

EQUITY-MINDED INQUIRY SERIES

Web Scan



CENTER *for* URBAN
EDUCATION

USC Rossier
School of Education

ACKNOWLEDGMENTS

The inquiry tools presented in this guide are the product of the staff who worked at the Center for Urban Education (CUE) from 1999 to 2018. The tools evolved over time, in response to what CUE staff learned from using the tools at campuses across the country, as well as from research on race, racism, and racial equity. Presented here is a collection of CUE's most impactful tools, organized and edited by Cheryl D. Ching, PhD., who served as a research assistant at CUE from 2012 to 2017 and as a post-doctoral scholar from 2017 to 2018.

HOW TO CITE

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ADDITIONAL TOOLS

For additional inquiry tools, please contact cue.media.communications@gmail.com.

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INTRODUCTION: WHAT IS WEB SCAN?

Just about every college and university in the United States has a website that provides key institutional information, for example: Who leads the college? How do prospective students apply to the college? Who are on the faculty? What academic departments and majors does the college offer? What is the college's tuition? What financial aid is available? What is the college's mission and vision? Seeking answers to these questions and others is perhaps the reason most people visit college and university websites.

The Center for Urban Education's (CUE) Web Scan Guide takes a different view of websites. Rather than seeing them primarily as sources of information, the Web Scan Guide approaches websites as **artifacts of practice** that:

- Reflect colleges' taken-for-granted attitudes, assumptions, expectations, and norms;
- Cultivate a sense of the learning and campus environment that colleges strive to create for members of their community; and
- Communicate who belongs and does not belong to their community, as well as what is required to fully participate.

Since a college's website is one of the first artifacts of practice students engage with, it is important that web pages convey the message that students—particularly racially minoritized students who have experienced exclusion, marginalization, discrimination, and oppression in educational settings and elsewhere—are **welcome** at the college. Moreover, it is vital that web pages help **demystify** the college and explain what the college does, how the college works, and what students who enroll can expect from the college. One expectation that web pages can convey to students is that their abilities and efforts will be **validated** and that their success comes from a **partnership** between them and the college. Finally, from a critical race-conscious perspective, web pages can **represent** the identities and experiences of racially minoritized students, and **deconstruct** the

presentation of white students and white experiences as the norm.

EQUITY-MINDED PRACTICES FOR WEBSITES

WELCOMING: The web page communicates through words, images, tone, and design that students are welcome and will be cared for.

DEMYSTIFYING: The web page communicates program/department/institution policies in clear and approachable ways.

CREATING A PARTNERSHIP: The web page communicates through words, images, and tone that the program/department/institution is mutually responsible for student success.

VALIDATING: The web page words, images, and tone actively support and encourage students' ability to be successful.

REPRESENTING: Web page content and images reflect a range of racial/ethnic identities and experiences.

DECONSTRUCTING: The web page counters the common presentation of "whiteness" as the norm.

Welcoming, demystifying, validating, partnering, representing, and deconstructing are six **equity-minded** practices colleges can implement in order to advance racial/ethnic equity. According to Estela Bensimon (2012), equity-minded is characterized as being:

- Critically race-conscious;
- Aware that practitioner beliefs, assumptions, knowledge, and approaches are racialized and can have racial consequences, typically to the disadvantage of racially minoritized students;
- Aware that norms, policies, and practices that are taken for granted in higher education can perpetuate racial hierarchies and inequalities, even in the absence of explicit racism; and
- Willing to reflect on racialized outcomes and exercise agency to produce racial equity.

By bringing an equity-minded perspective to college websites, and by assessing web pages for the presence or absence of equity-minded practices, practitioners can see whether and in what ways these online artifacts of practice are facilitators of, or barriers to, racial equity.

CUE's Web Scan is a method of inquiry that outlines specific steps for practitioners to (a) examine, discuss, and reflect on whether and in what ways equity-minded practices are embedded in their college's website; and (b) consider whether and in what ways the website plays a role in the equity gaps experienced by racially minoritized students. Ultimately, engaging in the Web Scan process will:

- Raise practitioner awareness of racial patterns reflected on college websites;
- Promote self-reflection on how college websites work or do not work for racially minoritized students; and
- Inspire changes to the website that advance racial/ethnic equity.

THE PROTOCOL

The Web Scan protocol outlines a four-step process that practitioners would follow.

1. Select Web Pages to Scan
2. Scan Web Pages for Equity-minded Practices
3. Reflect on Web Scan Findings and Process
4. Present Findings to Campus

1. SELECT WEB PAGES TO SCAN

The web scan process begins with selecting web pages that are associated with a particular racial/ethnic equity gap. If you have not done so already, conduct a percentage point gap (PPG) analysis of retention and success outcomes to identify gaps by race and ethnicity; instructions are provided in CUE's Data Tools Guide.

For example, based on an analysis of outcomes data disaggregated by race and ethnicity, you find that Latinx students are experiencing an equity gap in study abroad participation, relative to white students. With this information in hand, you would identify web pages associated with study abroad, such as those managed by the college's study abroad program office.

You should cast your search of related web pages widely, focusing not only on the likely suspects, but also web pages where students may seek information on a particular campus program or service.

Returning to the example of study abroad, you should also look at the web pages of academic departments that have a track record of encouraging students to pursue study abroad opportunities (e.g., language departments).

2. SCAN WEB PAGES FOR EQUITY-MINDED PRACTICES

Once chosen, develop inquiry questions that help unpack whether and in what ways the web pages demonstrate the six equity-minded practices. As noted, these practices aim to foster more equitable educational experiences and outcomes of racially minoritized students who are prone to exclusion, marginalization, discrimination, and oppression on college campuses.

On pages 7-14, we provide a worksheet with general inquiry questions that can be applied to any college web page, and which practitioners can use to conduct their web scans. Consider these inquiry questions a starting point; they can be adapted, customized, and/or expanded to suit the web pages you'll review.

The inquiry questions are designed as yes/no questions. You can note your answers to the questions by circling "yes" or "no." If the question doesn't apply to the web page, circle "NA."

For each question, we ask you to elaborate on your response. Here you can share the rationale for your response, as well as provide evidence to support why you said "yes" or "no."

WORKSHEET

WEB SCAN

BASIC INFORMATION

1. Web page description and URL

2. How does this web page relate to the focal equity gap?

WORKSHEET

WEB SCAN

WELCOMING

1. Does the web page use language and/or images that suggest a welcoming tone? Yes | No | NA

In what ways?

2. Is the information communicated in such a way that a student could feel that this program/department/office cares about their well-being and success? A racially minoritized student? Yes | No | NA

In what ways?

3. Does the web page send messages that may make racially minoritized students feel unwelcomed? Yes | No | NA

In what ways?

WORKSHEET

WEB SCAN

DEMYSTIFYING

1. Does the web page explain the purpose of the program/department/office in clear and plain language?
In what ways? Yes | No | NA

2. Does any part of the web page use academic jargon that a student with little familiarity with higher education may not understand?
In what ways? Yes | No | NA

WORKSHEET

WEB SCAN

CREATING A PARTNERSHIP

1. Does the web page suggest that the program/department/office seeks to assist students in their educational journeys? Racially minoritized students in particular? Yes | No | NA
- In what ways?

2. Does the web page provide information on resources for racially minoritized students in particular? Is this information clearly communicated? Yes | No | NA
- In what ways?

3. Does the web page use language that is respectful in tone? Yes | No | NA
- In what ways?

WORKSHEET

WEB SCAN

CREATING A PARTNERSHIP

4. Is the contact information for a specific practitioner provided for students who have additional questions? Yes | No | NA

In what ways?

5. Does the web page feature or link to a “frequently asked questions” section? Yes | No | NA

In what ways?

WORKSHEET

WEB SCAN

VALIDATING

1. Does the web page include language and/or images that communicate support for students' academic efforts and goals?

Yes | No | NA

In what ways?

WORKSHEET

WEB SCAN

REPRESENTING

1. Does the web page feature the stories and/or experiences of racially minoritized students? If not, whose stories and/or experiences are featured?

Yes | No | NA

In what ways?

2. Does the web page feature images of racially minoritized students?

Yes | No | NA

In what ways?

WORKSHEET

WEB SCAN

DECONSTRUCTING

1. Does any part of the web page reflect a view of white students as the “normative” college student?

Yes | No | NA

In what ways?

2. Does any part of the web page reflect a view of racially minoritized students as the “other” (i.e., as different, as not belonging)?

Yes | No | NA

In what ways?

