

Grossmont College
Student Equity Plan

[Date]

GROSSMONT COLLEGE STUDENT EQUITY PLAN

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***Grossmont College
Student Equity Plan***

Signature Page

District: Grossmont-Cuyamaca Community **College:** Grossmont Community College

President, Board of Trustees

Date

District Chancellor: _____

College President: _____

Academic Senate President: _____

Student Equity Coordinator: _____

Executive Summary

EXECUTIVE SUMMARY

The creation of Grossmont College’s Study Equity Plan began with the formation of a district-wide Student Equity Committee. This committee, composed of members from Grossmont College, Cuyamaca College, and our District office, was charged with the responsibility of coordinating the planning efforts at the two colleges. This committee reviewed the Student Equity planning materials, developed an overall strategy for completing the assignment, and directed the two campuses to begin the development of their own Student Equity plan.

The membership of the Grossmont Student Equity Committee was drawn from two sources. First, the college’s Student Success Committee was recruited for the job. This committee serves as the matriculation coordinating group on campus. Its members include representatives from the Academic Senate, Classified Senate, a variety of instructional and student service programs, and administrators. The second source of members was the district-wide Student Equity committee. Faculty members on this committee were asked to also serve on the college’s committee. The resulting group consisted of 20 members drawn from all quarters of the campus (Appendix 1).

The first step in the development of the plan was to review the student success research that would help us identify those equity issues that needed our attention. The District’s Office of Institutional Research, Planning and Academic Services was charged with the responsibility for examining the “success indicators” and comparing Grossmont’s student body against these indicators. A full discussion of this process is included in the Campus Based Research section. Presented here are the highlights of the research.

We found eight items within four of the success indicators that needed to be addressed by our plan. These items are presented below.

Course Completion

- Black non-Hispanic and Hispanic students succeed at a lower rate in basic skills courses.
- Black non-Hispanic students succeed at a lower rate in degree-applicable courses.
- Black non-Hispanic students succeed at a lower rate in vocational courses.

ESL and Basic Skills Completion

- Black non-Hispanic and Hispanic students succeed at a lower rate in pre-collegiate math courses.
- Black non-Hispanic students succeed at a lower rate in pre-collegiate English courses.

Degree and Certificate Completion

- Black non-Hispanic students earn degrees and certificates at a lower rate.
- Hispanic students earn degrees at a lower rate.

Transfer

- Black non-Hispanic and Hispanic students transfer at a lower rate.

Once these eight items were identified, the committee then began constructing a plan that would focus to these issues. Each committee member was asked to contribute items from his/her area of interest or expertise, thereby ensuring a broad campus-wide response to the differences identified by the campus research. Members were asked to send in information about existing services, programs, and activities that contribute toward student equity. They were also asked to think of new strategies that the college could adopt, within resource limitations, which would hasten our progress toward student equity.

List below are the titles of the goals and activities included in our plan, organized by success indicator. A full description of these goals and activities can be found in the following section.

Course Completion

Partnership for Success
Friday ESL Workshops
ESL Assessment
ESL Professional Development Workshops
ESL Student Handbook
English Early Alert
Learning Assistance Centers
First-Year Orientation

ESL and Basic Skill Completion

DSPS Personal Development Courses
Math Success Course
Math Early Alert
Math Tutoring
English 51 and 52
English Writing Center
English Reading Center

Degree and Certificate Completion

GEAR UP
Tech Prep Program
Health Advisory Board

New Student Orientation/Advisement
Student Clubs and Organizations
World Arts and Cultural Organization (WACO)
International Student Orientation
Scholarships

Transfer

Puente Program
Transfer Center Plan

The programs listed above rely upon a wide variety of resources to accomplish their goals. The college provides the lion's share of resources by funding the faculty and staff who are responsible for these programs. The college's general fund also provides support through the various department budgets, from which the necessary supplies, equipment, and other resources are purchased. To a lesser extent, categorical funding and grants are used to support student success programs. A detailed listing of these resources is found in the Budget section.

Previous research into the issue of student success has shown that the various measures of success (course completion, retention, persistence, etc.) have been extremely stable over time. This stability holds true whether we look at the overall college rates or the rates of smaller student groups. Yet, even though there is no apparent trend when looking at the data on a year-to-year basis, over a long period of time we do find small increases. Therefore, when developing performance measures and a timeline that would chart our progress toward student equity goals, we were conservative in our predictions. Our committee decided that a realistic goal for improving success, as measured by the success indicators, was 1% per year.

Once the required information was gathered together, a draft version of the plan was sent around campus for review by the various interested groups. These groups included:_____. A copy of the draft was also sent to the district-wide Student Equity committee for review at the District level.

A series of draft copies of the plan was produced, each draft incorporating additional comments from the campus. The final version was sent to the district-wide committee which was responsible for presenting both the Grossmont and Cuyamaca Student Equity plans to our Board of Trustees for approval.

District :Grossmont-Cuyamaca Community College College :Grossmont College

Campus-Based Research

District : _____ College : _____

CAMPUS-BASED RESEARCH

At the first meeting of the Grossmont College Student Equity committee, a small working group volunteered to review a collection of research reports provided by the Office of Institutional Research, Planning and Academic Services. The working group consisted of Darlene Cole, Keren Brooks, Bob Eygenhuysen, Susan Working and Jim Fenningham. The purpose of this review was to identify any areas that needed the committee's attention for follow-up discussion and inclusion in the Student Equity Plan. Presented below are the results of our review.

The research was organized according to the five "metrics" published by the Chancellor's Office. These five metrics are: Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer. The attached document from the Office of Institutional Research provides more detailed definitions for each of these metrics.

We started by establishing two guidelines for our review. First, we needed to establish the "comparison group" which gives us the standard by which we would determine if any inequity existed. When examining ethnicity categories, we used the White non-Hispanic category as our comparison group. There are two reasons for using this category. First, it is a federally non-protected group and second, it is the largest of the ethnic categories. When examining other factors, we used the college's service area and the college's overall student statistics as our comparison groups.

The second guideline was the definition of "significant difference". In other words, how different do two groups need to be in order to be considered unequal. For this guideline, we used the 80/20 (or 4/5ths) rule, a federal legal guideline to assess adverse impact. This rule says that if one group falls within 80% or higher of the measurement of a second group, there is not a significant difference that our Student Equity plan needs to address.

1. **ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

ACCESS (please refer to the charts *Number of Students by Student Demographic* and *Low Income Students*). The groups listed below were compared with the college's service area.

- Gender – No significant differences.
- Ethnicity – No significant differences. Footnote #3 on the chart points out that the Latino census number includes people of any race, who also identify themselves as Latino. Therefore, this number is artificially inflated.
- Age - Not applicable to this metric. We do not expect the college population to mirror the community in this factor, since about 60% of Grossmont students are under 25.
- International students – Not applicable to this metric. This group was included in the access research because they also are studied in the student success research.
- Primary Language – Although the numbers do not meet the 80% guideline, this difference is probably explainable. The Census percentage of non-English speakers includes those with

very little/no English-speaking ability. Such students would be recommended to attend adult school and would not be counted among our college student English learners, which is one explanation for our lower percentages here.

- Disability status – Although the numbers indicate a significant difference, we think this is explainable by factors relating to the college demographics. The census numbers include area residents with disabilities so severe that they would be unable to realistically pursue a college-level education. Also, disability is positively correlated with age, and, generally, the age of the college-going population is much younger than that of the surrounding area (see above). Finally, the college numbers include only those disabled students who have registered with the DSPS office. This is not the entire population of disabled students on campus.
- Low income (BOGW) – The Census poverty rate (13.4%) is much lower than our proxy using BOGW (23.1%), so we are fine here.

District : _____ College : _____

CAMPUS-BASED RESEARCH

2. **COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

(please refer to the charts *Success Rates by Type of Course and Student Demographic*). We first looked at the data to see if ethnicity made any difference. The groups on these charts were measured against the comparison group of White non-Hispanic.

- Basic Skills Courses – There are two groups whose success rates do not meet the 80% guideline: Black non-Hispanic and Hispanic.*
- Degree Applicable Courses – One group did not meet the 80% guideline: Black non-Hispanic.*
- Transfer Courses – We found no significant differences on this chart.
- Vocational Courses – One group did not meet the 80% guideline: Black non-Hispanic.*

*We controlled for SES (using BOGW as a proxy) and the discrepancies noted above reduced, but still did not reach 80% of the success rates shown for the White, non-Hispanic Group. (We also split-out EOPS students from the BOGW group and got the same results). So there is a race/ethnicity discrepancy in success rates that is not entirely explained by socio-economic status.

We next looked at the different age groups. Although there are significant differences in the rates of student success, we attributed these differences to characteristics of the older students, and not to any conditions within the college. Such findings are consistent with other studies of student success rates in college courses, and appear to be due to endogenous characteristics of older students.

We then looked at the *Other* categories. We compared these success rates against the overall Grossmont rates. In most cases, the success rates in the *Other* categories exceed the overall college rate and in no case did we find any significant difference relating to student equity issues.

Finally, we examined income status (please refer to the *Low Income Students* chart). The success rates of students who received a Board of Governors waiver were examined to see if any differences attributable to low-income status could be found. The initial findings show that differences were within the 80-20 threshold. Further, when EOPS students were removed from the BOGW group, the differences increased, although they still were within 80% of the success rates for non-BOGW students.

District : _____ College : _____

CAMPUS-BASED RESEARCH

3. **ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.

(Please refer to *Success Rates in PreCollegiate ESL/Math/English Courses*). For this metric, two groups are compared against each other to see if they fall within the 80% guideline.)

- Pre-Collegiate ESL: Due to small sample sizes, data were combined across six academic years. Even so, some characteristics yielded samples too small to draw any conclusions, as noted below.
 - Pre-Collegiate ESL and Gender – No significant differences
 - Pre-Collegiate ESL and Ethnicity – Students with ‘Unknown/Other’ ethnic backgrounds succeeded at a rate less than 80% of the White non-Hispanic group. However, by definition no conclusions can be drawn about this group.
 - Pre-Collegiate ESL and Age – No significant differences.
 - Pre-Collegiate ESL and Disability – Disabled students succeeded at a rate less than 80% of the non-disabled students. However, only 21 disabled students enrolled in Pre-Collegiate ESL courses across six years. Thus, drawing conclusions about student equity from these data is inadvisable.
 - Pre-Collegiate ESL and income – No significant differences.
 - Pre-Collegiate ESL and international students – Not studied due to small sample size.

- Pre-Collegiate Math and Gender – No significant differences.
- Pre-Collegiate Math and Ethnicity – The Black non-Hispanic and Hispanic groups succeed at a lower rate than the White non-Hispanic group.
- Pre-Collegiate Math and Age – As discussed earlier, older students succeed at a higher rate, but not because of college-related factors.
- Pre-Collegiate Math and Primary Language – No significant differences.
- Pre-Collegiate Math and Disability Status – No significant differences.
- Pre-Collegiate Math and Income Status – The initial study showed no significant differences. With, but with EOPS students parsed out from the low-income students, there are still no apparent a significant differences is apparent between low income (non-EOPS) students and other students.
- Pre-Collegiate Math and International Students – Not studied due to small sample size.

- Pre-Collegiate English and Gender – No differences related to student equity.
- Pre-Collegiate English and Ethnicity – We noticed a large change in the success rates for all groups during more recent years. This may be due to a change in English placement methods at Grossmont College in spring 2002. However, even with the recent improvement, Black non-Hispanic students still succeed at a lower rate.

- Pre-Collegiate English and Age – No differences related to student equity. In some instances, an age group succeeded at less than 80% the rate of another age group; however, in terms of student equity, this is not a cause for concern.
 - Pre-Collegiate English and Primary Language – No significant differences.
 - Pre-Collegiate English and Disability Status – Although we did find one year (2001/02) that did not meet the 80% guideline, the other years did not show this degree of difference. Therefore we are not identifying this measure as an equity issue.
 - Pre-Collegiate English and Income Status – No significant differences.
 - Pre-Collegiate English and International Students – Not studied due to small sample size.
4. **DEGREE and CERTIFICATE COMPLETION.** Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

(Please refer to the chart [All Students Receiving a Degree/Certificate Between Fall 1997 – Fall 2003 by Student Demographic](#))

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~~The Chancellor's Office has withdrawn this metric. They believe it is a poor measure of effectiveness and are not requesting any information. We did discuss the possibility of developing our own local data. However, we decided this was not worthwhile. The quality of our data is very poor because students are often confused about the necessity of a degree for transfer. Furthermore, the number of degrees actually awarded is a mix of students who planned to obtain a terminal degree and students who did not plan to get a degree, but earned a University Transfer Studies Degree in order to accomplish their transfer goals.~~

The demographic distributions of students who received a degree or certificate from Grossmont College from Fall 1997 through Fall 2003 were examined. For comparison purposes, student enrollment for the 1997-1998 through 1999-2000 academic years were examined to determine whether degree/certificate awards reflected student enrollment on the demographics of interest. The time frame for enrollment comparisons was selected to encompass the years most likely to represent enrollments of these degree/certificate earners, given the lag between students' entry to the college and receipt of a degree or certificate.

Black non-Hispanic students earned both degrees and certificates at a rate less than 80% of their enrollment at the College. Hispanic students earned degrees at a rate less than 80% of their enrollment.

District : _____ College : _____

CAMPUS-BASED RESEARCH

5. **TRANSFER.** Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

(Please refer to the chart *Transfer Rates by Student Characteristics*.)

Using the same methods of comparison as with earlier metrics, we found two ethnic groups with a transfer rate that should be addressed by our student equity plan. These two groups are Black non-Hispanic and Hispanic.

District :Grossmont-Cuyamaca Community College **College :**Grossmont College

Goals and Activities

GOALS AND ACTIVITIES

1. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”

GOAL 1.

Campus-based research did not identify any issues under this student success indicator.

ACTIVITY 1.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

EXPECTED OUTCOME 1.1.1

District : _____

College : _____

GOALS AND ACTIVITIES

2. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

GOAL 2.

- A. Black non-Hispanic and Hispanic students will succeed in basic skills courses at a rate comparable to other student groups.

Black non-Hispanic basic skills success rate: 42.8%

Hispanic basic skills success rate: 48.3%

Target success rate: 48.7%

The Student Equity Plan seeks to reduce the differences in success rates by 1% per year. The disparity for Black non-Hispanic students will be eliminated by 2011. The disparity for Hispanic students will be eliminated by 2006.

- B. Black non-Hispanic student will succeed in degree-applicable courses at a rate comparable to other student groups.

