Student Equity Plan Summary

Contacts

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Details

Assurances

* I have read the legislation Education Code 78220 and am familiar with the goals, terms and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement legislation (Education Code 78222).

Progress & Success

Process & Schedule

Cuyamaca College will analyze disaggregated data for each of the equity plan sub-populations annually. The Student Success and Equity Council, in collaboration with the Institutional Effectiveness, Success, and Equity Office, will facilitate the annual review of equity data, both in the statewide context and on local key performance indicators. The College already has in place an annual planning and evaluation process for its key performance indicators, which is led by the Institutional Effectiveness Council and Institutional Effectiveness, Success, and Equity Office. The annual planning and evaluation retreat takes place each spring (currently in April) to review institution-set standards and targets for the College's key performance indicators in aggregate form. The Student Success and Equity Council will carry forward the discussion regarding equity indicators and disaggregated performance targets following the annual planning and evaluation retreat. In addition, the Student Success and Equity Council will also facilitate the identification of annual research priorities, both qualitative and quantitative, in collaboration with the Institutional Effectiveness Council and Institutional Effectiveness, Success, and Equity Office.

Success Criteria

The College recently launched a reorganization of categorical programs in student services, including the alignment of EOPS, DSPS, CalWORKs, and CAFYES. The College continues to bring these efforts together and has taken steps to integrate its Pathway Academy first-year experience program with outreach, onboarding/intake, and academic support. In addition, Pathway Academy also supports students enrolling in math and English/ESL their first year and connects with the English and math courses and faculty. The College's ultimate goal is to align efforts across programs to ensure that all students are receiving core services. The College is currently in the process of identifying a possible plan to implement student success teams at scale in order to ensure students experience integrated support from connection to completion and in their academic and career pathways. This reflects the College's efforts to implement high-touch interventions and increase collaboration between instructors and student services areas. Cohort-based models of this approach also exist in programs such as an Umoja program, which brings together instructional and student services faculty to develop learning communities targeting African American students.

Executive Summary

https://www.cuyamaca.edu/college-info/planning/cccco-integrated-plan.aspx

Metrics

Overall Student Population

Metric	Baseline	Goal	Equity Change
Attained the Vision Goal Completion Definition	661	707	+6.96%
Transferred to a Four-Year Institution	1124	1293	+15.04%
Completed Both Transfer-Level Math and English Within the District in the First Year	300	492	+64%
Retained from Fall to Spring at the Same College	5519	5878	+6.5%
Enrolled in the Same Community College	7550	8473	+12.23%

Disproportionately Impacted (DI) Student Groups

Disproportionately Impacted (DI) Student Groups

Demographic	Gender	Metric	Baseline	Goal	Equity Change
Native Hawaiian or other Pacific Islander	Male	Transferred to a Four-Year Institution	0	2	+100% ▸‖◂
Foster Youth	Female	Transferred to a Four-Year Institution	10	13	+30% ▸‖◂
Foster Youth	Male	Transferred to a Four-Year Institution	2	7	+250% ▸‖◂
LGBT	Female	Transferred to a Four-Year Institution	4	8	+100% ▸‖◂
LGBT	Male	Transferred to a Four-Year Institution	5	8	+60% ▸‖◂
More than one race	Male	Transferred to a Four-Year Institution	23	32	+39.13% ▸‖◂
American Indian or Alaska Native	Male	Transferred to a Four-Year Institution	1	2	+100% ▸‖◂
Disabled	Male	Transferred to a Four-Year Institution	39	50	+28.21% ▸‖◂
Disabled	Female	Transferred to a Four-Year Institution	36	53	+47.22% ▸‖◂
Veteran	Female	Attained the Vision Goal Completion Definition	3	6	+100% ▸‖◂
LGBT	Male	Attained the Vision Goal Completion Definition	3	7	+133.33% ▸‖◂
LGBT	Female	Attained the Vision Goal Completion Definition	1	8	+700% ▸‖◂
Foster Youth	Male	Attained the Vision Goal Completion Definition	3	4	+33.33% ▸‖◂
Hispanic or Latino	Male	Attained the Vision Goal Completion Definition	64	95	+48.44% ▸‖◂
Filipino	Female	Attained the Vision Goal Completion Definition	7	7	0% ◂‖▸
Black or African American	Male	Attained the Vision Goal Completion Definition	12	21	+75% ▸‖◂
Black or African American	Female	Attained the Vision Goal Completion Definition	13	20	+53.85% ▸‖◂
Asian	Male	Attained the Vision Goal Completion Definition	7	12	+71.43% ▸‖◂
American Indian or Alaska Native	Male	Attained the Vision Goal Completion Definition	1	1	0% ◂‖▸