3. REFLECT ON WEBSKAN FINDINGS AND PROCESS

After the web scan is complete, review and reflect on your responses.

Consider the following reflection questions:

- What did you learn about the program or department from the web scan? What was surprising? Not surprising?
- Does the web page clearly communicate policies and processes? If yes, in what ways?
- Does the web page communicate that students will be supported in their endeavors? If yes, in what ways?
- Were there patterns evident by race and ethnicity in terms of:
 - Who is (not) represented?
 - Who is (not) welcomed?
- In what ways do the web pages validate racially minoritized students, if any?
- On the whole, would you say that the web page speaks more to the white student experience, or is there evidence that the web page deconstructs “whiteness” as the norm?
- How might the web page content and the way the content is presented contribute to the racial/ethnic equity gaps in the focal area?
- Based on your web scan findings and reflections, what recommendations do you have for practitioners who oversee the program or department? How will these recommendations improve the program or department for students from racially minoritized groups?

4. PRESENT FINDINGS TO CAMPUS

Consider sharing your findings, reflections, and recommendations with the practitioners who oversee the program or department, as well as campus leaders who can help implement your recommendations.

The following questions can help frame the presentation:

- What attitudes toward students does this web page reveal?
Toward students from racially minoritized backgrounds? What are some issues that should be raised for program/department/office discussions?
- What changes, if any, would you recommend be made so the web page better serves all students, in particular students from racially minoritized groups? If changes are recommended, who would make the changes? What is the process to implement those changes?

REFERENCES AND ADDITIONAL RESOURCES

Bensimon, E. M. (2012). The Equity Scorecard: Theory of change. In E. M. Bensimon & L. Malcom (Eds.), *Confronting equity issues on campus: Implementing the Equity Scorecard in theory and practice* (pp. 17-44). Stylus Publishing.



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Virtual Office Hours

Monday - Thursday
8:00am to 5:00pm

Friday:
9:00am to 1:00pm

cuyamaca.ecounseling@gccd.edu

Phone Information:
Non-Academic Questions Only
(619) 660 - 4429

Athletic Counseling

Please be advised that these sessions are for student athletes or prospective student athletes. Students who do not fall into this category should refer back to general counseling for assistance.

Quick Question - 15 minute appointments are for the following:

Quick questions
One semester plan (AEP)
Unit overload petition
Help with registering for classes

Class Planning - 30 minute appointments are for the following:

Picking classes, Eligibility
Full two year education plans (semester by semester)
Financial Aid Petitions
Choosing a Major
Career Counseling
Personal Counseling (related to academic success)
Transfer/Graduation planning
Professional Referrals to Community Resources

Follow these steps to schedule your appointment:

- Visit our [Scheduling Portal](#)
- Log in with your Student ID # and birthdate in the form of MM-DD-YYYY
- Select the appropriate type of appointment for your needs.

Appointments are in high demand, please ensure when you are scheduling your appointment that you are able to attend at the given date and time. If you cannot keep your appointment, please sign back into the scheduling portal to cancel.



[Home](#) > [Student Support](#) > [Counseling Center](#) > [Probation & Dismissal](#) > [Back on Track Workshops](#)

Related Information

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Back on Track Workshops

If you have been placed on **Academic Probation** or **Lack-of-Progress Probation** with the Grossmont-Cuyamaca Community College District for Spring 2021 please review the information below:

We understand the past academic year has been filled with difficult and unpredictable circumstances, many of which may have led to your current academic standing with our college district. Through this time of transition, please know that Cuyamaca is here to help!

As you move forward, our goal is to empower you to gain confidence in your studies and guide you through the tools and resources available to help you get back on track as a Cuyamaca student.

This Canvas course contains two easy steps that will help you move forward next semester:

1. Watch our [Back on Track Workshop recording](#).
2. Complete the [Cuyamaca Student Success Contract](#).

Enroll in the Back on Track Workshop via Canvas



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Counseling Courses

Students who complete a counseling course are more successful in their college education, career and life!

- Get a head start on units for college graduation
- Choose or confirm a major and career
- Set goals and create an educational and career plan
- Learn valuable college study skills such as test taking, note taking and memory techniques to be successful

More Information

For information on counseling courses talk with a counselor.

Related Resources

[Apply & Enroll](#)

[College Catalog](#)

[Class Schedule](#)

[WebAdvisor](#)

[Course Descriptions](#)

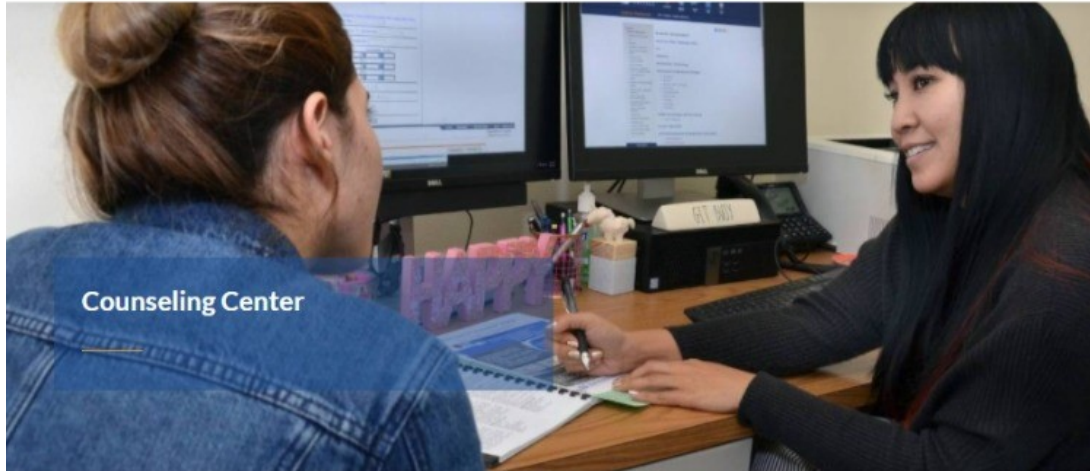
Virtual Office Hours

Monday - Thursday
8:00am to 5:00pm

Friday:
9:00am to 1:00pm

cuyamaca.ecounseling@gcccd.edu

Phone Information:
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(619) 660 - 4429



Counseling Center

Home > Student Support > Counseling Center

Related Information

- Counseling Center
 - Talk with a Counselor
 - Education Planning Tools
 - Prerequisite Form
 - Probation & Dismissal
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Counseling Center

Mission Statement

The Cuyamaca College Counseling Department is committed to promoting equity and success using student-centered approaches that empower students to make informed decisions affecting educational, career and personal goals.

Services include:

- Plan a program of study leading to the completion of a certificate or Associate degree
- Prepare for transfer to a four-year college or university
- Review major options
- Explore your career goals
- Develop or modify your CEP (Comprehensive Education Plan)
- Personal Counseling (related to academic success)
- Community referrals and much more!

Campus Reopening Update

At this time the Cuyamaca College Campus is open at a limited capacity due to COVID-19. While we transition to reopening at regular capacity, the Counseling Center is providing virtual services to help you with your educational needs. Please visit [Talk with a Counselor](#) to speak to a counselor regarding classes or other academic questions.

And remember...



[Home](#) > [Student Support](#) > [Counseling Center](#) > [Cuyamaca Scholars](#)

Related Information

- [Counseling Center](#)
- [Talk with a Counselor](#)
- [Education Planning Tools](#)
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Cuyamaca Scholars

The Cuyamaca Scholars Program provides college support services for those who were formerly incarcerated, on probation/parole supervision or for students impacted by the justice system.

How We Can Help:

- Mentorship
- Enrollment Support
- Access to Learning Communities
- Tutoring
- Transfer Guidance
- Referrals to Support Services
- Specialized Counseling
- Career Exploration
- Job Readiness

Octavio Leal, Scholar Program Coordinator and Counselor

Contact: Octavio.Leal@gcccd.edu



Home > Student Support > Counseling Center > Education Planning

Related Information

[Counseling Center](#)

[Talk with a Counselor](#)

▪ [Education Planning Tools](#)

[Prerequisite Form](#)

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Student Education Planning

Choosing the appropriate courses that fit your goals can be challenging. That is why it is very important to have access to the tools necessary to make well informed decisions.