Black non-Hispanic degree-applicable success rate: 52.4%

Target success rate: 52.6%

The Student Equity Plan seeks to reduce the difference in success rates by 1% per year. The disparity for Black non-Hispanic students will be eliminated by 2006.

- C. Black non-Hispanic students will succeed in vocational courses at a rate comparable to other student groups.

Black non-Hispanic vocational success rate: 57.4%

Target success rate: 58.7%

The Student Equity Plan seeks to reduce the difference in success rates by 1% per year. The disparity for Black non-Hispanic students will be eliminated by 2006.

ACTIVITY 2.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Partnership for Success. This project is a collaboration between instructional and student service staff and faculty. Each year a comprehensive listing of programs, services, and activities that contribute toward student success is reviewed and updated. This list is presented to new faculty at the start of the semester. The faculty are instructed on how to use the list to help students find appropriate assistance and to refer students to this assistance.

Timeline: This activity is carried out at the start of each semester.

Group Responsible: Student Success Committee.

Evaluation: The success of this effort is evaluated by the Student Success committee and the Professional Development committee.

EXPECTED OUTCOME 2.1.1

New faculty will be better informed about campus resources designed to help students successfully complete their courses. Faculty will be better able to refer students to these resources. Since this project operates on a one-to-one, faculty-to-student basis, instructors can identify those individual students most in need of help. As students take advantage of this help, their course completion rates will increase.

ACTIVITY 2.2

Friday ESL Workshops. The ESL program offers 8-10 two-hour workshops during the spring semester each year. ESL instructors present topics that are particularly challenging for our students, such as article usage, prepositions, sentence combining, editing, and timed writing. The workshops are fee and voluntary, but the student can count them toward the required EOPS workshops, for extra credits, or toward their required hours in the English Writing Center.

Timeline: Workshops are offered throughout every spring semester.

Group Responsible: ESL Department.

Evaluation: Attendance at the workshops is tracked and considered when setting up subsequent programs; student feedback is also collected.

EXPECTED OUTCOME 2.2.1

Students will strengthen weak areas so that they will be more successful in their ESL classes.

ACTIVITY 2.3

ESL Assessment/Advisement. ESL students follow a separate multiple measures assessment process that includes an objective grammar/reading test, a writing sample, and a questionnaire. The writing samples are scored by two or three ESL instructors or trained evaluators.

ESL advisement sessions are led by ESL instructors, who explain the ESL program and their placement and help them choose the correct classes. Students are given a color-coded list of ESL classes and times to choose from based on their placement.

Timeline: ESL assessment is offered prior to the start of every semester.

Group Responsible: ESL Department and the Assessment Office.

Evaluation: The department collects data on student success to evaluate the effectiveness of the placement recommendations.

EXPECTED OUTCOME 2.3.1

Student who have been accurately placed and advised will be more successful in their classes.

ACTIVITY 2.4

ESL Workshops. ESL faculty present workshops and panels on ESL students' characteristics and needs during staff development week. At a recent opening session, Pat Bennett led a panel of students from several different countries who talked about their languages, their challenges in their classes, and how instructors could help them be more successful.

Timeline: Workshops are offered as determined by the Professional Development Committee.

Group Responsible: ESL Department.

Evaluation: Evaluation forms are collected at the workshops and reviewed.

EXPECTED OUTCOME 2.4.1

A greater awareness and knowledge of our diverse students' needs on the part of faculty and staff so that they can foster the students' success in their classes and in other interactions on campus.

ACTIVITY 2.5

ESL Student Handbook. An ESL Student Handbook is distributed at the ESL advisement sessions. It includes a detailed description of each ESL class, including a typical student profile, requirements, objectives, and sample texts. In addition, the ESL instructors have written a section on Tips for Success based on mistakes that they have seen students make over the years. The section discussing what an assessment at the adult school level means is translated into Spanish, Arabic, Vietnamese, and Russian to assist our lowest level students.

Timeline: ESL advisement sessions are held prior to the start of every semester.

Group Responsible: ESL Department.

Evaluation: Informal student feedback is collected.

EXPECTED OUTCOME 2.5.1

Students who read this handbook will have clearer expectations about their ESL classes and more knowledge of how college works. This will lead to greater success.

ACTIVITY 2.6

English Early Alert. At the mid-way point in each semester, English instructors who teach developmental courses are sent an Early Alert roster. This roster allows instructors to indicate those students who are experiencing difficulties in the class. The rosters are returned to the Assessment Office staff who then generate a letter to the student. This letter encourages students to speak with their instructor and gives them a list of resources and strategies to help improve his/her grades.

Timeline: This is an ongoing project.

Persons Responsible: English faculty, Assessment Office staff.

Evaluation: English instructors are asked during department meetings to evaluate the effectiveness of this program.

EXPECTED OUTCOME 2.6.1

Student will follow the recommendations in the Early Alert letter and improve their classroom performance and successfully complete the class.

ACTIVITY 2.7

Learning Assistance Centers. Grossmont College funds a number of offices on campus where students can receive personal assistance, computer access, and tutoring to help them succeed in their classes. Students receive help with their homework, help with study habits, additional time with instructors, and peer support. The Centers include:

Assistive Technology Center
Biology Learning Center
Chemistry PC Network
Communication Lab
English Reading Center
Speech Language Services

Student Educational technology Lab
English Writing Center
Learning Development Center
Math Study Center
Tutoring Center

Timeline: The Learning Assistance Centers operate throughout the instructional year.

Groups Responsible: Each instructional department is responsible for its learning center.

Evaluation: Each department evaluates their center by looking at factors such as student use, student success, instructor and student satisfaction.

EXPECTED OUTCOME 2.7.1

Students who use the Learning Assistance Centers will complete more courses and earn a higher grade than students who don't.

ACTIVITY 2.8

First-Year Orientation. This is a ½ day event that features college success strategies for new students. Instructional faculty present discipline specific information on classroom expectations and responsibilities. Breakout sessions for students from defined groups (e.g. by-major, by-ethnicity, by program) will be scheduled.

Timeline: This is a new event at the college with a target date of August 2005.

Group Responsible: This is a campus-wide event that will be produced by an organizing committee of faculty, staff, and students.

Evaluation: The success of this event will be evaluated by the organizing committee. Factors such as student participation, faculty participation, an subsequent student success will be examined.

EXPECTED OUTCOMES 2.8.1

New students will be better prepared for the level of effort and responsibilities that accompany college course work. They will start the semester armed with success strategies that will help them complete their courses.

GOALS AND ACTIVITIES

3. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”

GOAL 3.

- A. Black non-Hispanic and Hispanic student will succeed in pre-collegiate math courses at a rate comparable to other student groups.

Black non-Hispanic pre-collegiate math success rate: 35.7%
Hispanic pre-collegiate math success rate: 38.5%
Target success rate: 40.7%

The Student Equity Plan seeks to reduce the difference in success rates by 1% per year. The disparity for Black non-Hispanic students will be eliminated by 2009. The disparity for Hispanic students will be eliminated by 2007.

- B. Black non-Hispanic students will succeed in pre-collegiate English courses at a rate comparable to other student groups.

Black non-Hispanic pre-collegiate English success rate: 53.9%
Target success rate: 56.0%

The Student Equity Plan seeks to reduce the difference in success rates by 1% per year. The disparity for Black non-Hispanic students will be eliminated by 2007.

ACTIVITY 3.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

DSPS Personal Development Courses. The DSPS office teaches the following courses:

- PDSS 090, 094 Learning Strategies Practicum
- PDSS 101 Study Strategies for Students with Disabilities.
- PDSS 110/111 Developmental Writing for Students with Disabilities.

These courses provide specific learning strategies to students with specialized learning needs. They receive instruction in time

management, study reading, note-taking, study for tests and test taking. The developmental writing courses provide instruction in fundamental written language skills and knowledge.

Timeline: This activity is ongoing.

Person Responsible: Carl Fielden, DSPS Specialist.

Evaluation: The value of these courses is determined by how many courses the DSPS students complete.

EXPECTED OUTCOME 3.1.1

These courses are designed to ensure that disabled students from all ethnic groups successfully complete Math and English Development courses and progress to degree-applicable courses.

ACTIVITY 3.2

Math 299 Strategies for Success in Math. This is a relatively new course to help developmental math students develop (better) math study skills. It works on such topics as note taking, test taking, learning how to study for an exam, relieving test anxiety, etc. It is co-taught by a math instructor and a counselor.

Timeline: This course is taught every semester.

Group Responsible: Mathematics department and Counseling department.

Evaluation: The success of students enrolled in Math 299 is matched against their success in their other math classes.

EXPECTED OUTCOME 3.2.1

Students who take this course concurrently with a pre-collegiate level math course are more likely to succeed in their math course.

ACTIVITY 3.3

Math Early Alert. The early alert program originally targeted “failing” students at week 3 or 4 of the semester and sent a letter home with information of services offered on campus. The math department’s Early Alert has changed to workshops given the end of week 4 of each semester. Rather than just targeting the failing students, the workshops are open to all pre-collegiate level

mathematics students. The workshops are given in the math study center (approximately 2 hours) and go over each of the services that could be of value to these math students. All workshops include speakers from the math department, counseling office, DSPS office, dean's office, and the math study center. Approximately one hour of the workshop is spent going over study skills for math students. It is an informal and inviting environment for the students. The goal is to make them feel comfortable to come back and take advantage of these services. The math department specifically pushes the use of the free tutoring in the math study center.

Timeline: This activity is ongoing each semester.

Group Responsible: Development Math Coordinator.

Evaluation: The program is evaluated by the math department faculty. Student who use the math study center succeed at a higher rate than those who do not.

EXPECTED OUTCOME 3.3.1

Students who take advantage of services, such as the free tutoring in the math lab, will succeed in their math course.

ACTIVITY 3.4

Friday Tutoring for Developmental Math Students. Every Friday, beginning week 3, the math department offers free tutoring from 9:00 – 10:30 a.m. for math 080 – 090 in one room of the math study center. No other students are allowed in the lab during that time slot. There is one instructor and one tutor in the room helping the students. The instructors are math faculty (both full and part-time) who are volunteers.

Timeline: Fall and Spring semesters – ongoing.

Group Responsible: Math Department (developmental math coordinator organizes the tutoring).

Evaluation: The program is evaluated through student feedback over the semester.

EXPECTED OUTCOME 3.4.1

Students will continue to use the math study center during the school week and have better success in their math class.

ACTIVITY 3.5

English 51 and English 52. Any student who needs additional help to meet the challenge of writing in any class is invited to enroll in English 51 or English 52 Basic Writing Skills classes. Students receive individualized or group help in brainstorming, essay and paragraph writing, spelling, grammar, punctuation, research writing techniques, and vocabulary. Instructors develop specialized programs tailored to meet students' individualized writing concerns.

Timeline: These courses are offered every semester.

Group Responsible: The English department has oversight over the English 51 and 52 curriculum.

Evaluation: There currently is no formal evaluation. Anecdotal responses to the success of the program have been overwhelmingly positive.

EXPECTED OUTCOME 3.5.1

Students will enhance their ability to write independently paying particular attention to improving their areas of weakness.

ACTIVITY 3.6

English Writing Center Tutoring Services. English skill peer tutors provide peer tutoring to students. The tutors help students with their essays in any course. They assist by brainstorming essay ideas, providing tutoring assistance so that students understand grammar and punctuation errors, and provide assistance on an essay's structure. The tutors help with the fundamentals of organization and content, but will not engage in a complete "overhaul" of an essay.

Timeline: Tutoring is available approximately 80 per week.

Group Responsible: The Learning Skills Coordinator, in collaboration with the English department, is responsible for oversight of the tutors.

Evaluation: Students using the services provided in the English Writing Center were surveyed. The responses were overwhelmingly positive.

EXPECTED OUTCOME 3.6.1

Students will learn to proofread their paragraphs/essays and correct their own mistakes.

ACTIVITY 3.7

English Reading Center (ERC). The ERC serves students by providing reading level assessments, reading comprehension activities, vocabulary instruction and enhancement, study skills activities, test taking strategies and note taking techniques. The ERC also supports the instructional program of reading classes by assisting students who use the computers for either vocabulary or reading enhancement activities during class time.

Timeline: Tutoring in the ERC is available approximately 80 hours per week.

Group Responsible: The Learning Skills Coordinator, in collaboration with the English department, is responsible for oversight of the tutors in the ERC.

Evaluation: There currently is no formal evaluation. Anecdotal responses to the success of the program have been overwhelmingly positive.

EXPECTED OUTCOME 3.7.1

Students will learn to read and study more effectively to enhance their chances to succeed.

GOALS AND ACTIVITIES

4. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”

GOAL 4.1

- A. Black non-Hispanic students will earn degrees and certificates at a rate comparable to other student groups.

Black non-Hispanic degree received rate: 4.5%

Target rate: 5.0%

Black non-Hispanic certificate received rate: 4.0%

Target rate: 5.0%

The Student Equity Plan seeks to reduce the difference in success rates by 1% per year. The disparity for Black non-Hispanic students will be eliminated by 2006.

- B. Hispanic students will earn degrees at a rate comparable to other student groups.

Hispanic degree received rate: 11.3%

Target rate: 12.2%

The Student Equity Plan seeks to reduce the difference in success rates by X% per year. The disparity for Hispanic students will be eliminated by 2006.

ACTIVITY 4.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). This project is a 5-year, \$1.6 million grant involving a partnership among Grossmont College, Cajon Valley Middle School, El Cajon Valley High School, and the Boys and Girls Club of East County, and Cox Communications. The project goal is to increase minority and low-income student college enrollment and success. The approach is to begin early (7th grade) with students, providing them, their parents, and their teachers with services that focus on student academic success and college awareness. The project is a cohort model, serving two entire grades within Cajon Valley Middle School (a total of 800 students).

Timeline: Services to current 7th graders began in Fall 2003. The grant concludes Spring 2007, with a

possible 1-year extension.

Group Responsible: GEAR UP Steering Committee, with Grossmont College as the Lead Agency/Fiscal Agent.

Wendy Craig, Grossmont College Counselor, is Project Director.

Evaluation: Federally mandated, annual program review reports are submitted reporting quantitative and qualitative information. Both formative and summative evaluations are conducted regarding service provided and student academic outcomes. This includes quantitative program impact analysis. All project evaluation is conducted by the Office of Institutional Research, Planning, and Academic Services.

EXPECTED OUTCOME 4.1.

Cajon Valley Middle School students proceed to El Cajon Valley High School, which is a feeder school to Grossmont College (approximately 20-25% of El Cajon Valley High School graduates enroll at Grossmont College the subsequent fall).