Demographic	Gender	Metric	Baseline	Goal	Equity Change
American Indian or Alaska Native	Female	Attained the Vision Goal Completion Definition	1	2	+100% ▸‖◂
White	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	59	59	0% ◂| |▸
Black or African American	Male	Completed Both Transfer-Level Math and English Within the District in the First Year	4	8	+100% ▸‖◂
Foster Youth	Female	Retained from Fall to Spring at the Same College	42	51	+21.43% ▸‖◂
Hispanic or Latino	Female	Retained from Fall to Spring at the Same College	886	984	+11.06% ▸‖◂
Black or African American	Male	Retained from Fall to Spring at the Same College	118	140	+18.64% ▸‖◂
Black or African American	Female	Retained from Fall to Spring at the Same College	106	144	+35.85% ▸‖◂
Veteran	Female	Enrolled in the Same Community College	48	59	+22.92% ▸‖◂
LGBT	Female	Enrolled in the Same Community College	130	183	+40.77% ▸‖◂
Foster Youth	Female	Enrolled in the Same Community College	82	99	+20.73% ▸‖◂
White	Female	Enrolled in the Same Community College	1477	1477	0% ◂| |▸
Some other race	Female	Enrolled in the Same Community College	24	34	+41.67% ▸‖◂
Black or African American	Female	Enrolled in the Same Community College	354	389	+9.89% ◂| |▸
Disabled	Female	Enrolled in the Same Community College	235	267	+13.62% ▸‖◂

Additional Categories

No population groups selected.

Activities

Continue to Advance Acceleration and Co-requisite Support in Math, English, and ESL

Brief Description of Activity

Continue deploying new online self-report tool to collect high school course, grade, and GPA information through online WebAdvisor system for multiple measures placement in English and math Continue guided self-placement in ESL Continue to support and offer co-requisite support in math and English courses as well as the accelerated pathway for ESL students Continue faculty communities of practice, ongoing professional development, and continuous inquiry to assess the impact of these broad-based changes on student success

Related Metrics

- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Enrolled in the Same Community College
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Veteran : Female : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Disabled : Female : Enrolled in the Same Community College

Expand Outreach Efforts

Brief Description of Activity

Expand partnerships with community organizations Increase community outreach activities Continue Unlimited Potential! (UP!) and NextUp outreach to students who identify as former foster youth

Related Metrics

- Overall : All : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Disabled : Female : Enrolled in the Same Community College

Enhance Student Intake Process

Brief Description of Activity

Continue calling students who apply for admission Develop outreach resources/support to increase and improve engagement with high school students and local community; need to provide improved resources about our programs and services; improve outreach to specific communities of color Deploy a College Success Factors Index: an online survey to assess students' patterns of behavior and attitudes that impact success in college Develop an intake form to help identify at-risk students (based on our equity indicators)

Related Metrics

- Overall : All : Enrolled in the Same Community College
- Veteran : Female : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College

- Foster Youth : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Disabled : Female : Enrolled in the Same Community College

Develop a Comprehensive Orientation Process

Brief Description of Activity

Explore a comprehensive in-person orientation to the entire college, including instructional faculty/departments and student services Integrate career exploration Create differentiated orientations for Spanish and Arabic ESL populations, Academic and Career Pathways (meta majors)/majors, traditional (directly from high school) students, and non-traditional students

Related Metrics

- Overall : All : Enrolled in the Same Community College
- Veteran : Female : Enrolled in the Same Community College
- LGBT : Female : Enrolled in the Same Community College
- Foster Youth : Female : Enrolled in the Same Community College
- Some other race : Female : Enrolled in the Same Community College
- Black or African American : Female : Enrolled in the Same Community College
- Disabled : Female : Enrolled in the Same Community College

Continue and Expand Equity-minded Professional Development

Brief Description of Activity

Support the communities of practice involving new and continuing faculty cohorts in the Equity-minded Teaching and Learning Institute Provide practitioner-level data to inform practice Host a series of workshops helping faculty develop culturally-relevant content and learning experiences for students

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College

Expand Professional Development to Create an Inclusive Learning Environment for LGBTQ+ Students

Brief Description of Activity

Offer additional Safe Zones ally training and workshops for students, faculty, and staff Analyze local data on LGBTQ+ student achievement and campus climate Collect qualitative data on the LGBTQ+ student experience

Related Metrics

- LGBT : Female : Transferred to a Four-Year Institution
- LGBT : Male : Transferred to a Four-Year Institution
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- LGBT : Female : Enrolled in the Same Community College