- Refer to the [College Catalog for Associate Degree General Education](#), major, graduation requirements, course descriptions, prerequisite information, and college policies and procedures.
- Explore [Academic and Career Pathways at Cuyamaca College](#)
- ASSIST is a web site that identifies major preparation course requirements for transfer to a CSU or UC.
- If you plan to attend a private school, refer to the [Transfer Center](#)

General Education Plans:

[Associate Degree General Education 2021-2022](#)

[California State University General Education 2021-2022](#)

[IGETC-Intersegmental General Ed Curriculum 2021-2022](#)

Education Plan Templates:

[One Semester Education Plan](#)

[Six Semester Education Plan](#)

During your first semester, we strongly encourage you to see a counselor to develop a comprehensive education plan. Visit [Talk with a Counselor](#) to schedule an appointment or submit your question.

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Friday:
9:00am to 1:00pm

cuyamaca.ecounseling@gccd.edu

Phone Information:
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Home > Student Support > Diversity and Inclusion > UMOJA

Related Information

- [Counseling Center](#)
- [Education Planning Tools](#)
- [Probation & Dismissal](#)
- [Athletic Counseling](#)
- [Career Center](#)
- [Cuyamaca Scholars](#)
- [Placement Center](#)
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UMOJA



The UMOJA Scholars program at Cuyamaca College is a student success program aimed for closing the equity and achievement gaps for students that identify as Black, African, and/or African American, which are disproportionately impacted.

Being a student in our program affords you the following benefits:

- Creating long lasting relationships/friendships
- Learning Community
- Enrolling in UMOJA Supported Classes such as COUN 120 and COUN 140
- Tutoring and Academic Support
- Financial Aid and Scholarship Assistance
- Information regarding Transfer Admission into UC, CSU and Historically Black College and Universities (HBCU's)
- Cultural Events
- Participation in local and state-side conferences
- Networking
- Mentorship
- MUCH MORE!!

UMOJA Coordinator / Counselor
Camille Jack

Follow these steps to schedule your appointment:

- Visit our [Scheduling Portal](#)
- Log In with your Student ID # and birthdate in the form of MM-DD-YYYY

Contact us:

E-mail:
Cuyamaca.Umoja@gccd.edu

Voicemail:
619-660-4503



Probation & Dismissal

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Probation & Dismissal Policies

Probation Policy

1. Academic Probation: Any student who has attempted a minimum of 12 semester units at Grossmont-Cuyamaca Community College District (GCCCC) and whose cumulative grade point average falls below a 2.0 in courses receiving letter grades ("W" courses excluded) shall be placed on academic probation. The student will be notified of the significance of probation and the services available.

2. Lack-of-Progress Probation: Any student who has enrolled in a total of at least 12 semester units at GCCCC shall be placed on lack-of-progress probation when the student's cumulative units indicate 50 percent or more units of "W," "I" or "NP." The student will be notified of the significance of probation and the services available.

3. Removal from Probation:

a. Any student on academic probation shall be removed from probation when the cumulative GPA at GCCCC has improved to 2.0.

b. Any student on lack-of-progress probation shall be removed from probation when the cumulative units of "W," "I" or "NP" recorded at GCCCC are less than 50 percent of the total units attempted.

***Students are strongly encouraged to attend a Back on Track Workshop with the Counseling Center in order to develop strategies to improve their academic standing.**

Dismissal Policy

1. Academic Dismissal: Any student on academic probation whose semester GPA falls below 2.0 shall be academically dismissed. Any student on academic probation whose semester GPA equals or exceeds 2.0, but whose cumulative GPA for all units attempted remains below 2.0, shall be continued on probation.

2. Lack-of-Progress Dismissal: Any student who is on lack-of-progress probation and whose semester work indicates 50 percent or more units of "W," "I" or "NP" will be dismissed. Any student on lack-of-progress probation whose semester work indicates fewer than 50 percent units of "W," "I" or "NP" but whose cumulative records show 50 percent or more units of "W," "I" or Cuyamaca College Catalog 2020-2021 Academic Policies and Procedures 35 "NP," will be continued on lack-of-progress probation.

If, at the end of the third consecutive semester in which the student earned a cumulative GPA of less than 2.0 or whose cumulative records show the percentage of units is W, I or NP is greater than 50%, the student will be dismissed. A notice that the student is dismissed will be sent to the student informing him/her that he/she is dismissed.

Readmission Policy

After being dismissed, a student may not attend either college in the district for one semester. The student may attend summer school. Any student believing to be unjustifiably dismissed may file a petition with documentation to the Admissions and Records Office requesting that such dismissal be reconsidered.

Prior to submitting a petition to the Admissions & Records Office, students are required to attend a Back on Track Workshop with the Counseling Center. Students will have their petition previewed by a Counselor in the Back on Track Workshop prior to submitting it to the Admissions & Records Office for final review. To facilitate the official adding of courses prior to the published add deadline, students should attend a Back on Track Workshop and petition for readmission no later than five working days prior to the published add deadline.

Any veteran who petitions for readmission to the college following dismissal must meet with a counselor and have the counselor make a recommendation on the petition prior to being considered for readmission.

Athletic Counseling Webpage



Welcoming

The web page communicates through words, images, tone, and design that students are welcome and will be cared for.

1. Does the web page use language and/or images that suggest a welcoming tone? Average: **2.6** out of 5
2. Is the information communicated in such a way that a student could feel that this program/department/office cares about their well-being and success? A racially minoritized student? Average: **3.4** out of 5
3. Does the web page send messages that may make racially minoritized students feel unwelcomed? *Note reverse linear scale for this question* Average: **4.6** out of 5

Comments/Feedback on our WELCOMING practices:

- Perhaps we can have an athletic image for Racially diverse group and add the name of the Athletic counselor
- This page isn't very unique to Athletes. What bother if we aren't going to differentiate them from non-athletes?



Demystifying

The web page communicates program/department/institution policies in clear and approachable ways.

4. Does the web page explain the purpose of the program/department/office in clear and plain language? Average: **3.4** out of 5
5. Does any part of the web page use academic jargon that a student with little familiarity with higher education may not understand? *Note reverse linear scale for this question* Average: **4.4** out of 5

Comments/Feedback on our DEMYSTIFYING practices:

- include Hyperlink for Personal Counseling to be linked with our Health Services
- It could add the name and picture of our athletics counselor and we could include a line about how they help sequence out athletic classes and supportive resources with maintaining eligibility.



Creating a Partnership

The web page communicates through words, images, and tone that the program/department/institution is mutually responsible for student success.

6. Does the web page suggest that the program/department/office seeks to assist students in their educational journeys? Racially minoritized students in particular? Average: **3.4** out of 5
7. Does the web page provide information on resources for racially minoritized students in particular? Is this information clearly communicated? Average: **2.2** out of 5
8. Does the web page use language that is respectful in tone? Average: **4.2** out of 5
9. Is the contact information provided for students who have additional questions? Average: **3.6** out of 5
10. Does the web page feature or link to a "frequently asked questions" section? Average: **1.4** out of 5

Comments/Feedback on our CREATING A PARTNERSHIP practices:

- No comments



Validating

The web page words, images, and tone actively support and encourage students' ability to be successful.

11. Does the web page include language and/or images that communicate support for students' academic efforts and goals? Average: **2.0** out of 5

Comments/Feedback on our VALIDATING practices

- No comments



Representing

Web page content and images reflect a range of racial/ethnic identities and experiences.

12. Does the web page feature the stories and/or experiences of racially minoritized students? If not, (in your comments at the end) whose stories and/or experiences are featured? Average: **1.2** out of 5

Comments/Feedback on our REPRESENTING practices

- No comments



Deconstructing

The web page counters the common presentation of "whiteness" as the norm.

13. Does any part of the web page reflect a view of white students as the "normative" college student? *Note reverse linear scale for this question* Average: **4.4** out of 5

14. Does any part of the web page reflect a view of racially minoritized students as the "other" (i.e., as different, as not belonging)? *Note reverse linear scale for this question* Average: **4.8** out of 5

Comments/Feedback on our DECONSTRUCTING practices

- No comments

Reflection on Web Scan Findings

- Group discussion is needed
- The page is a bit basic and applies more toward general students than athletics. Add more content how this service is tailored to athletes.
- The page really needs updating.
- The webpage uses neutral language. Adding racial images of students athletes will grab the attention.. Maybe a blurb on students who become athletes and how their lives become more invigorated.
- Would have liked to have seen something more descriptive of what Athletic Counseling supports. Surprised there's not direct link to the Athletics page. I don't actually feel like this page speaks to anyone because its just a list of the two types of services.

Back on Track Workshops Webpage



Welcoming

The web page communicates through words, images, tone, and design that students are welcome and will be cared for.