The GEAR UP program is expected to expand in the coming years, making it likely that, 1) the existing program will continue within these schools, and 2) additional high schools within the Grossmont Union High School District will participate in the program. The program is expected to increase college success and academic goal achievement rates for low income and minority students.

ACTIVITY 4.2

Tech Prep Program. Students are identified in high school through their enrollment in career and technical courses. Students receive college preparatory information and have the opportunity to earn college credit if they earn an “A” or “B” in the course and demonstrate college-level competency (“articulation”). Many students are given the opportunity to visit Grossmont College, as well. High school and college teachers, as well as counselors, meet to discuss transitions plans for students as they move from one district to the other. Once the student has received college credit, the college departments are able to contact them and offer support and assistance.

Timeline: This activity is ongoing.

Individual/Group Responsible: Tech Prep Coordinator/Vocational Departments

Evaluation: This program is evaluated by the number of students who earn a degree or certificate.

EXPECTED OUTCOME 4.2.1

Students will receive college information while still in high school and will be encouraged to enroll in certificate and degree programs that relate to courses that have prepared them for various careers. Those that earn college credit will be able to enroll in higher-level courses in college and will be “connected” to that program, if they choose to pursue that goal. College departments will make contact with those students and follow-up with them. It is well known that students who feel connected to campus activities and/or an academic program are more likely to succeed. Students will be part of a database that will allow the Tech Prep Coordinator and vocational faculty to monitor student success and promote certificate and degree completion.

ACTIVITY 4.3

GUHSD Health Advisory Board. In order to promote high school students’ awareness of Health Career opportunities, there are “pathways” that have been established at various Grossmont Union high schools. The Grossmont Union High School District *Health Advisory Board* includes members from the healthcare industry that collaborate with high school teachers and administrators to help foster students’ transitions to post-secondary opportunities that lead to careers in healthcare. There are four representatives from Grossmont College, each of whom works to address one or more goals of the Board.

Timeline: This activity is ongoing.

Individual/Group Responsible: Tech Prep Coordinator/Regional Health Occupations Resource Center Director/Dean of Business & Professional Studies/Respiratory Therapy Coordinator/Science faculty.

Evaluation: This program is evaluated by the number of target students who complete a health professions degree or certificate.

EXPECTED OUTCOME 4.3.1

High school students will be more aware of healthcare career opportunities and the education required to pursue those various careers. Better communication between high school and college teachers will help develop a curriculum that better prepares students for the rigors of Grossmont College’s science courses, which are prerequisites for admission to Health Professions majors. There will also be a tracking mechanism that identifies students who complete relevant high school courses and enroll at Grossmont College. This will allow for follow-up and support, which will lead to improved degree completion rates.

ACTIVITY 4.4

New Student Orientation/Advisement. Each semester, the Counseling department holds orientation and advisement sessions for new students. These sessions help students identify their degree and certificate goals and start students along the path of developing an educational goal. Certificate and degree requirements are explained.

Timeline: These sessions are held prior to the start of every semester.

Group Responsible: Counseling Department.

Evaluation: A committee of counselors constantly evaluates the effectiveness of the orientation/advising sessions.

EXPECTED OUTCOME 4.4.1

Students will know what courses are needed to meet degree/certificate requirements. They will be given a Success Checklist with information on how to excel in the courses. They will be able to plan a class schedule that will guide them through prerequisite sequences that lead to a degree/certificate.

ACTIVITY 4.5

Student Clubs and Organizations. Grossmont College supports a wide range of students clubs and organizations. These groups provide a means for students to participate in co-curricular activities designed to promote leadership, intellectual, ethical, and personal development. The current roster of clubs includes the Black Student Union, International Student club, the Puente club, and the Latino Association.

Timeline: These clubs are available for membership every semester.

Person Responsible: Jack Peters, Associate Dean, Student Affairs

Evaluation: Club activities are regulated via the Inter-Club Council.

EXPECTED OUTCOME 4.5.1

Participation in clubs increases student interest in their education, builds relationships with faculty and peers, and strengthens their commitment to their goals. These factors increase student persistence and attainment of degrees and certificates.

ACTIVITY 4.6

World Arts and Cultural Organization (WACO). WACO is a program of cultural events and activities sponsored by the college. Each semester WACO organizes a series of concerts, performances, readings, etc. which recognize, respect and celebrate the diverse cultures represented by the campus community.

Timeline: WACO events are scheduled every semester.

Group Responsible: The WACO committee, comprised of members from across the campus, is responsible for the program.

Evaluation: The WACO committee gathers feedback from students and faculty to measure their interest in the program.

EXPECTED OUTCOMES 4.6.1

Students, staff, and faculty will increase their knowledge and awareness of the various cultures represented by our students. Students will also increase their awareness that Grossmont welcomes and values the diversity they bring to the campus. Students will persist at a college where they feel respected and will continue on to complete their degree/certificate goals.

ACTIVITY 4.7

International Student Orientation. The college holds a 2-day orientation program designed for the international student population. This program gives students who are unfamiliar with American higher education relevant information and resources to navigate the college system

and succeed in classes. Students also meet with international student counselors to develop an educational plan.

Timeline: This activity occurs at the start of every semester and summer session.

Group Responsible: International student counselors and the international student specialist.

Evaluation: The International Students Programs committee and the Counseling department review the effectiveness of the orientation sessions.

EXPECTED OUTCOMES 4.7.1

International students greatly contribute to the ethnic diversity of the campus. The international student program is responsible for seeing that the unique needs and obstacles facing these students are addressed, thereby allowing them to focus on the academic challenges and ultimately reaching their educational goal.

ACTIVITY 4.8

Scholarships. The Financial Aid office is home to the college's scholarship specialist. This person is responsible for the development and administration of the many scholarships awarded by the college. Some of the scholarships are defined for student of certain ethnic groups, including Hispanic and African-American. Every year the scholarship specialist seeks to augment existing awards and find new sources of donations for these two target groups.

Timeline: This activity is ongoing.

Person Responsible: The scholarship specialist under the supervision of the Financial Aid director.

Evaluation: The college's Scholarship committee oversees the process by which scholarships are awarded.

EXPECTED OUTCOME 4.8.1

Financial pressures are one of the leading reasons students drop out of classes and college. They leave because they need to work additional hours and/or jobs to support themselves and their families. Scholarships help offset the costs of a college education and allow students to remain in school and complete their educational goal.

GOALS AND ACTIVITIES

5. STUDENT SUCCESS INDICATOR FOR TRANSFER

“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”

GOAL 5.

A. Black non-Hispanic and Hispanic students transfer at a rate comparable to other student groups.

Black non-Hispanic transfer rate: 21.6%
Hispanic transfer rate: 24.8%
Target rate: 25.4%

The Student Equity Plan seeks to reduce the difference in success rates by 1% per year. The disparity for Black non-Hispanic students will be eliminated by 2009. The disparity for Hispanic students will be eliminated by 2006.

ACTIVITY 5.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Puente Program. Grossmont College will continue its participation in the Puente Program. Puente is designed to increase the transfer rate of Hispanic students. It consists of two components: (a) an English writing course with emphasis on literature from a Latino perspective and (b) a counselor assigned to Puente students with the responsibility of helping them achieve their transfer goals.

Timeline: Grossmont has participated in Puente since 1991 and will continue to do so in the future.

Persons Responsible: English component – Joe Medina, English Instructor.
Counseling component – Yesenia Gonzales, Counselor.

Evaluation: Grossmont’s participation in Puente is evaluated annually by the VP of Academic Affairs, VP of Student Services and by the college’s President.

EXPECTED OUTCOME 5.1.1

The transfer rate of Hispanic students will match the 30.2% rate for the college overall as described in Campus Based Research section.

ACTIVITY 5.2

Transfer Center Plan. Grossmont College will continue implementation of its Transfer Center Plan. This goal is designed to improve the transfer rate of underrepresented students. It was constructed under the guidance of the Transfer Center Advisory Board and approved by the Academic Senate. The Plan describes a number of activities and strategies, used by Transfer Center faculty and staff, that support the transfer goals of underrepresented students.

Timeline: The Transfer Center Plan is updated annually. It serves as a roadmap to guide the activities of the Center.

Group Responsible: Transfer Center faculty and staff.

Evaluation: The Transfer Center produces an annual report that shows the transfer rates of under-represented groups. This report is reviewed by the Transfer Center Advisory committee, the Dean of Counseling, and the VP of Student Services.

EXPECTED OUTCOME 5.2.1

The transfer rates of Black non-Hispanic and Hispanic students will match the college overall rate.

Budget

District : _____ College : _____

SOURCES OF FUNDING

Listed below are the sources of funding used to implement the activities of the Student Equity Plan. Following each entry is the number of the Plan's activity that is funded from this source.

College Printing and Duplicating (2.1, 2.5)
Matriculation* (2.1, 2.6, 4.4)
International Student Budget (2.2, 2.3)
ESL Department Budget (2.4, 2.5)
English Department Budget (2.6, 3.5, 3.6, 3.7, 5.1)
College General Fund (2.7, 2.8, 4.6)
DSPS Budget* (3.1)
Math Department Budget (3.2, 3.3, 3.4)
U.S. Department of Education* (4.1)
Tech Prep* (4.2)
Grossmont Healthcare District* (4.3)
Counseling Department Budget (4.4, 5.1)
Associated Students Grossmont College (4.5)
International Student Budget (4.7)
Puente Budget (5.1)
Transfer Center Budget (5.2)
District Institutional Research, Planning, and Academic Services
Grossmont College Student Equity Fund (2.8)

* Indicates state categorical funding, grants, or other special funding source. All other budgets are furnished by the college's general fund.

Evaluation Schedule and Process

District : _____ College : _____

EVALUATION SCHEDULE AND PROCESS

The Grossmont College Student Equity committee plans to meet once each semester to evaluate our Student Equity plan. At each meeting, the committee will discuss the following agenda:

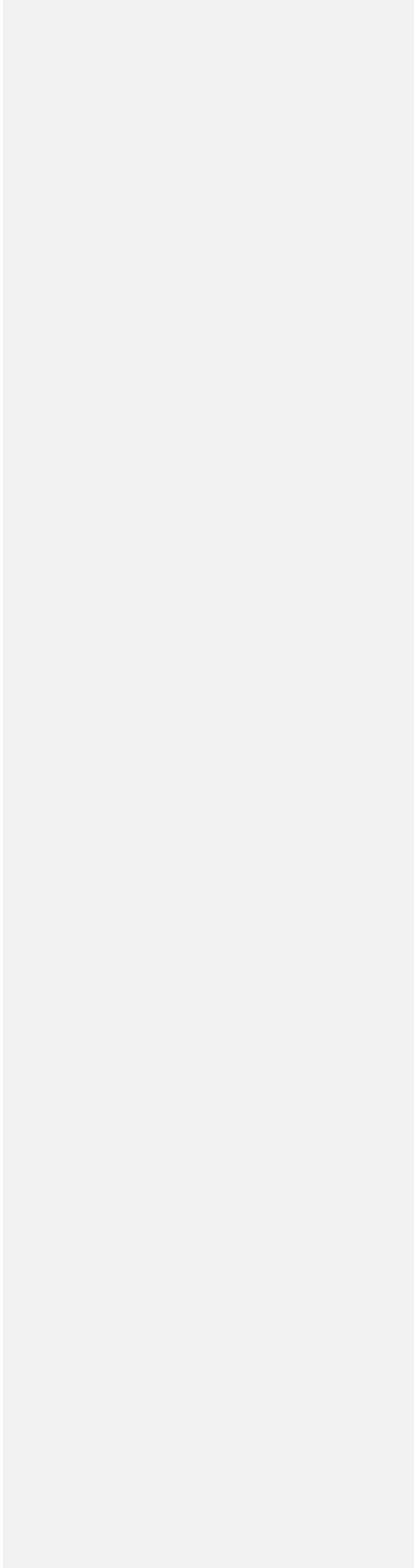
1. Campus-based Research. The committee will look at the latest findings from the District Office of Institutional Research, Planning, and Academic Services. We will look for progress toward meeting the student equity goals identified in our plan.
2. Goals and Activities. The committee will review the status of our goals and activities. We will look at our ongoing activities to ensure they are still contributing to the success indicators. We will look at our planned activities to ensure they are still on track for implementation.
3. Chancellor Office Updates. The committee will discuss the latest information from the Chancellor’s Office. This information may include the publication of “best practices” in student equity.
4. Student Equity Funding. Funding for student equity activities is an immediate problem that needs attention and will remain an ongoing issue. The committee will seek funding sources that can be used to implement the student equity plan.

Finally, the committee will give all the above factors due consideration and then integrate them into a progress report for the college. This report will include recommendations on updates to the existing plan that will strengthen our response to student equity and recommendations on new additions to the plan that will expand our student equity activities.

Attachments

District : _____ College : _____

ATTACHMENTS



Grossmont College
Student Equity Plan

[Date]

GROSSMONT COLLEGE STUDENT EQUITY PLAN

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Goals and Activities

- Access
- Course Completion (*Retention*)
- ESL and Basic Skills Completion
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- Sources of Funding

Evaluation Schedule and Process

Attachments (*Optional*)

***Grossmont College
Student Equity Plan***

Signature Page

District: Grossmont-Cuyamaca Community **College:** Grossmont Community College

President, Board of Trustees

Date

District Chancellor: _____

College President: _____

Academic Senate President: _____

Student Equity Coordinator: _____

Executive Summary

EXECUTIVE SUMMARY

The creation of Grossmont College’s Study Equity Plan began with the formation of a district-wide Student Equity Committee. This committee, composed of members from Grossmont College, Cuyamaca College, and our District office, was charged with the responsibility of coordinating the planning efforts at the two colleges. This committee reviewed the Student Equity planning materials, developed an overall strategy for completing the assignment, and directed the two campuses to begin the development of their own Student Equity plan.

The membership of the Grossmont Student Equity Committee was drawn from two sources. First, the college’s Student Success Committee was recruited for the job. This committee serves as the matriculation coordinating group on campus. Its members include representatives from the Academic Senate, Classified Senate, a variety of instructional and student service programs, and administrators. The second source of members was the district-wide Student Equity committee. Faculty members on this committee were asked to also serve on the college’s committee. The resulting group consisted of 20 members drawn from all quarters of the campus (Appendix 1).

The first step in the development of the plan was to review the student success research that would help us identify those equity issues that needed our attention. The District’s Office of Institutional Research, Planning and Academic Services was charged with the responsibility for examining the “success indicators” and comparing Grossmont’s student body against these indicators. A full discussion of this process is included in the Campus Based Research section. Presented here are the highlights of the research.

We found eight items within four of the success indicators that needed to be addressed by our plan. These items are presented below.