Connect Students with Learning Assistance

Brief Description of Activity

Develop learning assistance plans for Pathway Academy (first-year experience) students Continue tailoring tutoring to specific disciplines Continue embedded tutoring

Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Retained from Fall to Spring at the Same College
- Veteran : Female : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Filipino : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Asian : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College

Develop Student Success Teams

Brief Description of Activity

With broad campus input, develop cross-functional student success teams to help students progress and stay on track to completion. Student Success Teams will include instructional and non-instructional areas, and will be grounded in the College's new Academic and Career Pathways (meta majors) Provide professional development related to student success team models

Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Retained from Fall to Spring at the Same College
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- Veteran : Female : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Filipino : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Asian : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Attained the Vision Goal Completion Definition

- Foster Youth : Female : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College

Enhance Learning Communities

Brief Description of Activity

Develop student cohorts enrolled in the same math and English sections to build studying/tutoring/learning community and improve student connection, engagement, and retention Add history/statistics and history/English learning communities in 2019/20

Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Overall : All : Retained from Fall to Spring at the Same College
- Veteran : Female : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Filipino : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Asian : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Completed Both Transfer-Level Math and English Within the District in the First Year
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College

Enhance Existing Program Maps

Brief Description of Activity

Add general educational requirements to academic program maps Add career exploration, planning, and work-based learning information to academic program maps

Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition
- Overall : All : Transferred to a Four-Year Institution
- Overall : All : Completed Both Transfer-Level Math and English Within the District in the First Year
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- Veteran : Female : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition

- Filipino : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Asian : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Attained the Vision Goal Completion Definition
- White : Male : Completed Both Transfer-Level Math and English Within the District in the First Year

Improve Graduation Application and Inreach Process

Brief Description of Activity

Examine and improve the graduation application process Continue inreach to students who have completed 45 or more units Explore feasibility of automatically awarding certificates (certificate audit)

Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition
- Veteran : Female : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Filipino : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Asian : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Attained the Vision Goal Completion Definition

Launch Career Services Center

Brief Description of Activity

Continue to inventory work-based learning opportunities Develop additional work-based learning opportunities Connect more students with internships, employers, and job shadowing experiences Expand career exploration services for students Bring more industry representatives and employers onto the campus to meet with students (workshops, presentations, career fairs)

Related Metrics

- Overall : All : Attained the Vision Goal Completion Definition
- Veteran : Female : Attained the Vision Goal Completion Definition
- LGBT : Male : Attained the Vision Goal Completion Definition
- LGBT : Female : Attained the Vision Goal Completion Definition
- Foster Youth : Male : Attained the Vision Goal Completion Definition
- Hispanic or Latino : Male : Attained the Vision Goal Completion Definition
- Filipino : Female : Attained the Vision Goal Completion Definition
- Black or African American : Male : Attained the Vision Goal Completion Definition
- Black or African American : Female : Attained the Vision Goal Completion Definition
- Asian : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Male : Attained the Vision Goal Completion Definition
- American Indian or Alaska Native : Female : Attained the Vision Goal Completion Definition

Create Clear Pathways for Transfer

Brief Description of Activity

Continue transfer-focused activities, including university field trips and Transfer Center partnerships Increase marketing for adult degree completion programs with partner 4-year institutions Explore new, guided pathways-focused Transfer Center model Connect students with contacts in academic and support programs for underrepresented populations at 4-year institutions both inside and outside the College's service area

Related Metrics

- Overall : All : Transferred to a Four-Year Institution
- Native Hawaiian or other Pacific Islander : Male : Transferred to a Four-Year Institution
- Foster Youth : Female : Transferred to a Four-Year Institution
- Foster Youth : Male : Transferred to a Four-Year Institution
- LGBT : Female : Transferred to a Four-Year Institution
- LGBT : Male : Transferred to a Four-Year Institution
- More than one race : Male : Transferred to a Four-Year Institution
- American Indian or Alaska Native : Male : Transferred to a Four-Year Institution
- Disabled : Male : Transferred to a Four-Year Institution
- Disabled : Female : Transferred to a Four-Year Institution

Continue Student Validation and Engagement Activities

Brief Description of Activity

Host cultural history/heritage celebrations, college hour activities Provide field trips to cultural centers and events (e.g., Chicano Park, Kumeyaay-Ipai Interpretive Center, Old Town)

Related Metrics

- Overall : All : Retained from Fall to Spring at the Same College
- Foster Youth : Female : Retained from Fall to Spring at the Same College
- Hispanic or Latino : Female : Retained from Fall to Spring at the Same College
- Black or African American : Male : Retained from Fall to Spring at the Same College
- Black or African American : Female : Retained from Fall to Spring at the Same College