1. Does the web page use language and/or images that suggest a welcoming tone? Average: **3.0** out of 5
2. Is the information communicated in such a way that a student could feel that this program/department/office cares about their well-being and success? A racially minoritized student? Average: **3.4** out of 5
3. Does the web page send messages that may make racially minoritized students feel unwelcomed? *Note reverse linear scale for this question* Average: **4.4** out of 5

Comments/Feedback on our WELCOMING practices:

- The Back on Track page is buried. If we continue the Back on Track format, we should change the navigation to the same name. Take out the navigation that says, "Probation & Dismissal."



Demystifying

The web page communicates program/department/institution policies in clear and approachable ways.

4. Does the web page explain the purpose of the program/department/office in clear and plain language? Average: **4.2** out of 5
5. Does any part of the web page use academic jargon that a student with little familiarity with higher education may not understand? *Note reverse linear scale for this question* Average: **2.8** out of 5

Comments/Feedback on our DEMYSTIFYING practices:

- A word or two is needed to explain that being on Probation is not the end of the world
- Linking the student back to the Probation/Dismissal Page where the bolded words are would be helpful.
- The Probation and Dismissal page uses the same language that is in the catalog. Perhaps it would be better to use more common language to explain and then link to the catalog?



Creating a Partnership

The web page communicates through words, images, and tone that the program/department/institution is mutually responsible for student success.

6. Does the web page suggest that the program/department/office seeks to assist students in their educational journeys? Racially minoritized students in particular? Average: **3.2** out of 5
7. Does the web page provide information on resources for racially minoritized students in particular? Is this information clearly communicated? Average: **2.0** out of 5
8. Does the web page use language that is respectful in tone? Average: **4.2** out of 5
9. Is the contact information provided for students who have additional questions? Average: **2.4** out of 5
10. Does the web page feature or link to a "frequently asked questions" section? Average: **1.2** out of 5

Cuyamaca College Counseling Equity-Minded Web Scan

Comments/Feedback on our CREATING A PARTNERSHIP practices

- A language is needed to explain what happens after a student attend the workshop
- The left nav bar excludes all the other links in the counseling web pages.



Validating

The web page words, images, and tone actively support and encourage students' ability to be successful.

11. Does the web page include language and/or images that communicate support for students' academic efforts and goals? Average: **3.4** out of 5

Comments/Feedback on our VALIDATING practices

- No comments



Representing

Web page content and images reflect a range of racial/ethnic identities and experiences.

12. Does the web page feature the stories and/or experiences of racially minoritized students? If not, (in your comments at the end) whose stories and/or experiences are featured? Average: **1.4** out of 5

Comments/Feedback on our REPRESENTING practices

- Yes it will be useful to put stories of students who have been on probation and attended the workshop



Deconstructing

The web page counters the common presentation of "whiteness" as the norm.

13. Does any part of the web page reflect a view of white students as the "normative" college student? *Note reverse linear scale for this question* Average: **4.4** out of 5

14. Does any part of the web page reflect a view of racially minoritized students as the "other" (i.e., as different, as not belonging)? *Note reverse linear scale for this question* Average: **4.2** out of 5

Comments/Feedback on our DECONSTRUCTING practices

- I don't think we need to be specific here not to label any racially minoritized students. Let's leave the language general

Reflection on Web Scan Findings

- A statement or two are needed to explain the value of attending Back on Track Workshop
- Group discussion.
- It states "Canvas course" which maybe misleading if its just a workshop within Canvas? First line under the title could probably be more welcoming - like the second paragraph.
- Language could be more student-friendly. Images may help to describe polices and levels of proration/dismissal. Student support resources could be be linked like Tutoring.
- Suggest leading with Back on Track workshop as the page. Explanation of Probation & Dismissal can happen in Canvas container. I assume that students are directed to this web page who receive a notice that they are on probation

Counseling Center - Main Page



Welcoming

The web page communicates through words, images, tone, and design that students are welcome and will be cared for.

1. Does the web page use language and/or images that suggest a welcoming tone? Average: **4.2** out of 5
2. Is the information communicated in such a way that a student could feel that this program/department/office cares about their well-being and success? A racially minoritized student? Average: **4.6** out of 5
3. Does the web page send messages that may make racially minoritized students feel unwelcomed? *Note reverse linear scale for this question* Average: **4.8** out of 5

Comments/Feedback on our WELCOMING practices:

- Each title on the main page could be linked to other links for more information such as explore Your Career goals...etc.
- I like the use of the image of counselors
- It is less "welcoming" and more information facing.
- This sentence feels clinical "Plan a program of study leading to the completion of a certificate or Associate degree" Can we just say "plan courses needed for your major?" Or something similar. I'm not sure where we can add this but can we link the Update Student major form somewhere on our page? "Need to declare or update your major?" Click here: <https://www.cuyamaca.edu/admissions/admissions-and-residency-forms/update-student-data-major-ed-goal-form.php>



Demystifying

The web page communicates program/department/institution policies in clear and approachable ways.

4. Does the web page explain the purpose of the program/department/office in clear and plain language? Average: **4.6** out of 5
5. Does any part of the web page use academic jargon that a student with little familiarity with higher education may not understand? *Note reverse linear scale for this question* Average: **3.8** out of 5

Comments/Feedback on our DEMYSTIFYING practices

- See first comment
- Talk with a counselor tab is such an important section. It needs to be on the main page.



Creating a Partnership

The web page communicates through words, images, and tone that the program/department/institution is mutually responsible for student success.

6. Does the web page suggest that the program/department/office seeks to assist students in their educational journeys? Racially minoritized students in particular? Average: **4.4** out of 5
7. Does the web page provide information on resources for racially minoritized students in particular? Is this information clearly communicated? Average: **3.4** out of 5
8. Does the web page use language that is respectful in tone? Average: **5.0** out of 5

9. Is the contact information provided for students who have additional questions? Average: **4.4** out of 5

10. Does the web page feature or link to a “frequently asked questions” section? Average: **1.2** out of 5

Comments/Feedback on our CREATING A PARTNERSHIP practices

- Example of services listed creates a partnership between student and counselors/department
- links to other programs/resources are in the left menu... is that enough?
- Services need to include virtual and in person.



Validating

The web page words, images, and tone actively support and encourage students’ ability to be successful.

11. Does the web page include language and/or images that communicate support for students’ academic efforts and goals? Average: **4.8** out of 5

Comments/Feedback on our VALIDATING practices

- a section need to be included on the value of developing a comprehensive educational plan.
- The listing of services communicates validation of goals and major choice. Also validates need for career and major exploration.



Representing

Web page content and images reflect a range of racial/ethnic identities and experiences.

12. Does the web page feature the stories and/or experiences of racially minoritized students? If not, (in your comments at the end) whose stories and/or experiences are featured? Average: **1.6** out of 5

Comments/Feedback on our REPRESENTING practices

- Having stories would be useful
- no ones experiences are featured... but at least the counselors images look diverse.
- Perhaps this should be a rotating story carousel where many CC Student Services departments could link to.



Deconstructing

The web page counters the common presentation of “whiteness” as the norm.

13. Does any part of the web page reflect a view of white students as the “normative” college student? *Note reverse linear scale for this question* Average: **4.6** out of 5

14. Does any part of the web page reflect a view of racially minoritized students as the “other” (i.e., as different, as not belonging)? *Note reverse linear scale for this question* Average: **4.8** out of 5

Comments/Feedback on our DECONSTRUCTING practices

- Since this page talks about services, it does not normalize white or alienate POC.

Reflection on Web Scan Findings

- Group discussion.
- I really do like the use of a real photo of people (the counselors), and its nice that this department is diverse in of its own. It still feels very simple, but being too text heavy can be overwhelming anyways.
- It was helpful to examine our language/content from a student's perspective.
- Q & A section would be useful to include.
- Starting with our Mission Statement may not be the best way to draw a student into the Counseling Center web page. Perhaps it would be best of the default page of the Counseling Center focuses on how to make an appointment as well as hours of operation and contact info.

Counseling Courses Webpage



Welcoming

The web page communicates through words, images, tone, and design that students are welcome and will be cared for.

1. Does the web page use language and/or images that suggest a welcoming tone? Average: **2.8** out of 5
2. Is the information communicated in such a way that a student could feel that this program/department/office cares about their well-being and success? A racially minoritized student? Average: **3.2** out of 5
3. Does the web page send messages that may make racially minoritized students feel unwelcomed? *Note reverse linear scale for this question* Average: **4.4** out of 5

Comments/Feedback on our WELCOMING practices:

- Perhaps the page should start with, "Why Do Students Take COUN classes?"
- Perhaps use a different photo than the same one listed on Back on Track workshop
- That first line sounds... I can't describe it. But it's not a good first line.