Course Completion

- Black non-Hispanic and Hispanic students succeed at a lower rate in basic skills courses.
- Black non-Hispanic students succeed at a lower rate in degree-applicable courses.
- Black non-Hispanic students succeed at a lower rate in vocational courses.

ESL and Basic Skills Completion

- Black non-Hispanic and Hispanic students succeed at a lower rate in pre-collegiate math courses.
- Black non-Hispanic students succeed at a lower rate in pre-collegiate English courses.

Degree and Certificate Completion

- Black non-Hispanic students earn degrees and certificates at a lower rate.
- Hispanic students earn degrees at a lower rate.

Transfer

- Black non-Hispanic and Hispanic students transfer at a lower rate.

Once these eight items were identified, the committee then began constructing a plan that would focus to these issues. Each committee member was asked to contribute items from his/her area of interest or expertise, thereby ensuring a broad campus-wide response to the differences identified by the campus research. Members were asked to send in information about existing services, programs, and activities that contribute toward student equity. They were also asked to think of new strategies that the college could adopt, within resource limitations, which would hasten our progress toward student equity.

List below are the titles of the goals and activities included in our plan, organized by success indicator. A full description of these goals and activities can be found in the following section.

Course Completion

Partnership for Success
Friday ESL Workshops
ESL Assessment
ESL Professional Development Workshops
ESL Student Handbook
English Early Alert
Learning Assistance Centers
First-Year Orientation

ESL and Basic Skill Completion

DSPS Personal Development Courses
Math Success Course
Math Early Alert
Math Tutoring
English 51 and 52
English Writing Center
English Reading Center

Degree and Certificate Completion

GEAR UP
Tech Prep Program
Health Advisory Board

New Student Orientation/Advisement
Student Clubs and Organizations
World Arts and Cultural Organization (WACO)
International Student Orientation
Scholarships

Transfer

Puente Program
Transfer Center Plan

The programs listed above rely upon a wide variety of resources to accomplish their goals. The college provides the lion's share of resources by funding the faculty and staff who are responsible for these programs. The college's general fund also provides support through the various department budgets, from which the necessary supplies, equipment, and other resources are purchased. To a lesser extent, categorical funding and grants are used to support student success programs. A detailed listing of these resources is found in the Budget section.

Previous research into the issue of student success has shown that the various measures of success (course completion, retention, persistence, etc.) have been extremely stable over time. This stability holds true whether we look at the overall college rates or the rates of smaller student groups. Yet, even though there is no apparent trend when looking at the data on a year-to-year basis, over a long period of time we do find small increases. Therefore, when developing performance measures and a timeline that would chart our progress toward student equity goals, we were conservative in our predictions. Our committee decided that a realistic goal for improving success, as measured by the success indicators, was 1% per year.

Once the required information was gathered together, a draft version of the plan was sent around campus for review by the various interested groups. These groups included:_____. A copy of the draft was also sent to the district-wide Student Equity committee for review at the District level.

A series of draft copies of the plan was produced, each draft incorporating additional comments from the campus. The final version was sent to the district-wide committee which was responsible for presenting both the Grossmont and Cuyamaca Student Equity plans to our Board of Trustees for approval.

District :Grossmont-Cuyamaca Community College College :Grossmont College

Campus-Based Research

District : _____ College : _____

CAMPUS-BASED RESEARCH

At the first meeting of the Grossmont College Student Equity committee, a small working group volunteered to review a collection of research reports provided by the Office of Institutional Research, Planning and Academic Services. The working group consisted of Darlene Cole, Keren Brooks, Bob Eygenhuysen, Susan Working and Jim Fenningham. The purpose of this review was to identify any areas that needed the committee's attention for follow-up discussion and inclusion in the Student Equity Plan. Presented below are the results of our review.

The research was organized according to the five "metrics" published by the Chancellor's Office. These five metrics are: Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer. The attached document from the Office of Institutional Research provides more detailed definitions for each of these metrics.

We started by establishing two guidelines for our review. First, we needed to establish the "comparison group" which gives us the standard by which we would determine if any inequity existed. When examining ethnicity categories, we used the White non-Hispanic category as our comparison group. There are two reasons for using this category. First, it is a federally non-protected group and second, it is the largest of the ethnic categories. When examining other factors, we used the college's service area and the college's overall student statistics as our comparison groups.

The second guideline was the definition of "significant difference". In other words, how different do two groups need to be in order to be considered unequal. For this guideline, we used the 80/20 (or 4/5ths) rule, a federal legal guideline to assess adverse impact. This rule says that if one group falls within 80% or higher of the measurement of a second group, there is not a significant difference that our Student Equity plan needs to address.

- 1. ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

ACCESS (please refer to the charts *Number of Students by Student Demographic* and *Low Income Students*). The groups listed below were compared with the college's service area.

- Gender – No significant differences.
- Ethnicity – No significant differences. Footnote #3 on the chart points out that the Latino census number includes people of any race, who also identify themselves as Latino. Therefore, this number is artificially inflated.
- Age - Not applicable to this metric. We do not expect the college population to mirror the community in this factor, since about 60% of Grossmont students are under 25.
- International students – Not applicable to this metric. This group was included in the access research because they also are studied in the student success research.
- Primary Language – Although the numbers do not meet the 80% guideline, this difference is probably explainable. The Census percentage of non-English speakers includes those with

District :Grossmont-Cuyamaca Community College **College** :Grossmont College

very little/no English-speaking ability. Such students would be recommended to attend adult school and would not be counted among our college student English learners, which is one explanation for our lower percentages here.

- Disability status – Although the numbers indicate a significant difference, we think this is explainable by factors relating to the college demographics. The census numbers include area residents with disabilities so severe that they would be unable to realistically pursue a college-level education. Also, disability is positively correlated with age, and, generally, the age of the college-going population is much younger than that of the surrounding area (see above). Finally, the college numbers include only those disabled students who have registered with the DSPS office. This is not the entire population of disabled students on campus.
- Low income (BOGW) – The Census poverty rate (13.4%) is much lower than our proxy using BOGW (23.1%), so we are fine here.

District : _____ College : _____

CAMPUS-BASED RESEARCH

2. **COURSE COMPLETION.** Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.

(please refer to the charts *Success Rates by Type of Course and Student Demographic*). We first looked at the data to see if ethnicity made any difference. The groups on these charts were measured against the comparison group of White non-Hispanic.

- Basic Skills Courses – There are two groups whose success rates do not meet the 80% guideline: Black non-Hispanic and Hispanic.*
- Degree Applicable Courses – One group did not meet the 80% guideline: Black non-Hispanic.*
- Transfer Courses – We found no significant differences on this chart.
- Vocational Courses – One group did not meet the 80% guideline: Black non-Hispanic.*

*We controlled for SES (using BOGW as a proxy) and the discrepancies noted above reduced, but still did not reach 80% of the success rates shown for the White, non-Hispanic Group. (We also split-out EOPS students from the BOGW group and got the same results). So there is a race/ethnicity discrepancy in success rates that is not entirely explained by socio-economic status.

We next looked at the different age groups. Although there are significant differences in the rates of student success, we attributed these differences to characteristics of the older students, and not to any conditions within the college. Such findings are consistent with other studies of student success rates in college courses, and appear to be due to endogenous characteristics of older students.

We then looked at the *Other* categories. We compared these success rates against the overall Grossmont rates. In most cases, the success rates in the *Other* categories exceed the overall college rate and in no case did we find any significant difference relating to student equity issues.

Finally, we examined income status (please refer to the *Low Income Students* chart). The success rates of students who received a Board of Governors waiver were examined to see if any differences attributable to low-income status could be found. The initial findings show that differences were within the 80-20 threshold. Further, when EOPS students were removed from the BOGW group, the differences increased, although they still were within 80% of the success rates for non-BOGW students.

District : _____ College : _____

CAMPUS-BASED RESEARCH

3. **ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.

(Please refer to *Success Rates in PreCollegiate ESL/Math/English Courses*). For this metric, two groups are compared against each other to see if they fall within the 80% guideline.)

- Pre-Collegiate ESL: Due to small sample sizes, data were combined across six academic years. Even so, some characteristics yielded samples too small to draw any conclusions, as noted below.
 - Pre-Collegiate ESL and Gender – No significant differences
 - Pre-Collegiate ESL and Ethnicity – Students with ‘Unknown/Other’ ethnic backgrounds succeeded at a rate less than 80% of the White non-Hispanic group. However, by definition no conclusions can be drawn about this group.
 - Pre-Collegiate ESL and Age – No significant differences.
 - Pre-Collegiate ESL and Disability – Disabled students succeeded at a rate less than 80% of the non-disabled students. However, only 21 disabled students enrolled in Pre-Collegiate ESL courses across six years. Thus, drawing conclusions about student equity from these data is inadvisable.
 - Pre-Collegiate ESL and income – No significant differences.
 - Pre-Collegiate ESL and international students – Not studied due to small sample size.

- Pre-Collegiate Math and Gender – No significant differences.
- Pre-Collegiate Math and Ethnicity – The Black non-Hispanic and Hispanic groups succeed at a lower rate than the White non-Hispanic group.
- Pre-Collegiate Math and Age – As discussed earlier, older students succeed at a higher rate, but not because of college-related factors.
- Pre-Collegiate Math and Primary Language – No significant differences.
- Pre-Collegiate Math and Disability Status – No significant differences.
- Pre-Collegiate Math and Income Status – The initial study showed no significant differences. With, but with EOPS students parsed out from the low-income students, there are still no apparent a significant differences is apparent between low income (non-EOPS) students and other students.
- Pre-Collegiate Math and International Students – Not studied due to small sample size.

- Pre-Collegiate English and Gender – No differences related to student equity.
- Pre-Collegiate English and Ethnicity – We noticed a large change in the success rates for all groups during more recent years. This may be due to a change in English placement methods at Grossmont College in spring 2002. However, even with the recent improvement, Black non-Hispanic students still succeed at a lower rate.

- Pre-Collegiate English and Age – No differences related to student equity. In some instances, an age group succeeded at less than 80% the rate of another age group; however, in terms of student equity, this is not a cause for concern.
 - Pre-Collegiate English and Primary Language – No significant differences.
 - Pre-Collegiate English and Disability Status – Although we did find one year (2001/02) that did not meet the 80% guideline, the other years did not show this degree of difference. Therefore we are not identifying this measure as an equity issue.
 - Pre-Collegiate English and Income Status – No significant differences.
 - Pre-Collegiate English and International Students – Not studied due to small sample size.
4. **DEGREE and CERTIFICATE COMPLETION.** Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

(Please refer to the chart [All Students Receiving a Degree/Certificate Between Fall 1997 – Fall 2003 by Student Demographic](#))

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~~The Chancellor's Office has withdrawn this metric. They believe it is a poor measure of effectiveness and are not requesting any information. We did discuss the possibility of developing our own local data. However, we decided this was not worthwhile. The quality of our data is very poor because students are often confused about the necessity of a degree for transfer. Furthermore, the number of degrees actually awarded is a mix of students who planned to obtain a terminal degree and students who did not plan to get a degree, but earned a University Transfer Studies Degree in order to accomplish their transfer goals.~~

The demographic distributions of students who received a degree or certificate from Grossmont College from Fall 1997 through Fall 2003 were examined. For comparison purposes, student enrollment for the 1997-1998 through 1999-2000 academic years were examined to determine whether degree/certificate awards reflected student enrollment on the demographics of interest. The time frame for enrollment comparisons was selected to encompass the years most likely to represent enrollments of these degree/certificate earners, given the lag between students' entry to the college and receipt of a degree or certificate.

Black non-Hispanic students earned both degrees and certificates at a rate less than 80% of their enrollment at the College. Hispanic students earned degrees at a rate less than 80% of their enrollment.

District : _____ College : _____

CAMPUS-BASED RESEARCH

5. **TRANSFER.** Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

(Please refer to the chart *Transfer Rates by Student Characteristics*.)

Using the same methods of comparison as with earlier metrics, we found two ethnic groups with a transfer rate that should be addressed by our student equity plan. These two groups are Black non-Hispanic and Hispanic.

District :Grossmont-Cuyamaca Community College **College :**Grossmont College

Goals and Activities

GOALS AND ACTIVITIES

1. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”

GOAL 1.

Campus-based research did not identify any issues under this student success indicator.

ACTIVITY 1.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

EXPECTED OUTCOME 1.1.1

District : _____

College : _____

GOALS AND ACTIVITIES

2. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

GOAL 2.

- A. Black non-Hispanic and Hispanic students will succeed in basic skills courses at a rate comparable to other student groups.

Black non-Hispanic basic skills success rate: 42.8%

Hispanic basic skills success rate: 48.3%

Target success rate: 48.7%

The Student Equity Plan seeks to reduce the differences in success rates by 1% per year. The disparity for Black non-Hispanic students will be eliminated by 2011. The disparity for Hispanic students will be eliminated by 2006.

- B. Black non-Hispanic student will succeed in degree-applicable courses at a rate comparable to other student groups.

Black non-Hispanic degree-applicable success rate: 52.4%

Target success rate: 52.6%

The Student Equity Plan seeks to reduce the difference in success rates by 1% per year. The disparity for Black non-Hispanic students will be eliminated by 2006.

- C. Black non-Hispanic students will succeed in vocational courses at a rate comparable to other student groups.

Black non-Hispanic vocational success rate: 57.4%

Target success rate: 58.7%

The Student Equity Plan seeks to reduce the difference in success rates by 1% per year. The disparity for Black non-Hispanic students will be eliminated by 2006.

ACTIVITY 2.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Partnership for Success. This project is a collaboration between instructional and student service staff and faculty. Each year a comprehensive listing of programs, services, and activities that contribute toward student success is reviewed and updated. This list is presented to new faculty at the start of the semester. The faculty are instructed on how to use the list to help students find appropriate assistance and to refer students to this assistance.

Timeline: This activity is carried out at the start of each semester.

Group Responsible: Student Success Committee.

Evaluation: The success of this effort is evaluated by the Student Success committee and the Professional Development committee.

EXPECTED OUTCOME 2.1.1

New faculty will be better informed about campus resources designed to help students successfully complete their courses. Faculty will be better able to refer students to these resources. Since this project operates on a one-to-one, faculty-to-student basis, instructors can identify those individual students most in need of help. As students take advantage of this help, their course completion rates will increase.

ACTIVITY 2.2

Friday ESL Workshops. The ESL program offers 8-10 two-hour workshops during the spring semester each year. ESL instructors present topics that are particularly challenging for our students, such as article usage, prepositions, sentence combining, editing, and timed writing. The workshops are fee and voluntary, but the student can count them toward the required EOPS workshops, for extra credits, or toward their required hours in the English Writing Center.

