrollments		Retained		Withdrew	
	#	%	#	%	#	%
African-American/Black	86	6%	72	84%	14	16%
Asian	36	3%	32	89%	4	11%
Hispanic/Latino/a/x	425	32%	368	87%	57	13%
Native American	6	<1%	5	83%	1	17%
Pacific Islander	5	<1%	4	80%	1	20%
White	705	53%	581	82%	124	18%
Two or more	61	5%	52	85%	9	15%
Unknown/non-respondent	14	1%	14	100%	0	0%
Total	1,338	100%	1,128	84%	210	16%

Approximately 62% of the 1,338 enrollments in these Counseling courses resulted in a successful grade (A, B, C, or P). White students experienced a 65% success rate, while African-American or Black students experienced an equity gap of seven percentage points (58% success rate), Asian students experienced an equity gap of four percentage points (61% success rate), Latinx students experienced an equity gap of six percentage points (59% success rate), and students who identify with two or more races or ethnicities experienced an equity gap of 11 percentage points (54% success rate).

Race and Ethnicity	Enrollments		Successful		Not Successful	
	#	%	#	%	#	%
African-American/Black	86	6%	50	58%	36	42%
Asian	36	3%	22	61%	14	39%
Hispanic/Latino/a/x	425	32%	249	59%	176	41%
Native American	6	<1%	4	67%	2	33%
Pacific Islander	5	<1%	3	60%	2	40%
White	705	53%	459	65%	246	35%
Two or more	61	5%	33	54%	28	46%
Unknown/non-respondent	14	1%	10	71%	4	29%
Total	1,338	100%	830	62%	508	38%