Demystifying

The web page communicates program/department/institution policies in clear and approachable ways.

4. Does the web page explain the purpose of the program/department/office in clear and plain language? Average: **3.4** out of 5
5. Does any part of the web page use academic jargon that a student with little familiarity with higher education may not understand? *Note reverse linear scale for this question* Average: **4.4** out of 5

Comments/Feedback on our DEMYSTIFYING practices

- Perhaps listing the counseling courses would be helpful
- we offer more than one type of counseling class... it would make sense to list all the course numbers and description of some sort



Creating a Partnership

The web page communicates through words, images, and tone that the program/department/institution is mutually responsible for student success.

6. Does the web page suggest that the program/department/office seeks to assist students in their educational journeys? Racially minoritized students in particular? Average: **3.4** out of 5
7. Does the web page provide information on resources for racially minoritized students in particular? Is this information clearly communicated? Average: **2.0** out of 5
8. Does the web page use language that is respectful in tone? Average: **4.4** out of 5
9. Is the contact information provided for students who have additional questions? Average: **4.2** out of 5
10. Does the web page feature or link to a "frequently asked questions" section? Average: **1.2** out of 5

Cuyamaca College Counseling Equity-Minded Web Scan

Comments/Feedback on our CREATING A PARTNERSHIP practices

- The page doesn't grab the student's attention as to why they may want to take a COUN class.



Validating

The web page words, images, and tone actively support and encourage students' ability to be successful.

11. Does the web page include language and/or images that communicate support for students' academic efforts and goals? Average: **4.0** out of 5

Comments/Feedback on our VALIDATING practices

- Needs a new photo on the top of the page



Representing

Web page content and images reflect a range of racial/ethnic identities and experiences.

12. Does the web page feature the stories and/or experiences of racially minoritized students? If not, (in your comments at the end) whose stories and/or experiences are featured? Average: **1.4** out of 5

Comments/Feedback on our REPRESENTING practices

- no one is featured really
- Stories of students would be helpful especially those who have taken counseling courses



Deconstructing

The web page counters the common presentation of "whiteness" as the norm.

13. Does any part of the web page reflect a view of white students as the "normative" college student? *Note reverse linear scale for this question* Average: **4.6** out of 5

14. Does any part of the web page reflect a view of racially minoritized students as the "other" (i.e., as different, as not belonging)? *Note reverse linear scale for this question* Average: **4.4** out of 5

Comments/Feedback on our DECONSTRUCTING practices

- No comments

Reflection on Web Scan Findings

- Group discussion.
- Having Q&A, stories of students, variety of images would be useful.
- This page is sad and doesn't promote all that counseling has to offer in terms of classes. It tells the student very little about the variety of courses.
- This page should be about getting a student excited about take a COUN class. Right now it doesn't provide much info.
- Very little info on our counseling courses and the benefits of taking them.

Cuyamaca Scholars Webpage



Welcoming

The web page communicates through words, images, tone, and design that students are welcome and will be cared for.

1. Does the web page use language and/or images that suggest a welcoming tone? Average: **3.4** out of 5
2. Is the information communicated in such a way that a student could feel that this program/department/office cares about their well-being and success? A racially minoritized student? Average: **3.8** out of 5
3. Does the web page send messages that may make racially minoritized students feel unwelcomed? *Note reverse linear scale for this question* Average: **4.2** out of 5

Comments/Feedback on our WELCOMING practices:

- It may be a delicate web page to improve. I assume that it is important to be clear and use plain language, but also welcoming. Check out the Access Project web site for ideas: <https://accessprojectca.org/>



Demystifying

The web page communicates program/department/institution policies in clear and approachable ways.

4. Does the web page explain the purpose of the program/department/office in clear and plain language? Average: **4.2** out of 5
5. Does any part of the web page use academic jargon that a student with little familiarity with higher education may not understand? *Note reverse linear scale for this question* Average: **3.4** out of 5

Comments/Feedback on our DEMYSTIFYING practices:

- Jargon: "Access to learning communities." Not sure what that is. For job readiness: maybe we can specifically state assistance with resume/cover letter writing and interview prep. This can be a big source of anxiety for this particular group.
- The page uses jargon, but perhaps a formally incarcerated person understands it and I don't need to?



Creating a Partnership

The web page communicates through words, images, and tone that the program/department/institution is mutually responsible for student success.

6. Does the web page suggest that the program/department/office seeks to assist students in their educational journeys? Racially minoritized students in particular? Average: **3.8** out of 5
7. Does the web page provide information on resources for racially minoritized students in particular? Is this information clearly communicated? Average: **3.4** out of 5
8. Does the web page use language that is respectful in tone? Average: **4.4** out of 5
9. Is the contact information provided for students who have additional questions? Average: **4.8** out of 5
10. Does the web page feature or link to a "frequently asked questions" section? Average: **2.2** out of 5

Cuyamaca College Counseling Equity-Minded Web Scan

Comments/Feedback on our CREATING A PARTNERSHIP practices

- Should we link our scheduling portal like we do for Umoja?
- This page lists ways in which resources can be provided... but there are no direct resources located on the page itself - which would have been nice to see serve more immediate needs. Not clear how the student would get started with this program except to send an email to someone.



Validating

The web page words, images, and tone actively support and encourage students' ability to be successful.

11. Does the web page include language and/or images that communicate support for students' academic efforts and goals? Average: **3.6** out of 5

Comments/Feedback on our VALIDATING practices

- Photos of students holding degrees or smiling will be useful to include



Representing

Web page content and images reflect a range of racial/ethnic identities and experiences.

12. Does the web page feature the stories and/or experiences of racially minoritized students? If not, (in your comments at the end) whose stories and/or experiences are featured? Average: **2.0** out of 5

Comments/Feedback on our REPRESENTING practices

- For this particular population of students, a testimonial would really be powerful.
- Refers to the Access Project. That web page does talk about successes.
- Stories are needed



Deconstructing

The web page counters the common presentation of "whiteness" as the norm.

13. Does any part of the web page reflect a view of white students as the "normative" college student? *Note reverse linear scale for this question* Average: **4.6** out of 5

14. Does any part of the web page reflect a view of racially minoritized students as the "other" (i.e., as different, as not belonging)? *Note reverse linear scale for this question* Average: **4.8** out of 5

Comments/Feedback on our DECONSTRUCTING practices

- No comments

Reflection on Web Scan Findings

- Group discussion.
- Perhaps include a follow up services to track student success by meeting with the Cuyamaca Scholars ' Counselor
- See previous notes.
- There's just a list of things that can be provided to the student, but how they get to those things only funnels through an email address. I feel like programs serving specific populations should have a web page that is a better hub of resources directly related and useful to that population.
- When a web page is more about information for all students, it usually does not speak to race or ethnicity. However, when a web page calls out a race or ethnicity, then it is important to review for bias.

Education Planning Tools Webpage



Welcoming

The web page communicates through words, images, tone, and design that students are welcome and will be cared for.

1. Does the web page use language and/or images that suggest a welcoming tone? Average: **3.8** out of 5
2. Is the information communicated in such a way that a student could feel that this program/department/office cares about their well-being and success? A racially minoritized student? Average: **2.8** out of 5
3. Does the web page send messages that may make racially minoritized students feel unwelcomed? *Note reverse linear scale for this question* Average: **4.2** out of 5

Comments/Feedback on our WELCOMING practices:

- Simplify! Left nav is OK, but rename top if page to something like, "Plan Your Semester and Degree." First paragraph could say, "Choosing courses that fit your major can be challenging. Below you will find resources that students and counselors use to help." Perhaps make this page more about GE, and not refer to the catalog (too hard to navigate) and keep links to existing pages. Better explanation of ASSIST such as, "If you plan to transfer to a California public university, ASSIST is a web site that will help you plan and select appropriate courses that prepare you for your major. ASSIST is best used in combination with seeing a counselor to develop a semester by semester education plan." General Education Worksheets?
- The purpose of Educational Plan statement needs to be in a greater details



Demystifying

The web page communicates program/department/institution policies in clear and approachable ways.

4. Does the web page explain the purpose of the program/department/office in clear and plain language? Average: **3.8** out of 5
5. Does any part of the web page use academic jargon that a student with little familiarity with higher education may not understand? *Note reverse linear scale for this question* Average: **3.4** out of 5

Comments/Feedback on our DEMYSTIFYING practices

- A strong statement is needed for students to have a buy in in seeing a counselor to develop a comprehensive plan.
- Could add a definitions for: Academic and Career Pathways and general education.
- Simplify (see previous comments)



Creating a Partnership

The web page communicates through words, images, and tone that the program/department/institution is mutually responsible for student success.