Timeline: Workshops are offered throughout every spring semester.

Group Responsible: ESL Department.

Evaluation: Attendance at the workshops is tracked and considered when setting up subsequent programs; student feedback is also collected.

EXPECTED OUTCOME 2.2.1

Students will strengthen weak areas so that they will be more successful in their ESL classes.

ACTIVITY 2.3

ESL Assessment/Advisement. ESL students follow a separate multiple measures assessment process that includes an objective grammar/reading test, a writing sample, and a questionnaire. The writing samples are scored by two or three ESL instructors or trained evaluators.

ESL advisement sessions are led by ESL instructors, who explain the ESL program and their placement and help them choose the correct classes. Students are given a color-coded list of ESL classes and times to choose from based on their placement.

Timeline: ESL assessment is offered prior to the start of every semester.

Group Responsible: ESL Department and the Assessment Office.

Evaluation: The department collects data on student success to evaluate the effectiveness of the placement recommendations.

EXPECTED OUTCOME 2.3.1

Student who have been accurately placed and advised will be more successful in their classes.

ACTIVITY 2.4

ESL Workshops. ESL faculty present workshops and panels on ESL students' characteristics and needs during staff development week. At a recent opening session, Pat Bennett led a panel of students from several different countries who talked about their languages, their challenges in their classes, and how instructors could help them be more successful.

Timeline: Workshops are offered as determined by the Professional Development Committee.

Group Responsible: ESL Department.

Evaluation: Evaluation forms are collected at the workshops and reviewed.

EXPECTED OUTCOME 2.4.1

A greater awareness and knowledge of our diverse students' needs on the part of faculty and staff so that they can foster the students' success in their classes and in other interactions on campus.

ACTIVITY 2.5

ESL Student Handbook. An ESL Student Handbook is distributed at the ESL advisement sessions. It includes a detailed description of each ESL class, including a typical student profile, requirements, objectives, and sample texts. In addition, the ESL instructors have written a section on Tips for Success based on mistakes that they have seen students make over the years. The section discussing what an assessment at the adult school level means is translated into Spanish, Arabic, Vietnamese, and Russian to assist our lowest level students.

Timeline: ESL advisement sessions are held prior to the start of every semester.

Group Responsible: ESL Department.

Evaluation: Informal student feedback is collected.

EXPECTED OUTCOME 2.5.1

Students who read this handbook will have clearer expectations about their ESL classes and more knowledge of how college works. This will lead to greater success.

ACTIVITY 2.6

English Early Alert. At the mid-way point in each semester, English instructors who teach developmental courses are sent an Early Alert roster. This roster allows instructors to indicate those students who are experiencing difficulties in the class. The rosters are returned to the Assessment Office staff who then generate a letter to the student. This letter encourages students to speak with their instructor and gives them a list of resources and strategies to help improve his/her grades.

Timeline: This is an ongoing project.

Persons Responsible: English faculty, Assessment Office staff.

Evaluation: English instructors are asked during department meetings to evaluate the effectiveness of this program.

EXPECTED OUTCOME 2.6.1

Student will follow the recommendations in the Early Alert letter and improve their classroom performance and successfully complete the class.

ACTIVITY 2.7

Learning Assistance Centers. Grossmont College funds a number of offices on campus where students can receive personal assistance, computer access, and tutoring to help them succeed in their classes. Students receive help with their homework, help with study habits, additional time with instructors, and peer support. The Centers include:

Assistive Technology Center
Biology Learning Center
Chemistry PC Network
Communication Lab
English Reading Center
Speech Language Services

Student Educational technology Lab
English Writing Center
Learning Development Center
Math Study Center
Tutoring Center

Timeline: The Learning Assistance Centers operate throughout the instructional year.

Groups Responsible: Each instructional department is responsible for its learning center.

Evaluation: Each department evaluates their center by looking at factors such as student use, student success, instructor and student satisfaction.

EXPECTED OUTCOME 2.7.1

Students who use the Learning Assistance Centers will complete more courses and earn a higher grade than students who don't.

ACTIVITY 2.8

First-Year Orientation. This is a ½ day event that features college success strategies for new students. Instructional faculty present discipline specific information on classroom expectations and responsibilities. Breakout sessions for students from defined groups (e.g. by-major, by-ethnicity, by program) will be scheduled.

Timeline: This is a new event at the college with a target date of August 2005.

Group Responsible: This is a campus-wide event that will be produced by an organizing committee of faculty, staff, and students.

Evaluation: The success of this event will be evaluated by the organizing committee. Factors such as student participation, faculty participation, an subsequent student success will be examined.

EXPECTED OUTCOMES 2.8.1

New students will be better prepared for the level of effort and responsibilities that accompany college course work. They will start the semester armed with success strategies that will help them complete their courses.

GOALS AND ACTIVITIES

3. **STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION**

“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”

GOAL 3.

- A. Black non-Hispanic and Hispanic student will succeed in pre-collegiate math courses at a rate comparable to other student groups.

Black non-Hispanic pre-collegiate math success rate: 35.7%
Hispanic pre-collegiate math success rate: 38.5%
Target success rate: 40.7%

The Student Equity Plan seeks to reduce the difference in success rates by 1% per year. The disparity for Black non-Hispanic students will be eliminated by 2009. The disparity for Hispanic students will be eliminated by 2007.

- B. Black non-Hispanic students will succeed in pre-collegiate English courses at a rate comparable to other student groups.

Black non-Hispanic pre-collegiate English success rate: 53.9%
Target success rate: 56.0%

The Student Equity Plan seeks to reduce the difference in success rates by 1% per year. The disparity for Black non-Hispanic students will be eliminated by 2007.

ACTIVITY 3.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

DSPS Personal Development Courses. The DSPS office teaches the following courses:

- PDSS 090, 094 Learning Strategies Practicum
- PDSS 101 Study Strategies for Students with Disabilities.
- PDSS 110/111 Developmental Writing for Students with Disabilities.

These courses provide specific learning strategies to students with specialized learning needs. They receive instruction in time

management, study reading, note-taking, study for tests and test taking. The developmental writing courses provide instruction in fundamental written language skills and knowledge.

Timeline: This activity is ongoing.

Person Responsible: Carl Fielden, DSPS Specialist.

Evaluation: The value of these courses is determined by how many courses the DSPS students complete.

EXPECTED OUTCOME 3.1.1

These courses are designed to ensure that disabled students from all ethnic groups successfully complete Math and English Development courses and progress to degree-applicable courses.

ACTIVITY 3.2

Math 299 Strategies for Success in Math. This is a relatively new course to help developmental math students develop (better) math study skills. It works on such topics as note taking, test taking, learning how to study for an exam, relieving test anxiety, etc. It is co-taught by a math instructor and a counselor.

Timeline: This course is taught every semester.

Group Responsible: Mathematics department and Counseling department.

Evaluation: The success of students enrolled in Math 299 is matched against their success in their other math classes.

EXPECTED OUTCOME 3.2.1

Students who take this course concurrently with a pre-collegiate level math course are more likely to succeed in their math course.

ACTIVITY 3.3

Math Early Alert. The early alert program originally targeted “failing” students at week 3 or 4 of the semester and sent a letter home with information of services offered on campus. The math department’s Early Alert has changed to workshops given the end of week 4 of each semester. Rather than just targeting the failing students, the workshops are open to all pre-collegiate level

mathematics students. The workshops are given in the math study center (approximately 2 hours) and go over each of the services that could be of value to these math students. All workshops include speakers from the math department, counseling office, DSPS office, dean's office, and the math study center. Approximately one hour of the workshop is spent going over study skills for math students. It is an informal and inviting environment for the students. The goal is to make them feel comfortable to come back and take advantage of these services. The math department specifically pushes the use of the free tutoring in the math study center.

Timeline: This activity is ongoing each semester.

Group Responsible: Development Math Coordinator.

Evaluation: The program is evaluated by the math department faculty. Student who use the math study center succeed at a higher rate than those who do not.

EXPECTED OUTCOME 3.3.1

Students who take advantage of services, such as the free tutoring in the math lab, will succeed in their math course.

ACTIVITY 3.4

Friday Tutoring for Developmental Math Students. Every Friday, beginning week 3, the math department offers free tutoring from 9:00 – 10:30 a.m. for math 080 – 090 in one room of the math study center. No other students are allowed in the lab during that time slot. There is one instructor and one tutor in the room helping the students. The instructors are math faculty (both full and part-time) who are volunteers.

Timeline: Fall and Spring semesters – ongoing.

Group Responsible: Math Department (developmental math coordinator organizes the tutoring).

Evaluation: The program is evaluated through student feedback over the semester.

EXPECTED OUTCOME 3.4.1

Students will continue to use the math study center during the school week and have better success in their math class.

ACTIVITY 3.5

English 51 and English 52. Any student who needs additional help to meet the challenge of writing in any class is invited to enroll in English 51 or English 52 Basic Writing Skills classes. Students receive individualized or group help in brainstorming, essay and paragraph writing, spelling, grammar, punctuation, research writing techniques, and vocabulary. Instructors develop specialized programs tailored to meet students' individualized writing concerns.

Timeline: These courses are offered every semester.

Group Responsible: The English department has oversight over the English 51 and 52 curriculum.

Evaluation: There currently is no formal evaluation. Anecdotal responses to the success of the program have been overwhelmingly positive.

EXPECTED OUTCOME 3.5.1

Students will enhance their ability to write independently paying particular attention to improving their areas of weakness.

ACTIVITY 3.6

English Writing Center Tutoring Services. English skill peer tutors provide peer tutoring to students. The tutors help students with their essays in any course. They assist by brainstorming essay ideas, providing tutoring assistance so that students understand grammar and punctuation errors, and provide assistance on an essay's structure. The tutors help with the fundamentals of organization and content, but will not engage in a complete "overhaul" of an essay.

Timeline: Tutoring is available approximately 80 per week.

Group Responsible: The Learning Skills Coordinator, in collaboration with the English department, is responsible for oversight of the tutors.

Evaluation: Students using the services provided in the English Writing Center were surveyed. The responses were overwhelmingly positive.

EXPECTED OUTCOME 3.6.1

Students will learn to proofread their paragraphs/essays and correct their own mistakes.

ACTIVITY 3.7

English Reading Center (ERC). The ERC serves students by providing reading level assessments, reading comprehension activities, vocabulary instruction and enhancement, study skills activities, test taking strategies and note taking techniques. The ERC also supports the instructional program of reading classes by assisting students who use the computers for either vocabulary or reading enhancement activities during class time.

Timeline: Tutoring in the ERC is available approximately 80 hours per week.

Group Responsible: The Learning Skills Coordinator, in collaboration with the English department, is responsible for oversight of the tutors in the ERC.

Evaluation: There currently is no formal evaluation. Anecdotal responses to the success of the program have been overwhelmingly positive.

EXPECTED OUTCOME 3.7.1

Students will learn to read and study more effectively to enhance their chances to succeed.

GOALS AND ACTIVITIES

4. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”

GOAL 4.1

- A. Black non-Hispanic students will earn degrees and certificates at a rate comparable to other student groups.

Black non-Hispanic degree received rate: 4.5%

Target rate: 5.0%

Black non-Hispanic certificate received rate: 4.0%

Target rate: 5.0%

The Student Equity Plan seeks to reduce the difference in success rates by 1% per year. The disparity for Black non-Hispanic students will be eliminated by 2006.

- B. Hispanic students will earn degrees at a rate comparable to other student groups.

Hispanic degree received rate: 11.3%

Target rate: 12.2%

The Student Equity Plan seeks to reduce the difference in success rates by X% per year. The disparity for Hispanic students will be eliminated by 2006.

ACTIVITY 4.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). This project is a 5-year, \$1.6 million grant involving a partnership among Grossmont College, Cajon Valley Middle School, El Cajon Valley High School, and the Boys and Girls Club of East County, and Cox Communications. The project goal is to increase minority and low-income student college enrollment and success. The approach is to begin early (7th grade) with students, providing them, their parents, and their teachers with services that focus on student academic success and college awareness. The project is a cohort model, serving two entire grades within Cajon Valley Middle School (a total of 800 students).

Timeline: Services to current 7th graders began in Fall 2003. The grant concludes Spring 2007, with a

possible 1-year extension.

Group Responsible: GEAR UP Steering Committee, with Grossmont College as the Lead Agency/Fiscal Agent.

Wendy Craig, Grossmont College Counselor, is Project Director.

Evaluation: Federally mandated, annual program review reports are submitted reporting quantitative and qualitative information. Both formative and summative evaluations are conducted regarding service provided and student academic outcomes. This includes quantitative program impact analysis. All project evaluation is conducted by the Office of Institutional Research, Planning, and Academic Services.

EXPECTED OUTCOME 4.1.

Cajon Valley Middle School students proceed to El Cajon Valley High School, which is a feeder school to Grossmont College (approximately 20-25% of El Cajon Valley High School graduates enroll at Grossmont College the subsequent fall).

The GEAR UP program is expected to expand in the coming years, making it likely that, 1) the existing program will continue within these schools, and 2) additional high schools within the Grossmont Union High School District will participate in the program. The program is expected to increase college success and academic goal achievement rates for low income and minority students.

ACTIVITY 4.2

Tech Prep Program. Students are identified in high school through their enrollment in career and technical courses. Students receive college preparatory information and have the opportunity to earn college credit if they earn an “A” or “B” in the course and demonstrate college-level competency (“articulation”). Many students are given the opportunity to visit Grossmont College, as well. High school and college teachers, as well as counselors, meet to discuss transitions plans for students as they move from one district to the other. Once the student has received college credit, the college departments are able to contact them and offer support and assistance.

Timeline: This activity is ongoing.

Individual/Group Responsible: Tech Prep Coordinator/Vocational Departments

Evaluation: This program is evaluated by the number of students who earn a degree or certificate.

EXPECTED OUTCOME 4.2.1

Students will receive college information while still in high school and will be encouraged to enroll in certificate and degree programs that relate to courses that have prepared them for various careers. Those that earn college credit will be able to enroll in higher-level courses in college and will be “connected” to that program, if they choose to pursue that goal. College departments will make contact with those students and follow-up with them. It is well known that students who feel connected to campus activities and/or an academic program are more likely to succeed. Students will be part of a database that will allow the Tech Prep Coordinator and vocational faculty to monitor student success and promote certificate and degree completion.

ACTIVITY 4.3

GUHSD Health Advisory Board. In order to promote high school students’ awareness of Health Career opportunities, there are “pathways” that have been established at various Grossmont Union high schools. The Grossmont Union High School District *Health Advisory Board* includes members from the healthcare industry that collaborate with high school teachers and administrators to help foster students’ transitions to post-secondary opportunities that lead to careers in healthcare. There are four representatives from Grossmont College, each of whom works to address one or more goals of the Board.

