



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Executive Summary

Overview

As a comprehensive two-year community college, Cuyamaca College is committed to success for all students. Following its work with the Achieving the Dream Initiative, the College completed its new Strategic Plan in 2016, which emphasizes four strategic priorities:

- Acceleration
- Guided Student Pathways
- Student Validation and Engagement
- Organizational Health

These priorities serve as the basis for all college planning and resource allocation, and the intended outcomes of these priorities represent the basis for the College's 2017-2019 Integrated Plan. Transcending each of these priorities is the College's equity "watermark," which includes the commitment to fostering equity mindedness, inclusivity, civility, and social justice across the institution.

The Student Success and Equity Committee has advanced the following approach to creating an equity-minded culture at the College:

Success for one is success for all. Cuyamaca College honors that we are privileged to be part of a diverse academic community committed to fostering and advocating equity mindedness, inclusivity, civility, and social justice. While we recognize that every one of us has biases, prejudice is learned and can be unlearned, and we reject all forms of discrimination against any member of our community. We actively work to eliminate any achievement gaps among different student groups and to promote a campus culture of healthy diversity.

In addition the Student Success and Equity Committee recently adopted an inclusivity framework that focuses on the following five tenets:

1. Equity Mindedness
2. Inclusivity
3. Civility
4. Social Justice
5. Unlearning Prejudice

In addition, the College's equity implementation efforts center on the following five priorities:

- Professional Development for faculty and staff
- Curriculum and Student Support Services Delivery
- Student Engagement and Validation
- Research and Inquiry



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- Evaluation and Culture of Improvement

Progress in Eliminating Equity Gaps for Disproportionately Impacted Student Groups

Since 2015, the College has made significant strides in reducing equity gaps for the following disproportionately impacted groups:

- **Hispanic/Latino Students**
 - Eliminated equity gaps in ESL Completion
 - Increased English progress/completion rate from 39.9% to 48.6% and reduced equity gap from 3.3% to 2.9%
 - Increased certificate attainment rate from 5.2% to 9.2% and eliminated equity gap
 - Increased associate degree attainment rate from 14.7% to 20.1% and reduced equity gap
- **African American Students**
 - Increased English progress/completion from 30.5% to 40.0% and reduced equity gap
 - Increased associate degree attainment rate from 13.1% to 20.0% and eliminated equity gap
 - Increased transfer rate from 32.7% to 35.7% and eliminated equity gap
- **Native American Students**
 - Increased successful course completion rate from 67.4% to 81.0% and eliminated equity gap
- **Male Students**
 - Increased English progress/completion rate from 38.5% to 48.1% and reduced equity gap
 - Increased certificate attainment rate from 5.5% to 9.0% and eliminated equity gaps
 - Increased associate degree attainment rate from 14.0% to 17.1% and reduced equity gap
- **Students with Disabilities**
 - Reduced equity gap in successful course completion rate
 - Increased English progress/completion rate from 26.9% to 54.7% and eliminated equity gap
 - Increased math progress/completion rate from 34.3% to 50.5% and eliminated equity gap
- **Foster Youth**
 - Increased successful course completion rate from 33.9% to 49.1% and reduced equity gap

Progress is needed to eliminate equity gaps for economically disadvantaged students (transfer rate) and veterans (successful course completion rate).



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Disproportionately Impacted Students and Activities Planned for 2017/18 to Eliminate Equity Gaps

For 2017/18, the College will focus on eliminating equity gaps for the following disproportionately impacted student groups:

- African American students (successful course completion, math progress/completion rate)
- Latino students (successful course completion rate, English progress/completion, math progress/completion rate)
- Male students (English progress/completion rate, associate degree attainment rate)
- Students with Disabilities (transfer rate)
- Economically Disadvantaged Students (transfer rate)
- Foster Youth (successful course completion)

Activities planned for 2017/18 to improve the success of the above disproportionately impacted student groups include:

- Continue to increase tutoring services provided in the Writing Center, STEM Tutoring Center and General Tutoring Center
- Continue funding for campus equity-related training and professional development for practitioners across the College
- Expand mental health and personal counseling services to support student wellness and success
- Expand support services for DSPS students
- Increase research and information capacity for the College, specifically related to student equity and utilization of disaggregated data to foster equitable student success

Student Equity Expenditures, Activities, and Progress: 2014/15, 2015/16, and 2016/17

From 2014-15 to 2015-16, the College's Student Equity funding shifted from a mini grant approach to an institutional infrastructure-building approach to advance equity-mindedness and equitable student outcomes across the campus. From 2014/15 to 2015/16, the College's equity efforts focused on professional development, expanded services for foster youth, first-year experience program, increased services for veterans, and tutoring.

As of 2016-17, about one third of Student Equity funding was allocated to build research and information capacity as well as coordination for college equity efforts via new staff positions. These includes the following:

- Associate Dean of Student Equity and Engagement
- Senior Dean of Institutional Effectiveness, Success, and Equity
- Campus-Based Researcher
- Administrative Assistant III (Institutional Effectiveness, Success, and Equity)



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For each of the above positions, which were not in place until the 2016/17 academic year, the College leveraged other funding streams to supplement Student Equity funding and ensure full-time positions to build and sustain the Institutional Effectiveness, Success, and Equity Office.

In addition to funding part of the development of the Institutional Effectiveness, Success, and Equity Office, the College leveraged Student Equity funding to providing staffing and support for the following initiatives and activities:

- Professional development
- Tutoring
- Engagement ambassadors
- Mental health counseling
- Faculty stipends for engagement activities
- Outreach

The College is continuing its work to eliminate equity gaps as shown in its 2015-2017 Student Equity Plan. The College's equity performance goals, updated in 2017 to more fully reflect the Percentage Point Gap methodology recommended by the Chancellor's Office and Student Success Scorecard metrics, are outlined in Appendix A.

For additional information on the College's 2017-2019 Integrated Plan, please contact:

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