6. Does the web page suggest that the program/department/office seeks to assist students in their educational journeys? Racially minoritized students in particular? Average: **4.0** out of 5
7. Does the web page provide information on resources for racially minoritized students in particular? Is this information clearly communicated? Average: **2.0** out of 5

Cuyamaca College Counseling Equity-Minded Web Scan

8. Does the web page use language that is respectful in tone? Average: **4.4** out of 5

9. Is the contact information provided for students who have additional questions? Average: **4.6** out of 5

10. Does the web page feature or link to a "frequently asked questions" section? Average: **1.4** out of 5

Comments/Feedback on our CREATING A PARTNERSHIP practices

- A statement is needed regarding "Follow up appointments are encouraged to update educational plans since requirements do change. "
- an FAQ would be useful here.



Validating

The web page words, images, and tone actively support and encourage students' ability to be successful.

11. Does the web page include language and/or images that communicate support for students' academic efforts and goals? Average: **3.2** out of 5

Comments/Feedback on our VALIDATING practices

- Maybe a pic of a counselor and student? Or perhaps a pic of a sample CEP?



Representing

Web page content and images reflect a range of racial/ethnic identities and experiences.

12. Does the web page feature the stories and/or experiences of racially minoritized students? If not, (in your comments at the end) whose stories and/or experiences are featured? Average: **1.4** out of 5

Comments/Feedback on our REPRESENTING practices

- no one is really featured
- Perhaps a quote from a student about how seeing a counselor to get a CEP demystified the planning process?
- Student Stories will be useful



Deconstructing

The web page counters the common presentation of "whiteness" as the norm.

13. Does any part of the web page reflect a view of white students as the "normative" college student? *Note reverse linear scale for this question* Average: **4.4** out of 5

14. Does any part of the web page reflect a view of racially minoritized students as the "other" (i.e., as different, as not belonging)? *Note reverse linear scale for this question* Average: **4.6** out of 5

Comments/Feedback on our DECONSTRUCTING practices

- This page could use some "jazzing up" with pics and graphics

Reflection on Web Scan Findings

- Group discussion.
- Perhaps add a section with a link on "how can I make an Educational Plan with A counselor?"
- This page could be clearer with more student-friendly explanations.
- This page is more like a resource page. I like the work "tools" in the left nav. I think the page good be reformatted to look "friendlier" by adding graphics. I think it is a mistake to link to the catalog. We could even put blue, green and yellow boxes with links to the plans. I don't think this page speaks to white students in particular. It just offers the same tools counselors use.
- This seems like a basic resources type of page. straight forward list of resources. Perhaps the first line could have more to it. and FAQ would be incredibly useful here.

Probation and Dismissal Webpage



Welcoming

The web page communicates through words, images, tone, and design that students are welcome and will be cared for.

1. Does the web page use language and/or images that suggest a welcoming tone? Average: **2.2** out of 5
2. Is the information communicated in such a way that a student could feel that this program/department/office cares about their well-being and success? A racially minoritized student? Average: **2.6** out of 5
3. Does the web page send messages that may make racially minoritized students feel unwelcomed? *Note reverse linear scale for this question* Average: **3.6** out of 5

Comments/Feedback on our WELCOMING practices:

- The language needs to be re-worded using simple language. This is too confusing for students.
- The page is basically a copy of the catalog policy. The information should be flipped. Also perhaps a link to the catalog information.
- this page is horrible. just a copy and paste of the policy from the catalog.



Demystifying

The web page communicates program/department/institution policies in clear and approachable ways.

4. Does the web page explain the purpose of the program/department/office in clear and plain language? Average: **3.2** out of 5
5. Does any part of the web page use academic jargon that a student with little familiarity with higher education may not understand? *Note reverse linear scale for this question* Average: **1.4** out of 5

Comments/Feedback on our DEMYSTIFYING practices

- Catalog verbiage.
- Simple language is needed with a link to the catalog policy
- Simplify, maybe use graphics.
- TOO much text. copy of the catalog policy. does nothing to really make sense of the policy and explain what it means. A visual would have been nice or video



Creating a Partnership

The web page communicates through words, images, and tone that the program/department/institution is mutually responsible for student success.

6. Does the web page suggest that the program/department/office seeks to assist students in their educational journeys? Racially minoritized students in particular? Average: **3.0** out of 5
7. Does the web page provide information on resources for racially minoritized students in particular? Is this information clearly communicated? Average: **2.0** out of 5
8. Does the web page use language that is respectful in tone? Average: **4.0** out of 5
9. Is the contact information provided for students who have additional questions? Average: **2.0** out of 5

10. Does the web page feature or link to a “frequently asked questions” section? Average: **1.4** out of 5

Comments/Feedback on our CREATING A PARTNERSHIP practices

- Q & A will be very useful
- should direct students to Talk with a Counselor at least somewhere. besides just the BOT workshop



Validating

The web page words, images, and tone actively support and encourage students’ ability to be successful.

11. Does the web page include language and/or images that communicate support for students’ academic efforts and goals? Average: **2.4** out of 5

Comments/Feedback on our VALIDATING practices

- needs a different photo
- references to the BOT workshop are small and after all this text that no one is going to read.



Representing

Web page content and images reflect a range of racial/ethnic identities and experiences.

12. Does the web page feature the stories and/or experiences of racially minoritized students? If not, (in your comments at the end) whose stories and/or experiences are featured? Average: **1.4** out of 5

Comments/Feedback on our REPRESENTING practices

- it features the experience of the catalog. geesh



Deconstructing

The web page counters the common presentation of “whiteness” as the norm.

13. Does any part of the web page reflect a view of white students as the “normative” college student? *Note reverse linear scale for this question* Average: **4.6** out of 5

14. Does any part of the web page reflect a view of racially minoritized students as the “other” (i.e., as different, as not belonging)? *Note reverse linear scale for this question* Average: **4.6** out of 5

Comments/Feedback on our DECONSTRUCTING practices

- No comments

Reflection on Web Scan Findings

- Group discussion.
- The web page communicates policy. It should be more of an emphasis on how we can help.
- This page is horrendously overwhelming and for a page that is geared towards at-risk students, this does little to support them. I understand this page is about the policies themselves, but a regurgitation of the catalog is not helpful. A video or visual image of this would have been better and then providing resources besides the BOT workshop.
- This page is too wordy. It needs to be simplified
- This page needs improvement. Also, maybe we can link Tutoring as a resource.

Umoja Webpage



Welcoming

The web page communicates through words, images, tone, and design that students are welcome and will be cared for.

1. Does the web page use language and/or images that suggest a welcoming tone? Average: **3.4** out of 5
2. Is the information communicated in such a way that a student could feel that this program/department/office cares about their well-being and success? A racially minoritized student? Average: **4.6** out of 5
3. Does the web page send messages that may make racially minoritized students feel unwelcomed? *Note reverse linear scale for this question* Average: **3.4** out of 5

Comments/Feedback on our WELCOMING practices:

- A new Photo is needed
- including a photo would be more welcoming... maybe of a group of students already in the program or even the coordinator's photo
- None



Demystifying

The web page communicates program/department/institution policies in clear and approachable ways.

4. Does the web page explain the purpose of the program/department/office in clear and plain language? Average: **4.8** out of 5
5. Does any part of the web page use academic jargon that a student with little familiarity with higher education may not understand? *Note reverse linear scale for this question* Average: **4.6** out of 5

Comments/Feedback on our DEMYSTIFYING practices

- Perhaps spell out Counseling instead of "COUN 120" and add the title of the class.



Creating a Partnership

The web page communicates through words, images, and tone that the program/department/institution is mutually responsible for student success.

6. Does the web page suggest that the program/department/office seeks to assist students in their educational journeys? Racially minoritized students in particular? Average: **4.8** out of 5
7. Does the web page provide information on resources for racially minoritized students in particular? Is this information clearly communicated? Average: **4.4** out of 5
8. Does the web page use language that is respectful in tone? Average: **4.8** out of 5
9. Is the contact information provided for students who have additional questions? Average: **5.0** out of 5
10. Does the web page feature or link to a "frequently asked questions" section? Average: **1.6** out of 5

Cuyamaca College Counseling Equity-Minded Web Scan

Comments/Feedback on our CREATING A PARTNERSHIP practices

- Add create an education plan as one of the listed services/benefits of this program.
- There is a list of resources here... but nothing directly linked to it... so it doesn't create a hub of resources that the student can immediately connect with, for example linking to where to find cultural events, and conferences. how does a student learn more about this besides by emailing or calling the coordinator? when was the last time there was a Umoja supported counseling course?