Timeline: This activity is ongoing.

Individual/Group Responsible: Tech Prep Coordinator/Regional Health Occupations Resource Center Director/Dean of Business & Professional Studies/Respiratory Therapy Coordinator/Science faculty.

Evaluation: This program is evaluated by the number of target students who complete a health professions degree or certificate.

EXPECTED OUTCOME 4.3.1

High school students will be more aware of healthcare career opportunities and the education required to pursue those various careers. Better communication between high school and college teachers will help develop a curriculum that better prepares students for the rigors of Grossmont College’s science courses, which are prerequisites for admission to Health Professions majors. There will also be a tracking mechanism that identifies students who complete relevant high school courses and enroll at Grossmont College. This will allow for follow-up and support, which will lead to improved degree completion rates.

ACTIVITY 4.4

New Student Orientation/Advisement. Each semester, the Counseling department holds orientation and advisement sessions for new students. These sessions help students identify their degree and certificate goals and start students along the path of developing an educational goal. Certificate and degree requirements are explained.

Timeline: These sessions are held prior to the start of every semester.

Group Responsible: Counseling Department.

Evaluation: A committee of counselors constantly evaluates the effectiveness of the orientation/advising sessions.

EXPECTED OUTCOME 4.4.1

Students will know what courses are needed to meet degree/certificate requirements. They will be given a Success Checklist with information on how to excel in the courses. They will be able to plan a class schedule that will guide them through prerequisite sequences that lead to a degree/certificate.

ACTIVITY 4.5

Student Clubs and Organizations. Grossmont College supports a wide range of students clubs and organizations. These groups provide a means for students to participate in co-curricular activities designed to promote leadership, intellectual, ethical, and personal development. The current roster of clubs includes the Black Student Union, International Student club, the Puente club, and the Latino Association.

Timeline: These clubs are available for membership every semester.

Person Responsible: Jack Peters, Associate Dean, Student Affairs

Evaluation: Club activities are regulated via the Inter-Club Council.

EXPECTED OUTCOME 4.5.1

Participation in clubs increases student interest in their education, builds relationships with faculty and peers, and strengthens their commitment to their goals. These factors increase student persistence and attainment of degrees and certificates.

ACTIVITY 4.6

World Arts and Cultural Organization (WACO). WACO is a program of cultural events and activities sponsored by the college. Each semester WACO organizes a series of concerts, performances, readings, etc. which recognize, respect and celebrate the diverse cultures represented by the campus community.

Timeline: WACO events are scheduled every semester.

Group Responsible: The WACO committee, comprised of members from across the campus, is responsible for the program.

Evaluation: The WACO committee gathers feedback from students and faculty to measure their interest in the program.

EXPECTED OUTCOMES 4.6.1

Students, staff, and faculty will increase their knowledge and awareness of the various cultures represented by our students. Students will also increase their awareness that Grossmont welcomes and values the diversity they bring to the campus. Students will persist at a college where they feel respected and will continue on to complete their degree/certificate goals.

ACTIVITY 4.7

International Student Orientation. The college holds a 2-day orientation program designed for the international student population. This program gives students who are unfamiliar with American higher education relevant information and resources to navigate the college system

and succeed in classes. Students also meet with international student counselors to develop an educational plan.

Timeline: This activity occurs at the start of every semester and summer session.

Group Responsible: International student counselors and the international student specialist.

Evaluation: The International Students Programs committee and the Counseling department review the effectiveness of the orientation sessions.

EXPECTED OUTCOMES 4.7.1

International students greatly contribute to the ethnic diversity of the campus. The international student program is responsible for seeing that the unique needs and obstacles facing these students are addressed, thereby allowing them to focus on the academic challenges and ultimately reaching their educational goal.

ACTIVITY 4.8

Scholarships. The Financial Aid office is home to the college's scholarship specialist. This person is responsible for the development and administration of the many scholarships awarded by the college. Some of the scholarships are defined for student of certain ethnic groups, including Hispanic and African-American. Every year the scholarship specialist seeks to augment existing awards and find new sources of donations for these two target groups.

Timeline: This activity is ongoing.

Person Responsible: The scholarship specialist under the supervision of the Financial Aid director.

Evaluation: The college's Scholarship committee oversees the process by which scholarships are awarded.

EXPECTED OUTCOME 4.8.1

Financial pressures are one of the leading reasons students drop out of classes and college. They leave because they need to work additional hours and/or jobs to support themselves and their families. Scholarships help offset the costs of a college education and allow students to remain in school and complete their educational goal.

GOALS AND ACTIVITIES

5. STUDENT SUCCESS INDICATOR FOR TRANSFER

“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”

GOAL 5.

A. Black non-Hispanic and Hispanic students transfer at a rate comparable to other student groups.

Black non-Hispanic transfer rate: 21.6%
Hispanic transfer rate: 24.8%
Target rate: 25.4%

The Student Equity Plan seeks to reduce the difference in success rates by 1% per year. The disparity for Black non-Hispanic students will be eliminated by 2009. The disparity for Hispanic students will be eliminated by 2006.

ACTIVITY 5.1 (Please include the target date in chronological order and identify the responsible person/group for each activity)

Puente Program. Grossmont College will continue its participation in the Puente Program. Puente is designed to increase the transfer rate of Hispanic students. It consists of two components: (a) an English writing course with emphasis on literature from a Latino perspective and (b) a counselor assigned to Puente students with the responsibility of helping them achieve their transfer goals.

Timeline: Grossmont has participated in Puente since 1991 and will continue to do so in the future.

Persons Responsible: English component – Joe Medina, English Instructor.
Counseling component – Yesenia Gonzales, Counselor.

Evaluation: Grossmont’s participation in Puente is evaluated annually by the VP of Academic Affairs, VP of Student Services and by the college’s President.

EXPECTED OUTCOME 5.1.1

The transfer rate of Hispanic students will match the 30.2% rate for the college overall as described in Campus Based Research section.

ACTIVITY 5.2

Transfer Center Plan. Grossmont College will continue implementation of its Transfer Center Plan. This goal is designed to improve the transfer rate of underrepresented students. It was constructed under the guidance of the Transfer Center Advisory Board and approved by the Academic Senate. The Plan describes a number of activities and strategies, used by Transfer Center faculty and staff, that support the transfer goals of underrepresented students.

Timeline: The Transfer Center Plan is updated annually. It serves as a roadmap to guide the activities of the Center.

Group Responsible: Transfer Center faculty and staff.

Evaluation: The Transfer Center produces an annual report that shows the transfer rates of under-represented groups. This report is reviewed by the Transfer Center Advisory committee, the Dean of Counseling, and the VP of Student Services.

EXPECTED OUTCOME 5.2.1

The transfer rates of Black non-Hispanic and Hispanic students will match the college overall rate.

Budget

District : _____ College : _____

SOURCES OF FUNDING

Listed below are the sources of funding used to implement the activities of the Student Equity Plan. Following each entry is the number of the Plan's activity that is funded from this source.

College Printing and Duplicating (2.1, 2.5)
Matriculation* (2.1, 2.6, 4.4)
International Student Budget (2.2, 2.3)
ESL Department Budget (2.4, 2.5)
English Department Budget (2.6, 3.5, 3.6, 3.7, 5.1)
College General Fund (2.7, 2.8, 4.6)
DSPS Budget* (3.1)
Math Department Budget (3.2, 3.3, 3.4)
U.S. Department of Education* (4.1)
Tech Prep* (4.2)
Grossmont Healthcare District* (4.3)
Counseling Department Budget (4.4, 5.1)
Associated Students Grossmont College (4.5)
International Student Budget (4.7)
Puente Budget (5.1)
Transfer Center Budget (5.2)
District Institutional Research, Planning, and Academic Services
Grossmont College Student Equity Fund (2.8)

* Indicates state categorical funding, grants, or other special funding source. All other budgets are furnished by the college's general fund.

Evaluation Schedule and Process

District : _____ College : _____

EVALUATION SCHEDULE AND PROCESS

The Grossmont College Student Equity committee plans to meet once each semester to evaluate our Student Equity plan. At each meeting, the committee will discuss the following agenda:

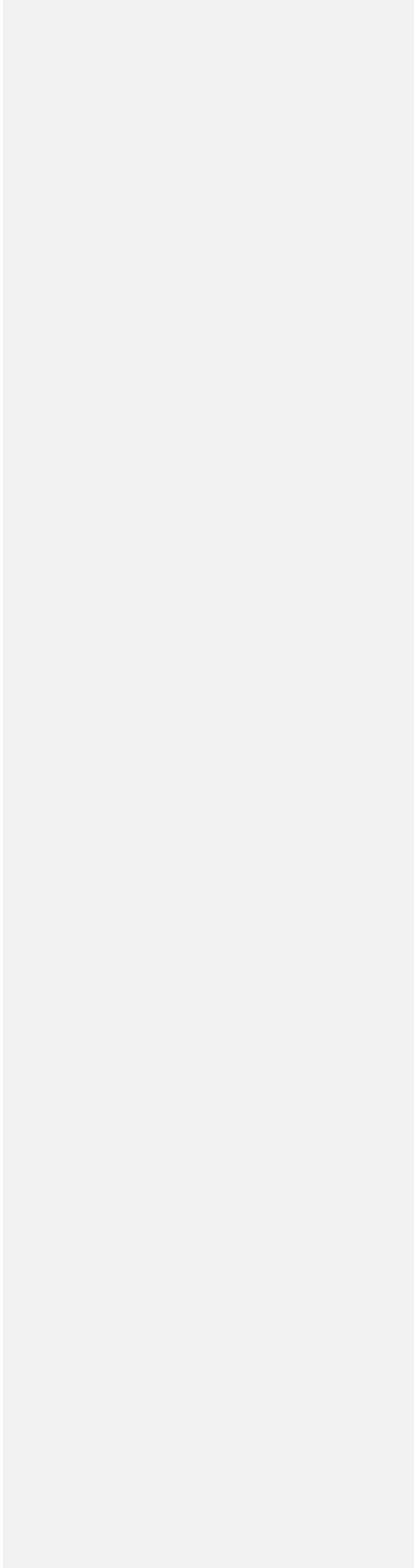
1. Campus-based Research. The committee will look at the latest findings from the District Office of Institutional Research, Planning, and Academic Services. We will look for progress toward meeting the student equity goals identified in our plan.
2. Goals and Activities. The committee will review the status of our goals and activities. We will look at our ongoing activities to ensure they are still contributing to the success indicators. We will look at our planned activities to ensure they are still on track for implementation.
3. Chancellor Office Updates. The committee will discuss the latest information from the Chancellor’s Office. This information may include the publication of “best practices” in student equity.
4. Student Equity Funding. Funding for student equity activities is an immediate problem that needs attention and will remain an ongoing issue. The committee will seek funding sources that can be used to implement the student equity plan.

Finally, the committee will give all the above factors due consideration and then integrate them into a progress report for the college. This report will include recommendations on updates to the existing plan that will strengthen our response to student equity and recommendations on new additions to the plan that will expand our student equity activities.

Attachments

District : _____ College : _____

ATTACHMENTS





C U Y A M A C A
· C O L L E G E ·

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Cuyamaca College Student Equity Plan

[Date]

CUYAMACA COLLEGE STUDENT EQUITY PLAN

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***Cuyamaca College
Student Equity Plan***

Signature Page

District: Grossmont-Cuyamaca **College:** Cuyamaca College

President, Board of Trustees

Date

District Chancellor: _____

College President: _____

Academic Senate President: _____

Student Equity Coordinator: _____

Executive Summary

EXECUTIVE SUMMARY

The creation of Cuyamaca College’s Student Plan began with the formation of a district-wide Student Equity Committee. This committee, composed of members from Cuyamaca College, Grossmont College, and the District office, was charged with the responsibility of coordinating the planning efforts of the two colleges. After reviewing the Student Equity planning materials, the Committee developed an overall strategy for completing the assignment, and directed the two colleges to begin the development of their respective Student Equity plan.

The membership of the Cuyamaca Student Equity Committee includes representation from the Academic Senate, Classified Senate, the Associated Students of Cuyamaca College, a variety of instructional and student service programs, and administrators. Committee members:

Shari Ball	Administrative Secretary, Special Funded Programs
Keren Brooks	Research Analyst, Institutional Research & Planning
Ezequiel Cardenas	Faculty, Foreign Language
Darlene Cole	Manager, Institutional Research & Planning
Bob Eygenhuysen	Director, Risk Management
Raad Jerjis	Counselor
Stephanie Moody-Geissler	Senator, Associated Students of Cuyamaca College
Greg Gomez	Counselor
Vangie Meneses	Dean of Counseling and Matriculation
Yvonne Powell	Coordinator, Disabled Student Program & Services
Jim Wales	Interim Vice President, Student Development and Services
Madelaine Wolfe	Instructional Dean, Division I

The first step in the development of the plan was to review the student success research in an effort to identify equity issues requiring attention. The District’s Office of Institutional Research, Planning and Academic Services was charged with the responsibility of examining the “success indicators” and comparing Cuyamaca College’s student body against these indicators. A full discussion of this process is included in the Campus Based Research section. Presented below are the highlights of the research.

It was determined that four of the success indicators would need to be addressed by the college’s Student Equity Plan. These items are presented below.

1. Success Indicator - Course Completion

- Black non-Hispanic students succeed at a lower rate in basic skills courses.
- Black non-Hispanic students succeed at a lower rate in degree-applicable courses.
- Black non-Hispanic students succeed at a lower rate in vocational courses.

2. Success Indicator - ESL and Basic Skills Completion

- Black non-Hispanic and Hispanic students succeed at a lower rate in pre-collegiate math courses.
- Black non-Hispanic students succeed at a lower rate in pre-collegiate English courses.

3. Success Indicator - Degree and Certificate Completion

- Black non-Hispanic students earn certificates at a lower rate.

4. Success Indicator - Transfer

- Disabled students transfer at a lower rate (note the small sample size however).

Given the assessment of the success indicators and the identification of four areas to be addressed, the committee began developing a plan to focus on these issues. Each committee member was asked to contribute items from his/her areas of responsibility, thereby ensuring a broad college-wide response to the discrepancies identified by the campus research. Members were asked to outline existing services, programs, and activities which contribute to student equity. They were also asked to identify new strategies that the college could adopt, within resource limitations, which would hasten the college's progress toward student equity.

Listed below are the programs included in the college's plan, organized by success indicator. A full description of these goals and activities can be found in the following section.

