

# Background

Plan required by legislation

Must be completed every 3 years

Completely new template for 2019 (with new data, new requirements)

Must be drafted by June 30, 2019

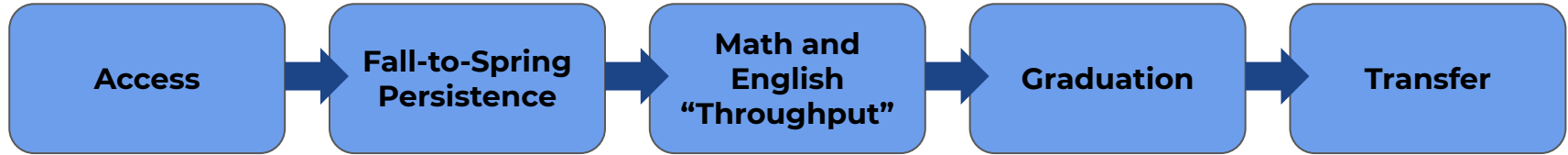
Must be Governing Board-approved by September 30, 2019

Plan not linked to specific budget this spring - will come later

# **Student Equity Plan Targets & Activities 2019**

Presentation to Academic Senate  
May 23, 2019

# Student Equity Plan 2019

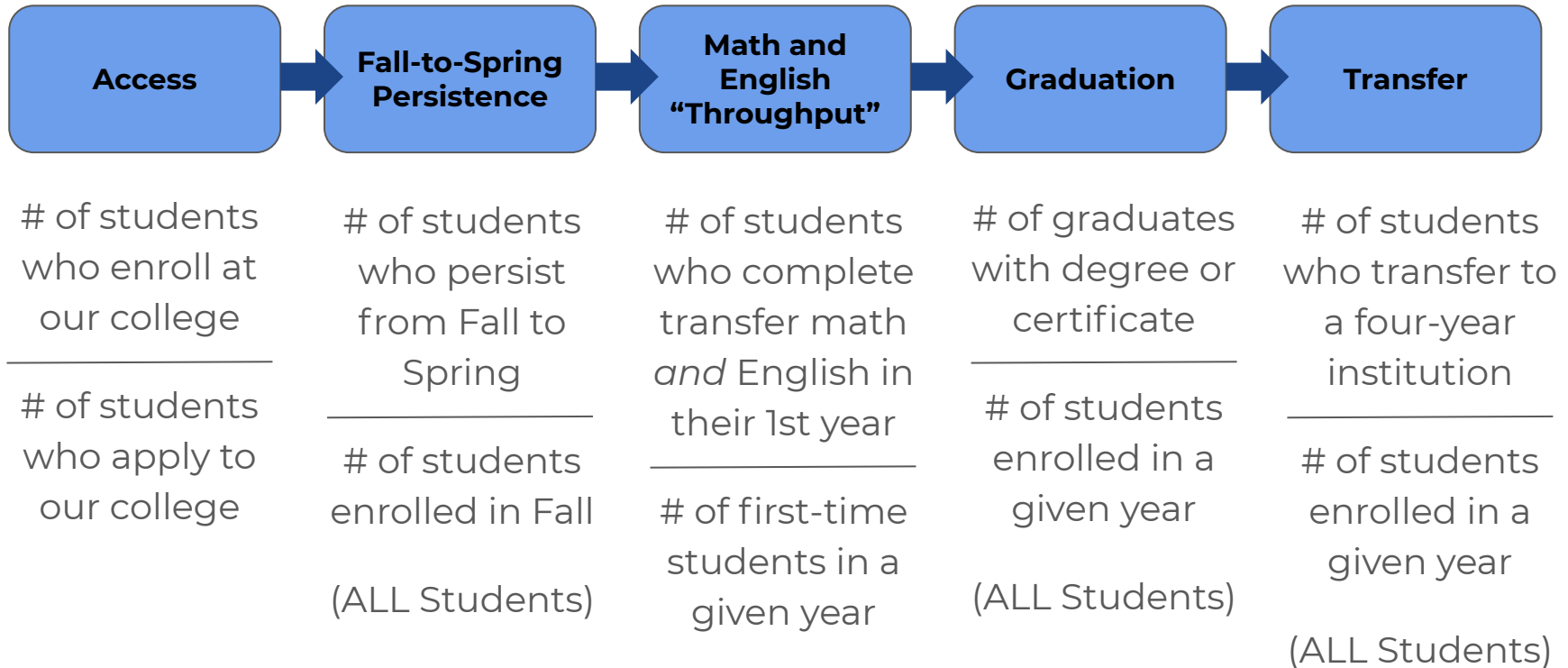


Are students achieving equitable outcomes by...