Validating

The web page words, images, and tone actively support and encourage students' ability to be successful.

11. Does the web page include language and/or images that communicate support for students' academic efforts and goals? Average: **4.0** out of 5

Comments/Feedback on our VALIDATING practices

- No comments



Representing

Web page content and images reflect a range of racial/ethnic identities and experiences.

12. Does the web page feature the stories and/or experiences of racially minoritized students? If not, (in your comments at the end) whose stories and/or experiences are featured? Average: **2.2** out of 5

Comments/Feedback on our REPRESENTING practices

- No comments



Deconstructing

The web page counters the common presentation of "whiteness" as the norm.

13. Does any part of the web page reflect a view of white students as the "normative" college student? *Note reverse linear scale for this question* Average: **4.8** out of 5

14. Does any part of the web page reflect a view of racially minoritized students as the "other" (i.e., as different, as not belonging)? *Note reverse linear scale for this question* Average: **4.6** out of 5

Comments/Feedback on our DECONSTRUCTING practices

- No comments

Reflection on Web Scan Findings

- Group discussion.
- How about a direct link to make an appointment with the UMOJA Counselor
- I was surprised that creating an education plan was not listed or that they have access to a dedicated counselor within the program.
- Perhaps some success stories would be a good idea.
- This page is largely a list... not does not provide immediate contact to support and resources. Where do students who are currently in this program go to connect and find such things listed like the cultural events and UMOJA supported classes?



Athletic Counseling

[Home](#) > [Student Support](#) > [Counseling Center](#) > [Athletic Counseling](#)

Related Information

- [Counseling Center](#)
- [Education Planning Tools](#)
- [Prerequisite Form](#)
- [Academic Standing](#)
- [Counseling Courses](#)
- [Career Center](#)
- [Rising Scholars](#)
- [Placement Center](#)
- [Transfer Center](#)
- [Umoja](#)
- [Veterans Center](#)

Meet Your Counselor



Anthony Griffen
anthony.griffen@gcccd.edu

Athletics Building D
619-660-4509

Counseling Building G
619-660-4647

Athletic Counseling

Student-athletes are empowered to identify and achieve their educational, career, athletic and personal goals. Connect with your athletic counselor for support in obtaining an educational degree while meeting California community college and/or transfer eligibility requirements.

Please be advised that these services are for student athletes or prospective student athletes. Students who do not fall into this category should refer back to [general counseling](#) for assistance.

1-Hour appointments available for:

- Picking classes, Eligibility
- Educational Planning (semester by semester)
- Prepare for [transfer](#) to a four-year college or university
- Explore major and [career](#) options
- Personal Counseling (related to academic success)
- Petition support
- Community referrals and much more!

15-minute appointments available for:

- Quick questions
- Consortium agreements
- Admissions Petitions
- Placement Results

Follow these steps to schedule your appointment:

- Visit our [Scheduling Portal](#)
- Log in with your Student ID # and birthdate in the form of MM-DD-YYYY
- Select the appropriate type of appointment for your needs.

Appointments are in high demand, please ensure when you are scheduling your appointment that you are able to attend at the given date and time. If you cannot keep your appointment, please sign back into the scheduling portal to cancel.

Learn more about Cuyamaca Athletics, visit [Cuyamaca Coyotes](#)

- [Counseling Center](#)
- [Connect with a Counselor](#)
- [Education Planning Tools](#)
- [Prerequisite Form](#)
- [Academic Standing](#)
- [Counseling Courses](#)
- [Counseling Team](#)
- [Counselors Corner](#)
- [Articulation](#)
- [Athletic Counseling](#)
- [Career Center](#)
- [Rising Scholars](#)
- [Placement Center](#)
- [Transfer Center](#)
- [Umoja](#)
- [Veterans Center](#)

Office Information

Student Services Building
G-200

Monday - Thursday
8:00am to 5:00pm
Friday
9:00am to 1:00pm

(619) 660 - 4429

cuyamaca.ecounseling@gcccd.edu

Benefits of Counseling Courses

- Choose from a variety of courses that can support your journey throughout college meanwhile earning units towards graduation.
- Explore or confirm an academic and career pathway.
- Set goals and create an education and career plan.
- Learn valuable college study skills, such as test taking, note taking, stress and time management techniques to be successful.
- Master interpersonal skills that support academic success.



Counseling 095 - Academic & Financial Planning

This course will familiarize students with: (a) financial aid resources available to them to meet educational expenses; (b) Cuyamaca College’s Financial Aid Satisfactory Academic Progress Policy; (c) federal/state regulations for determining and maintaining eligibility for financial aid eligibility; (d) the student’s rights and responsibilities in receiving aid. *Pass/No Pass only. Non-degree applicable.*

Counseling 101 - Introduction to College

An introductory course designed to assist students with a successful transition to college. An overview of student responsibilities, college expectations, college and career success strategies will be discussed. Students will learn about the college; campus, services, academic regulations, general education requirements, and certificate, degree and transfer options. Students will receive education planning. *Pass/No Pass only. Non-degree applicable.*

Counseling 110 - Career Decision Making

Lecture, group discussion, experiential activities and career assessment tools will be utilized to assist students in identifying their individual interests, values, and personality styles. Students will conduct educational and career research that will help them relate their career assessment results to setting academic and career goals. Students will also learn essential skills for obtaining employment such as resume building and job interviewing techniques. *CSU transferable*

Counseling 120 - College & Career Success

This course teaches academic and career success strategies to enhance lifelong learning and well-being. Students will explore and discover values, interests, and personal strengths to make meaningful choices about their educational, career, and personal goals. Students will learn how to be successful in college by improving study skills and exploring motivation. Success topics include managing stress, developing creativity, improving communications and relationships, and maintaining wellness in a diverse society. *CSU/UC transferable, CSU GE Area E*

Counseling 140 - Self Awareness & Interpersonal Relationships

This course analyzes the cognitive, behavioral, humanistic, and existential theories as they relate to the awareness of the self and the dynamics of healthy relationships. Using many of the skills suggested by the above theories, students will define and utilize personal achievement techniques, basic principles of healthy functioning, and effective coping strategies that facilitate the process of intra and interpersonal change and relationships. Utilizing the major theories in the field of psychology and psychotherapy, the development of a healthy and strong identity and an empowered sense of self will be explored. *CSU transferable, CSU GE Area E*

Counseling 150 - Transfer Success

This course provides the information needed for a student to transfer to a baccalaureate institution, including strategies to achieve academic success and research skills essential to developing a comprehensive educational plan. Topics include the community college transfer process, selection of major, student support services, comparing and contrasting a variety of universities, and validation of one’s educational goal. *CSU/UC transferable*

Questions?

Connect with a counselor to find out more.

Related Information

■ Counseling Center

Connect with a Counselor

Education Planning Tools

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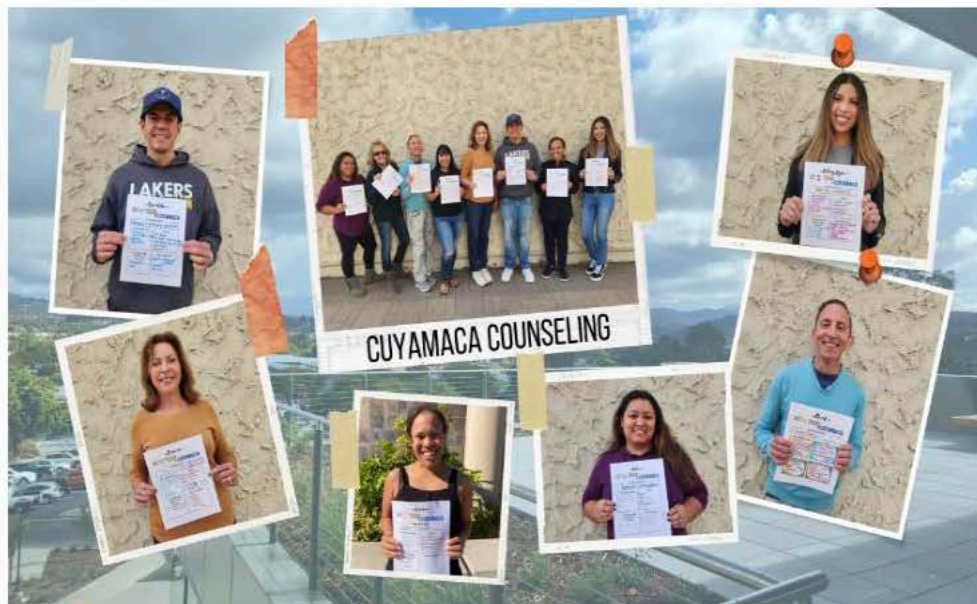
Monday - Thursday
8:00am to 5:00pm
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9:00am to 1:00pm

(619) 660 - 4429

cuyamaca.ecounseling@gcccd.edu

Cuyamaca College Counseling

We have moved! We are now located in the new Student Services Building, on the second floor, view the updated map.