1. Success Indicator - Course Completion

Title III Grant – Increasing the Retention and Academic Success of High Risk Students
Student Success Program
Cuyamaca College Counseling Programs

2. Success Indicator - ESL and Basic Skill Completion

District Institutional Research, Planning & Academic Services
Cuyamaca College Counseling Programs
Math Department
Reading Labs
Title III Grant

3. Success Indicator - Degree and Certificate Completion

District Institutional Research, Planning & Academic Services
Cuyamaca College Counseling Department
Office of Instruction

4. Success Indicator - Transfer

Transfer Center

DSP&S

District Institutional Research, Planning & Academic Services

Cuyamaca College Counseling Department

Office of Instruction

The programs listed above rely upon a wide variety of resources to accomplish their goals. The college provides the lion's share of resources by funding the faculty and staff who are responsible for these programs. The college's general fund also provides support through the various department budgets, from which the necessary supplies, equipment, and other resources are purchased. To a lesser extent, categorical funding and grants are used to support student success programs. See Budget, page 24, "Sources of Funding."

Previous research on student success has shown that the various measures of success (course completion, retention, persistence, etc.) have been extremely stable over time. This stability holds true when reviewing overall college rates or the rates of smaller student groups. Yet, even though there is no apparent trend when viewing the data on a year-to-year basis, over a long period of time small increases are found. Therefore, when developing performance measures and a timeline that would chart progress toward student equity goals, conservative projections were identified. The committee decided that a realistic goal for improving success, as measured by the success indicators, was achievement of goals in 5 years.

Once the required information was gathered together, a draft version of the plan was circulated for review by the various college shared governance constituent groups – the Academic Senate, Innovation and Planning Council (which includes shared governance representatives from all segments of the College), and President's Cabinet. A copy of the draft was also sent to the District-wide Student Equity Committee for review at the District level.

A series of draft copies of the plan was produced, each draft incorporating additional comments from the college. The final version was sent to the District-wide Committee which was responsible for presenting both the Cuyamaca College and Grossmont College Student Equity plans to the Board of Trustees for approval.

Campus-Based Research

CAMPUS-BASED RESEARCH

At the first meeting of the Cuyamaca College Student Equity Committee, a small working group volunteered to review a collection of research reports provided by the Office of Institutional Research, Planning, and Academic Services. The working group consisted of Darlene Cole, Manager of Institutional Research and Planning; Keren Brooks, Research Analyst; Bob Eygenhuysen, Director of Risk Management (and representing the district-wide Student Equity Committee); Vangie Meneses, Dean of Counseling and Matriculation; Raad Jerjis, Counselor; Shari Ball, Administrative Secretary; Madelaine Wolfe, Instructional Dean Division I; and Jim Wales, Interim Vice President of Student Development and Services. The purpose of this review was to 1) analyze the research data provided by the Institutional Research, Planning, and Academic Services Office; 2) identify areas requiring the committee's attention, and 3) propose activities which would address targeted areas. The committee agreed to meet again as soon as possible for follow-up discussion and to begin drafting a Student Equity Plan. Presented below are the results of the committee's review.

The research was organized according to the five "metrics" published by the Chancellor's Office. These five metrics are: Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer. The attached document from the Office of Institutional Research provides more detailed definitions for each of these metrics (Attachment #4).

The committee began by establishing two guidelines for review. First, it was imperative to establish the "comparison group" which would provide the standard by which the committee would determine if any inequity existed. When examining categories of race/ethnicity/gender, the majority (White non-Hispanic male) was used as the comparison group, given it is a federally non-protected group. When examining other factors, the college's service area and the college's overall student statistics were utilized as comparison groups.

The second guideline was the definition of "significant difference." In other words, how different do two groups need to be in order to be considered unequal. For this guideline, the committee employed the 80/20 (or 4/5ths) rule to address the plan - a federal legal guideline to assess adverse impact. This rule denotes that, if an indicator of one group is at least 80% of that of a second group, the indicator does not represent a discrepancy that the college's Student Equity plan needs to address.

- 1. ACCESS.** The number and percentage of students at the College within each demographic for six academic years, along with available demographic information for the GCCCD district boundaries and commonly-served zip codes.

ACCESS (Please refer to the charts *Number of Students by Student Demographic* and *Low Income Students* in Attachment # 5)

- Gender – No significant differences.

- Ethnicity – No significant difference. Footnote #3 on the chart points out that the Latino census number includes people of any race, who also identify themselves as Latino. Therefore, this number is artificially inflated.
- Age – Not applicable to this metric. It is not expected that the college population will mirror the community in this factor, since about 52% of Cuyamaca students are under 25.
- Primary Language – Although the number of students who report that English is not their primary language does not meet the 80% guideline, this difference is expected. The Census percentage of non-English speakers includes those with very little/no English-speaking ability. Such students would be recommended to attend adult school and would not be counted among college-student English Learners, which is one explanation for the lower percentages noted.
- Disability status – Although the numbers indicate a significant difference, this is explainable by factors relating to college demographics. The census numbers include area residents with disabilities so severe that they would be unable to realistically pursue a college-level education. Also, disability is positively correlated with age, and, generally, the age of the college-going population is much younger than that of the surrounding area (see above discussion of age). Finally, the college numbers include only those disabled students who have registered with the DSPS office; this is not the entire population of disabled students on campus.
- Low income (Board of Governors Waiver - BOGW) – The Census poverty rate (13.4%) is much lower than the college's proxy using BOGW (23.1%).

CAMPUS-BASED RESEARCH

2. **COURSE COMPLETION (Retention).** The number of course enrollments in four types of courses (basic skills, degree-applicable, transfer level, and vocational), and the percentage of successful completion by students of various demographics and overall.

(Please refer to the charts *Success Rates by Type of Course and Student Demographic* in Attachments #6, 7, 8, 9). The data was initially reviewed to determine whether ethnicity made any difference. The groups on these charts were measured against the comparison group of White non-Hispanic.

- **Basic Skills Courses – There was one group whose success rate did not meet the 80% guideline: Black non-Hispanic.**
- **Degree Applicable courses – One group did not meet the 80% guideline: Black non-Hispanic.**
- Transfer Courses – No significant differences.
- **Vocational Courses – One group did not meet the 80% guideline: Black non-Hispanic.**

The socio-economic status was controlled (using BOGW as a proxy) and the discrepancies noted above reduced, but success rates still did not reach 80% of the success rates shown for the White, non-Hispanic Group. (The Extended Opportunity Programs and Services – EOPS - students were removed from the BOGW groups since those students receive additional academic services, which resulted in the same findings). This indicates that there is a race/ethnicity discrepancy in success rates that is not entirely explained by socio-economic status.

Next, different age groups were assessed. Although there are significant differences in the rates of student success, these differences were attributed to characteristics of the older students, and not to any conditions within the college. Such findings are consistent with other studies of student success rates in college courses, and appear to be due to endogenous characteristics of older students.

Other categories were then reviewed. The committee compared these success rates against the overall Cuyamaca College rates. In some cases, the success rates in the *Other* categories exceed the overall college rate and in no case was there any significant difference relating to student equity issues.

Finally, income status was examined (please refer to Attachment #10). The success rates of students who received a Board of Governors waiver were examined to see if any differences attributable to low-income status could be found. The initial findings showed that differences were within the 80-20 threshold. When EOPS students were removed from the BOGW group, the differences increased, although they still were within 80% of the success rates for non-BOGW students.

CAMPUS-BASED RESEARCH

- 3. ESL and BASIC SKILLS COMPLETION.** The percentage of successful completions for each demographic group in precollegiate math and English courses. Successful completion represents the potential to proceed to the next level course.

(Please refer to the charts *Success Rates in Pre-Collegiate ESL/Math/English Courses* in Attachments #11, 12, 13). For this metric, two groups are compared against each other to see if they fall within the 80% guideline. Each protected group is compared against the non-protected group (e.g., males or white non-Hispanic) to determine whether they fall within the 80% guideline.

Pre-Collegiate:

- Math and Gender – No significant differences.
- **Math and Ethnicity – The Black non-Hispanic and Hispanic groups succeed at a lower rate than the White non-Hispanic group.**
- Math and Age – As discussed earlier, older students succeed at a higher rate, but not because of college-related factors.
- Math and Primary Language – No significant differences.
- Math and Disability Status – No significant differences.
- Math and Income Status – The initial study showed no significant differences
- English and Gender – No differences related to student equity.
- **English and Ethnicity – Success rates increased substantially for all groups during more recent years. This may be due to a change in English placement methods at Cuyamaca College in spring 2002. However, Black non-Hispanic students still succeed at a lower rate.**
- English and Age – No differences related to student equity.
- English and Primary Language – No significant differences.
- English and Disability Status – No significant differences.
- English and Income Status – No significant differences.
- English and International Students – Not studied due to small sample size.

-
- 4. DEGREE and CERTIFICATE COMPLETION.** The demographic distribution of students who received a degree/certificates between Fall 1997 and Fall 2003, regardless of when they first enrolled at Cuyamaca College.

(Please refer to the chart *All Students Receiving a Degree/Certificate Between Fall 1997 – Fall 2003 by Student Demographic* in Attachment #15).

The demographic distributions of students who received a degree or certificate from Cuyamaca College from Fall 1997 through Fall 2003 were examined. For comparison purposes, student enrollment for the 1997-1998 through 1999-2000 academic years were examined to determine whether degree/certificate awards reflected student enrollment on the demographics of interest. The time frame for enrollment comparisons was selected to encompass the years most likely to represent enrollments of these degree/certificate earners, given the lag between students' entry to the college and receipt of a degree or certificate.

Black non-Hispanic students earned certificates at a rate less than 80% of their enrollment at Cuyamaca College.

CAMPUS-BASED RESEARCH

- 5. TRANSFER.** Student transfer rates by demographic, for students who first attended Cuyamaca College five years before the latest possible transfer date studied.

(Please refer to the chart *Transfer Rates by Student Characteristics* in Attachment #14).

Using the same methods of comparison as the earlier metrics, no significant differences were found between ethnic groups that needed to be addressed by Cuyamaca College's Student Equity Plan. See page 10 for an explanation of discrepancies for the DSP&S student group.

Goals and Activities

GOALS AND ACTIVITIES

1. STUDENT SUCCESS INDICATOR FOR ACCESS

“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served”

GOAL 1.

Campus-based research did not identify any issues under this student success indicator.

Activity 1.0 – Current activities to ensure access to Cuyamaca College will be continued.

2. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

“Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term”

GOAL 2.

- A. Black non-Hispanic students will succeed in basic skills courses at a rate comparable to other student groups.

Black non-Hispanic basic skills success rate: 43.7%

Target success rate: 52.2%

The Student Equity Plan seeks to reduce the differences in success rates by 1.8% per year. Accomplishment of this goal will mitigate the disparity for Black non-Hispanic students in 5 years. (Target rate remains constant to ensure mitigation is completed in stated time period).

- B. Black non-Hispanic students will succeed in degree-applicable courses at a rate comparable to other student groups.

Black non-Hispanic degree-applicable success rate: 44.1%

Target success rate: 50.6%

The Student Equity Plan seeks to reduce the difference in success rates by 1.3% per year. Accomplishment of this goal will mitigate the disparity for Black non-Hispanic students in 5 years. (Target rate remains constant to ensure mitigation is completed in stated time period).

- C. Black non-Hispanic students will succeed in vocational courses at a rate comparable to other student groups.

Black non-Hispanic vocational success rate: 55.8%

Target success rate: 57.7%

The Student Equity Plan seeks to reduce the difference in success rates by 0.4% per year. Accomplishment of this goal will mitigate the disparity for Black non-Hispanic students in 5 years. (Target rate remains constant to ensure mitigation is completed in stated time period).

ACTIVITY 2.1

- Establish a database to identify students
- Send letters
- Follow up with phone calls
- Set up individual counseling appointments
- Conduct workshops
- Track progress of identified students

Timeline: 5 years

Initiation: Cuyamaca College Counseling Department; District Institutional Research, Planning and Academic Services

Evaluation: Cuyamaca College Counseling Department; District Institutional Research, Planning & Academic Services

ACTIVITY 2.2

Title III Increasing the Retention and Academic Success of High Risk Students. The goals and objectives of the Comprehensive Development Plan are intended to strengthen the institution by increasing the retention and success of these high-risk students through a single activity containing three interrelated components.

The following Title III methods have direct implication for high-risk students: 1) Through technology, integrating this identified group of students will provide convenient access to key student services; 2) Faculty will be hired to specifically identify and address the needs of these high-risk students; 3) Curriculum development specifically focused on increasing the transition of these students from basic skills to college-level courses.

- 1) **Technology Integration.** This component focuses on the utilization of technology as a tool to increase access, improve learning environments, and enhance student services. The College will purchase a Student Portal, begin offering online counseling and increase the integration of technology in the classroom. An Institutional Effective process will be implemented to operationalize key strategic goals of the College.

- 2) **Faculty Training.** This component focuses on training faculty and staff to identify and address the needs of high-risk students, and on training instructors to utilize new technologies in order to better reach and engage them. Faculty will maintain currency with new technologies in the classroom through ongoing technical support. The addition of online workshops through this component will provide greater access to staff development by the large numbers of part-time faculty.
- 3) **Curriculum Development.** The focus of this component is on developing the curricula to increase student retention and success. Faculty will work to ensure a smooth transition from one academic course level to the next, particularly from basic skills to collegiate level courses; align and articulate the curricula with other institutions where needed; and ensure that the curriculum is comprehensive in key areas.

Timeline: The duration of the grant is from 10/01/03 – 9/30/08

Group Responsible: Title III Project Management Team

Evaluation: The Comprehensive Development Plan outlines the evaluation process in which measurable objectives and tangible results for the Activity have been identified for each year. When an objective requires measuring the impact of new practices, the baseline for comparison is identified (base year). The annual implementations strategies for the Activity include specific tasks for collecting data and evaluating strategies and the cumulative impact of a series of strategies to attain the objectives.

ACTIVITY 2.3

Increase tutoring and academic support services for all students:

- Establish a database to identify students
- Send letters
- Follow up with phone calls
- Set up individual tutoring appointments
- Conduct workshops
- Track progress of identified students

Timeline: 5 years

Initiation: Office of Instruction; District Office of Institutional Planning, Research and Academic Services

Evaluation: Tutoring Department; Office of Instruction

GOALS AND ACTIVITIES

3. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course”

GOAL 3.

- A1. Black non-Hispanic students will succeed in pre-collegiate math courses at a rate comparable to other student groups.