- Gender?
- Race/ethnicity?
- Current or former foster youth status?
- Disability status?
- Low-income status?
- Veteran status?
- Homeless status?
- LGBT status?

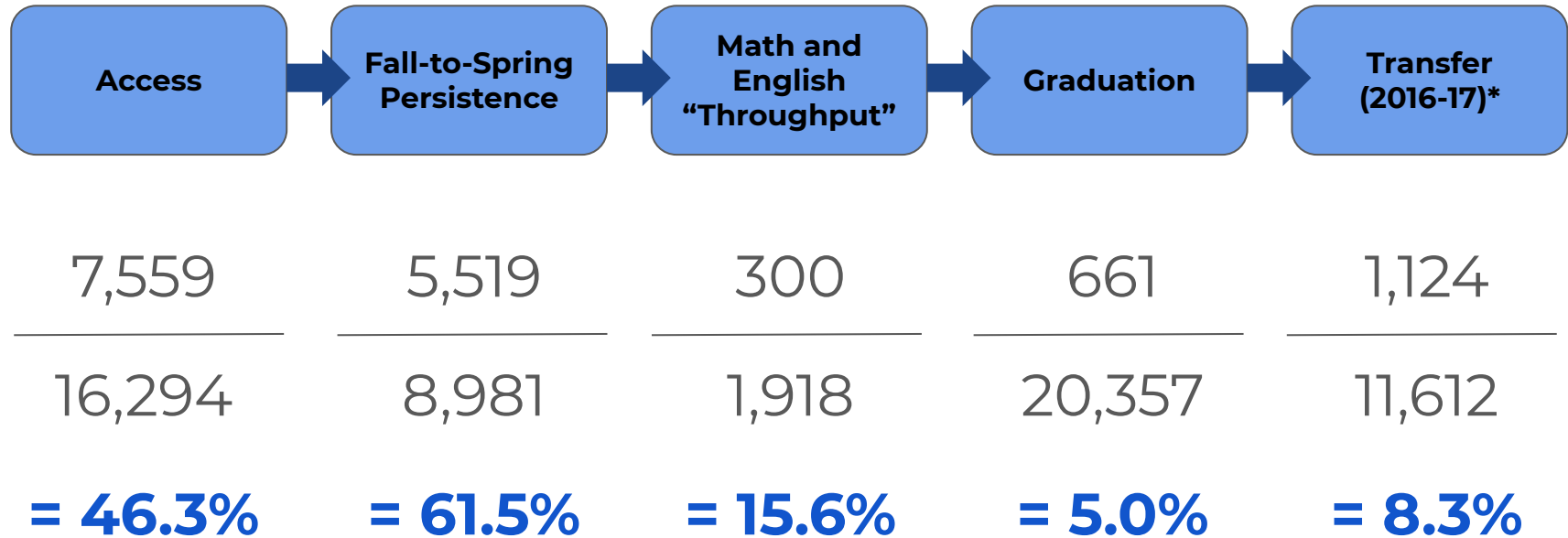
# Definitions of the Equity Metrics

(our interpretation based on the Data Element Dictionary)



# What do our CCCCO equity data look like?

(2017-18 Overall figures as the reference point for determining DI)



\*2017-18 data are incomplete as of March 2019

Source: CCCCO Student Success Metrics/Data on Demand

# Cuyamaca Equity Heat Map - All Students

Cuyamaca College 2019  
Disproportionate Impact Dashboard - All Students

Group - Overall	Access/ Enrollment	Persistence	Math/English Throughput	Graduation	Transfer (2016-17)
<b>Race/Ethnicity</b>					
Asian					
Black or African American					
Filipino					
Latinx					
Native American					
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
Some Other Race					
<b>Other Demographic Groups</b>					
Students with Disabilities					
Foster Youth					
Low-Income Students					
LGBT					
Veteran					