Make an Appointment

Connect with a counselor to ensure your success! All services are available in-person or online via Zoom.

- Appointments available Monday - Friday during business hours
- Drop-Ins available Monday - Thursday from 10 am to 1:30 pm*

* Hours subject to change without notice

Services include:

- **Education planning** towards the completion of a certificate or Associate degree
- Prepare for **transfer** to a four-year college or university
- Explore major and **career** options
- Personal Counseling, related to academic success
- Petition support
- Community referrals and much more!

Mission Statement

The Cuyamaca College Counseling Department works collaboratively with all areas of the college to promote student success and equity by empowering students to make informed decisions that advance their educational, career and personal goals.

Related Information

[Counseling Center](#)

[Connect with a Counselor](#)

■ [Education Planning Tools](#)

[Prerequisite Form](#)

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Education Planning Tools

An education plan (aka "ed plan") is a semester-by-semester course of study developed in collaboration between a student and counselor. Comprehensive education plans (CEPs) will map towards completion of long-term educational goals. It is suggested that a student develop a CEP within completion of their first 15 units and maintain updated ed plans throughout enrollment at Cuyamaca College.

Note: Education Plans are subject to change whenever there is a change of major, transfer requirements, catalog rights, curriculum and policy changes, etc.

How to get an ed plan:

- Schedule an [appointment with a counselor](#) to create or update your education plan. Appointments are booked 2-3 weeks in advance, so plan ahead.
- For quick questions that do not require live assistance, [send a message via eCounseling](#).

How to get ready for your ed plan appointment:

- Complete your onboarding via Self-Service under Orientation, Placement and Advising.
- Create a list of questions ahead of time.
- Explore [Academic and Career Pathways](#).
- If you attended another college, make sure you have submitted [all previous transcripts](#) and have had them evaluated.

Are you undecided on a major/career? [Make an appointment with a Career Counselor first!](#)

What classes do I need to take...

If you want to get ahead, start selecting your courses before meeting with a counselor. Here is some information about General Education coursework and Major coursework.

for General Education?

- For English, English as a Second Language (ESL) and math placement, please visit our [Placement Center](#) for more information on the process.
- The General Education pattern you will follow will depend on our educational goal:
 - [Associate Degree](#)
[Transfer to CSU](#)
[Transfer to UC/Undecided 4-Year University](#)
- If you are interested in an out-of-state or private university, please consult with a counselor on appropriate general education courses.

for my major?

- [An Associate degree or Certificate](#), explore [Academic and Career Pathways](#) at Cuyamaca College, several programs have degree maps to preview. However, this does not replace the value of a personalized education plan that you develop with a counselor.
- [A Bachelor's degree from the CSU](#), check to see if Cuyamaca has an [Associate Degree for Transfer](#) for your major.
- [A Bachelor's degree from the UC](#), or if you do not see your CSU major in the list of Associate Degrees for Transfer, then refer to [Assist.org](#) for coursework for your major.
- [A Bachelor's degree from out of state or private university](#), see if Cuyamaca has an agreement with that university through our [Transfer Center](#).

Education Plan Templates:

[One Semester Education Plan](#) | [Six Semester Education Plan](#)

Rising Scholars Program

The Cuyamaca Rising Scholars Program provides college support services for those who were formerly incarcerated, on probation/parole supervision or for students impacted by the justice system.

How We Can Help:

- Mentorship- [Request an appointment with a mentor](#)
- Enrollment Support
- Tutoring- [Request a Tutoring Appointment](#)
- Transfer Guidance
- Referrals to campus support services and community resources
- Specialized Counseling
- Career Exploration
- Job Readiness

[To Learn More About Rising Scholars, Make An Appointment With A Mentor](#)

Octavio Leal

Program Coordinator

Contact: Octavio.Leal@gcccd.edu

Educational Planning Assistance

Oswaldo Torres

Associate Professor, Counselor

Oscar Duran

Adjunct Counselor

[Schedule an Appointment for Education Planning](#)

Related Information

■ [Academic Standing](#)

[Connect with a Counselor](#)

[Tutoring Center](#)

[Probation & Dismissal Policies](#)

[Grades](#)

[Resources](#)

Understanding Academic Standing

All GCCCD students have a certain academic standing. That can range from good standing, to academic/progress probation, or even academic/progress dismissal. Check out the list below to learn more about the various types of academic standing, and what they mean. And, remember that whatever your current standing is, you can always reach out to us if you need a hand.

[Expand All](#) | [Collapse All](#)

[Good Standing](#)

[Academic/Lack-of-Progress Probation](#)

[Academic/Lack-of-Progress Probation Continued](#)

[Academic/Lack-of-Progress Dismissal](#)

Student Success Tips:

- Utilize the amazing services [Tutoring Center](#) has to offer
- Visit the [Career Center](#) and [Transfer Center](#)
- [Connect with a Counselor](#) to update your plan
- Enroll in a [Counseling Course](#) (Counseling 120)

Related Information

■ Academic Standing

[Connect with a Counselor](#)

[Tutoring Center](#)

[Probation & Dismissal Policies](#)

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[Resources](#)

Understanding Academic Standing

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[Expand All](#) | [Collapse All](#)

Good Standing

A student who has attempted 12 or more units, maintained a cumulative GPA of 2.0 or above, and has completed more than 50% of their attempted units.

Academic/Lack-of-Progress Probation

Academic Probation: A student who has not achieved a cumulative GPA of 2.0 or above.

Lack-of-Progress Probation: A student who has not completed 50% of their attempted units.

These students will:

- Need to achieve a cumulative GPA of 2.0 or above and/or complete more than 50% of their attempted units at GCCCD or they may be placed on academic and/or lack-of-progress continued.

Academic/Lack-of-Progress Probation Continued

Academic Probation Continued: A student on academic probation whose semester GPA equals or exceeds 2.0, but whose cumulative GPA for all units attempted remains below 2.0.

Lack-of-Progress Probation Continued: A student on lack-of-progress probation whose semester work indicates completion of 50% or more of attempted units but whose cumulative records remain below 50% completion of all attempted units.

These students will:

- Need to achieve a cumulative GPA of 2.0 or above and/or complete more than 50% of their attempted units at GCCCD or they may be placed on academic and/or lack-of-progress dismissal.

Academic/Lack-of-Progress Dismissal

Student Success Tips:

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Related Information

■ Academic Standing

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Understanding Academic Standing

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[Expand All](#) | [Collapse All](#)

[Good Standing](#)

[Academic/Lack-of-Progress Probation](#)

[Academic/Lack-of-Progress Probation Continued](#)

[Academic/Lack-of-Progress Dismissal](#)

Academic Dismissal: A student who has not achieved a cumulative GPA of 2.0 or above for three consecutive terms.

Lack-of-Progress Dismissal: A student who has not cumulatively completed 50% or more of their attempted units for three consecutive terms.

These students will:

- Not be able to attend either college in the district for one semester. The student may attend summer session.
- Be required to enroll in the Back on Track Workshop via Canvas and complete the application for readmission.
- Need to achieve a cumulative GPA of 2.0 or above and/or complete more than 50% of their cumulative attempted units at GCCCD or they may be placed on dismissal status again.

[ENROLL IN THE BACK ON TRACK WORKSHOP >](#)

Other Consequences

- Loss of Priority Registration
- Loss of California Promise Grant
- Loss of GCCCD Promise
- Loss of Financial Aid Award

NOTE: After completing the workshop, students will need to submit their petitions for readmission to the Admissions & Records Office. Petitions are reviewed on a case-by-case basis, with no guarantee of approval. Petitions for reinstatement should be submitted no later than ten working days prior to the [published add deadline](#).

Any veteran who petitions for readmission to the college following dismissal must meet with a counselor and have the counselor make a recommendation on the petition prior to being considered for readmission.

Student Success Tips:

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- [Connect with a Counselor](#) to update your plan
- Enroll in a [Counseling Course](#) (Counseling 120)