Note: Disproportionate Impact based on CCCCCO Student Success Metrics and DI calculations (as of 4/8/19)

# Cuyamaca Equity Heat Map: Female Students

Cuyamaca College 2019  
Disproportionate Impact Dashboard - Female Students

Group - Female Students Only	Access/ Enrollment	Persistence	Math/English Throughput	Graduation	Transfer (2016-17)
<b>Race/Ethnicity</b>					
Asian					
Black or African American					
Filipino					
Latinx					
Native American					
Native Hawaiian or Pacific Islander					
White					
Some Other Race					
Two or More Races					
<b>Other Demographic Groups</b>					
Students with Disabilities					
Foster Youth					
Low-Income Students					
LGBT					
Veteran					

Note: Disproportionate Impact based on CCCC Student Success Metrics and DI calculations (as of 4/8/19)

# Cuyamaca Equity Heat Map: Male Students

Cuyamaca College 2019  
Disproportionate Impact Dashboard - Male Students

Group - Male Students Only	Access/ Enrollment	Persistence	Math/English Throughput	Graduation	Transfer (2016-17)
<b>Race/Ethnicity</b>					
Asian					
Black or African American					
Filipino					
Latinx					
Native American					
Native Hawaiian or Pacific Islander					
White					
Two or More Races					
<b>Other Demographic Groups</b>					
Students with Disabilities					
Foster Youth					
Low-Income Students					
LGBT					
Veteran					

*Note: Disproportionate Impact based on CCCC Student Success Metrics and DI calculations (as of 4/8/19)*



# Summary of Disproportionate Impact\*

## Females:

- African American
- Latinx
- Native American
- Differently abled
- Foster Youth
- LGBTQ+
- Veterans

## Males:

- Asian
- African American
- Latinx
- Native American
- Differently abled
- Foster Youth
- LGBTQ+

\*Note that as of now, we do not have data specifically on our Middle Eastern Students

# Equity Plan Overall Targets

## (Derived from IEC Recommendations)

Indicator	Baseline Number	Baseline Percentage (Rate)	Target	Target Number
Enrolled in the Same Community College	7,550	46.34%	52%	8,473
Retained from Fall to Spring at the Same College	5,519	61.45%	65.45%	5,878
Completed Both Transfer-Level Math and English within the District	300	15.64%	25.64%	492
Attained the Vision Goal Completion Definition	661	--	+7%	707
Transfers to Four-Year Institutions	1,124	--	+15%	1,293

# Performance Targets: Disaggregated

Student Success and Equity Council recommended on May 10th that we, as a college, aspire to reaching full equity for all disproportionately impacted groups

# Activities Linked to Student Access and Success Indicators

**Access**

## **Expand outreach efforts**

- **Community**
- **Partnerships**
- **Special programs**

## **Develop a comprehensive orientation process**

- **In person and online**

## **Enhance student intake process**

- **Develop intake form, attitude assessment, improve resources**

# Activities Linked to Student Access and Success Indicators

**Fall-to-Spring  
Persistence**

**Continue and enhance equity-minded professional development**

**Expand SafeZones training**

**Connect students with learning assistance**

# Activities Linked to Student Access and Success Indicators

**Math and  
English  
“Throughput”**

**Implement new multiple measures online placement tool**

**Continue to offer corequisite support in math and English and accelerated model in ESL**

**Continue embedded tutoring**

**Develop cohorts in same math and English sections to build studying/tutoring/learning community**

**Add GE requirements to academic program maps**

# Activities Linked to Student Access and Success Indicators

**Graduation**

**Continue outreach to students who have completed 45 or more units**

**Develop and expand internships and service learning opportunities**

**Implement student success teams**

**Restart Graduation Starts Today campaign**

**Launch Career Center**

**Examine and improve our graduation application process**

# Activities Linked to Student Access and Success Indicators

**Transfer  
(2016-17)\***

**Continue transfer-focused activities, including university field trips and Transfer Center partnerships**

**Increase marketing for adult degree completion programs with PLNU**



# Questions or Comments? Additional Activities?

Please contact:

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