Black non-Hispanic pre-collegiate math success rate: 32.2%
Target success rate: 40.6%

The Student Equity Plan seeks to reduce the difference in success rates by 1.7% per year. Accomplishment of this goal will mitigate the disparity for Black non-Hispanic students in 5 years. (Target rate remains constant to ensure mitigation is completed in stated time period).

- A2. Hispanic students will succeed in pre-collegiate math courses at a rate comparable to other student groups.

Hispanic pre-collegiate math success rate: 37.7%
Target success: 40.6%

The Student Equity Plan seeks to reduce the difference in success rates by 0.7% per year. Accomplishment of this goal will mitigate the disparity for Hispanic students in 5 years. (Target rate remains constant to ensure mitigation is completed in stated time period).

- B. Black non-Hispanic students will succeed in pre-collegiate English courses at a rate comparable to other student groups.

Black non-Hispanic pre-collegiate English success rate: 58.2%
Target success rate: 60.8%

The Student Equity Plan seeks to reduce the difference in success rates by 0.5% per year. Accomplishment of this goal will mitigate the disparity for Black non-Hispanic students in 5 years. (Target rate remains constant to ensure mitigation is completed in stated time period).

ACTIVITY 3.1

Identify Black non-Hispanic and Hispanic students who are not attaining at least a 'C' or credit in pre-collegiate math courses.

- Establish a database identifying students
- Send letters
- Follow up with phone calls
- Set up individual counseling appointments
- Conduct workshops
- Track progress of identified students

Timeline: 5 years

Initiation: Cuyamaca College Counseling Department; District Institutional Research, Planning and Academic Services

Evaluation: District Institutional Research, Planning and Academic Services/and Cuyamaca College Counseling Department

ACTIVITY 3.2

Identify and contact Black non-Hispanic students who are not attaining at least a 'C' or credit in pre-collegiate English courses.

- Establish a database identifying students
- Send letters
- Follow up with phone calls
- Set up individual counseling appointments
- Conduct
- Track progress of identified students

Timeline: 5 years

Initiation: District Institutional Research, Planning and Academic Services/Cuyamaca College Counseling Department of Cuyamaca College

Evaluation: District Institutional Research, Planning and Academic Services/and Cuyamaca College Counseling Department of Cuyamaca College

ACTIVITY 3.3

Develop and implement academic retention programs such as:

- Self-paced, individualized pre-collegiate courses in mathematics. Reduced Math Anxiety workshops and Pathways to Success program in mathematics.
- Student cohorts and mini-learning communities to enhance student confidence and skill building necessary for reading, writing, and other content courses as students proceed through their programs of study by tying basic ESL courses.
- Tying basic reading and writing courses to ensure students develop adequate reading and writing skills that are essential to comprehension in all subject areas.

Timeline: 5 years

Initiation: Mathematics, ESL and Reading Departments

Evaluation: Office of Instruction/District Institutional Research, Planning and Academic Services

GOALS AND ACTIVITIES

4. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”

GOAL 4.1

- A. Black non-Hispanic students will earn certificates at a rate comparable to other student groups.

Black non-Hispanic certificate received rate: 3.8%

Target rate: 5.0%

The Student Equity Plan seeks to reduce the difference in success rates by .5% per year. Accomplishment of this goal will mitigate the disparity for Black non-Hispanic students in 1.5 years.

ACTIVITY 4.1

Identify and contact Black non-Hispanic students who are within 2 classes of earning a Certificate of Achievement.

- Establish a database identifying students
- Send letters
- Follow up with phone calls
- Set up individual counseling appointments
- Conduct workshops
- Track progress of identified students

Timeline: 5 years

Initiation: District Institutional Research, Planning, and Academic Services/Cuyamaca College Counseling Department

Evaluation: Cuyamaca College Counseling Department

ACTIVITY 4.2

Follow-up to ensure that Black non-Hispanic students have completed a Student Educational Plan (SEP).

- Establish a database identifying students

- Send letters
- Follow up with phone calls
- Set up individual counseling appointments
- Conduct workshops
- Track progress of identified students

Timeline: 5 years

Initiation: District Institutional Research, Planning and Academic Services/Cuyamaca College Counseling Department

Evaluation: Cuyamaca College Counseling Department; District Institutional Research, Planning and Academic Services

ACTIVITY 4.3

Publish course rotations in vocational and transfer programs to facilitate scheduling of classes for students.

Timeline: 1 year

Initiation and Evaluation: Office of Instruction/Counseling Department

GOALS AND ACTIVITIES

5. STUDENT SUCCESS INDICATOR FOR TRANSFER

“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”

GOAL 5

- A. Although there is a reasonable explanation for the disparity in this area (see page 10), an effort will still be made to address this discrepancy.
- B. Disabled students who indicate transfer as their goal will be assisted in participating in Transfer Center events and activities.

ACTIVITY 5.1

Disabled Student Programs and Services will coordinate with the Transfer Center in encouraging and assisting DSP&S students to participate in Transfer Center events.

- Establish a database identifying DSP&S students who indicate transfer or undecided as goal.
- Send letters
- Follow up with phone calls
- Set up individual DSP&S counseling appointments
- Track progress of identified students

Timeline: 5 years

Initiation: DSP&S Coordinator and Transfer Center Coordinator

Evaluation: DSP&S Department

ACTIVITY 5.2

Encourage DSP&S students who have indicated their desire to transfer to follow up with Transfer Counseling and encourage them to sign transfer guarantee agreements.

- Send list of eligible students to Transfer Center
- Refer students to Transfer Center with referral card
- Track progress of identified students

Timeline: 5 years

Initiation: DSP&S Coordinator and Cuyamaca College Counseling Department

Evaluation: DSP&S Coordinator will identify students and refer students directly to the Transfer Center for follow up

Budget

SOURCES OF FUNDING

Listed below are the sources of funding used to implement the activities of the Student Equity Plan. Following each entry is the number of the Plan's activity that is funded from this source.

*Indicates state categorical funding, grants, or other special funding source. All other budgets are furnished by the college's general fund.

Slight increases in General Fund will allow for some enhanced academic support services to students. Some curriculum development and program development related to student success and retention is being funded through Title III. No additional funding is available.

District Institutional Research, Planning, and Academic Services Department Budget (2.1, 3.1, 3.2, 3.3, 4.1, 4.2)

Counseling Department Budget (2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 5.2)

*Title III Budget (2.2)

Math Department Budget (2.3, 3.3)

Writing Center Budget (2.3)

College General Fund (2.3)

Communication Arts Budget (3.3)

Office of Instruction Budget (4.3)

Disabled Students Programs and Services (DSP&S) Budget (5.1, 5.2)

Transfer Center (5.1)

Evaluation Schedule and Process

EVALUATION SCHEDULE AND PROCESS

The Cuyamaca College Student Equity Committee plans to meet once each semester to evaluate our Student Equity plan. At each meeting, the committee will discuss the following agenda:

1. **Campus-based Research.** The committee will review the latest findings from the District Office of Institutional Research, Planning, and Academic Services to determine whether progress is being made in meeting the student equity goals identified in the plan.
2. **Goals and Activities.** The committee will review the status of the plan's goals and ongoing activities to ensure they are continuing to contribute to the success indicators and are on track for implementation.
3. **Chancellor Office Updates.** The committee will discuss the latest information from the Chancellor's Office. This information may include the publication of "best practices" in student equity.
4. **Student Equity Funding.** Funding for student equity activities is an immediate problem that needs attention and will remain an ongoing issue. The committee will seek funding sources that can be used to implement the student equity plan.

Finally, the committee will give all the above factors due consideration and then integrate them into a progress report for the college. This report will include recommendations on updates and new additions to the existing plan that will strengthen the college's response to student equity issues.

Attachments

ATTACHMENT #1

Student Equity Plan Members 2004

Shari Ball	Administrative Secretary, Special Funded Programs
Keren Brooks	Research Analyst, Institutional Research & Planning
Ezequiel Cardenas	Faculty, Foreign Language
Darlene Cole	Manager, Institutional Research & Planning
Bob Eygenhuysen	Director, Risk Management
Raad Jerjis	Counselor
Stephanie Moody-Geissler	Senator, Associated Students of Cuyamaca College
Greg Gomez	Counselor
Vangie Meneses	Dean of Counseling and Matriculation
Yvonne Powell	Coordinator, Disabled Student Program & Services
Jim Wales	Interim Vice President, Student Development and Services
Madelaine Wolfe	Instructional Dean, Division I

ATTACHMENT #2

Student Equity Plan Review and Approval Timeline

President's Cabinet – 1st Reading – October 5, 2004

President's Cabinet – 2nd Reading – October 19, 2004

Innovation and Planning Council – 1st Reading – October 12, 2004

Innovation and Planning Council – 2nd Reading – October 22, 2004

Academic Senate – 1st Reading – October 14, 2004

Academic Senate – 2nd Reading – October 28, 2004

Chancellor's Cabinet – November 22, 2004

Districtwide Executive Council – December 6, 2004

Board of Trustees – December 14, 2004 (Information)

Board of Trustees – January 18, 2005 (Approval)

ATTACHMENT #3
Student Equity Plan
Grossmont-Cuyamaca Community College District
Basic Definitions

Basic Skills Courses: All courses (in all subjects) that are not applicable towards the AA/AS degree.

Degree Applicable Courses: All courses that are applicable towards the AA/AS degree but are not applicable towards transfer to a CSU or UC university.

Transfer Courses: All courses that are applicable towards transfer to a CSU or UC university.

Vocational Courses: Courses labeled as “Advanced Occupational,” “Clearly Occupational,” or “Possibly Occupational.”

PreCollegiate: Equal to Basic Skills in this report. All courses in the particular subject that are not applicable towards the AA/AS degree.

*% Success: **Enrollments resulting in grades of A, B, C, or Credit, of all enrollments attempted.***

BOGW: Board of Governors Waiver. Used in this study as a proxy for low-income students.

EOPS: Extended Opportunity Programs and Services. Assistance offered to low-income students.

ATTACHMENT #4
Student Equity Plan
Grossmont-Cuyamaca Community College District
Research and Planning Definitions of Success Indicators (Metrics)

A. Access

The number and percentage of students at the College within each demographic for six academic years, along with available demographic information for the GCCCD district boundaries and commonly-served zip codes.

B. Course Completion (Retention)

The number of course enrollments in four types of courses (basic skills, degree-applicable, transfer level, and vocational), and the percentage of successful completions by students of various demographics and overall.

C. ESL and Basic Skills Completion

The percentage of successful completions for each demographic group in precollegiate math and English courses. Successful completion represents the potential to proceed to the next level course.

D. Degree and Certificate Completion

The demographic distribution of students who received a degree/certificates between Fall 1997 and Fall 2003, regardless of when they first enrolled at Cuyamaca College.

E. Transfer

Student transfer rates by demographic, for students who first attended the College five years before the latest possible transfer date studied.

**ATTACHMENT #5
Cuyamaca College
Number of Students by Student Demographic**

		<u>Academic Year</u>						GCCCD area overall ¹	80% of Area
		97-98	98-99	99-00	00-01	01-02	02-03		
Gender	Female	6008 57.5	6061 55.0	6397 55.4	6452 54.9	7142 55.3	7470 57.3	51.3	41.0
	Male	4434 42.5	4950 45.0	5150 44.6	5294 45.1	5781 44.7	5569 42.7		
Ethnicity	Asian	315 3.0	337 3.1	388 3.4	438 3.7	493 3.8	503 3.8	7.1	² 5.7
	Black non-Hispanic	527 5.0	649 5.9	702 6.1	797 6.8	909 7.0	897 6.9		
	Filipino	269 2.6	305 2.8	355 3.1	366 3.1	369 2.9	382 2.9	see Asian ²	
	Hispanic	1648 15.8	1786 16.2	1915 16.6	1936 16.5	2162 16.7	2266 17.3	19.4	³ 15.5
	Amer Ind / Alas Nat	163 1.6	179 1.6	177 1.5	164 1.4	176 1.4	194 1.5		
	Pacific Islander	77 0.7	86 0.8	92 0.8	94 0.8	113 0.9	106 0.8	0.5	0.4
	White non-Hispanic	6875 65.8	6973 63.3	7144 61.9	7172 61.0	7761 60.0	7633 58.3	62.0	49.6
	Other/Unknown	573 5.5	700 6.4	776 6.7	789 6.7	944 7.3	1101 8.4		
	Age	<20	2172 20.8	2475 22.5	2859 24.8	3090 26.3	3379 26.1	3438 26.3	10.2
20-24		2288 21.9	2443 22.2	2593 22.5	2734 23.3	3094 23.9	3353 25.6	9.9	
25-29		1140 10.9	1196 10.9	1167 10.1	1085 9.2	1294 10.0	1291 9.9	9.0	7.2
30-49		3730 35.7	3716 33.7	3709 32.1	3508 29.8	3708 28.7	3551 27.1		
50+		1117 10.7	1185 10.8	1221 10.6	1339 11.4	1452 11.2	1449 11.1	33.1	26.5
Primary Language	English	9408 90.1	9832 89.3	10232 88.6	10456 88.9	11533 89.2	11478 87.7	75.9	⁴ 60.7
	Not English	1014 9.7	1164 10.6	1294 11.2	1274 10.8	1363 10.5	1577 12.1		
Disability Status	Disability	236 2.3	287 2.6	303 2.6	307 2.6	364 2.8	415 3.2	18.5	14.8
	No disability	10211 97.7	10728 97.4	11246 97.4	11449 97.4	12563 97.2	12667 96.8		
Income Status		393 3.8	389 3.5	413 3.6	418 3.6	437 3.4	496 3.8	11.6	
	BOGW + EOPS	1970 18.9	1980 18.0	2005 17.4	2055 17.5	2263 17.5	2292 17.5		
	BOGW no EOPS	8084 77.4	8646 78.5	9131 79.1	9283 79.0	10227 79.1	10294 78.7	88.4	
	No BOGW								
Overall		10447 100.0	11015 100.0	11549 100.0	11756 100.0	12927 100.0	13082 100.0		

ATTACHMENT #5A
(Footnotes for Attachment #5)
Cuyamaca College
Number of Students by Student Demographic

1. GCCCD area includes all zip codes within the District boundary as well as zip codes in which 100 or more Fall 2003 Cuyamaca students resided. Gender, age, and ethnicity percentages are based on 2003 Census data for all ages.
2. Census/SANDAG data combined Asian and Filipino.
3. Hispanic includes people of other races.
4. Census asked about language spoken in the home. Responses of 'English only' are provided here.

**ATTACHMENT #6
Cuyamaca College**

Success Rates by Type of Course and Student Demographic

Basic Skills Courses	97-98		98-99		99-00		00-01		01-02		02-03		80 % of Majority Group	
	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success		
<u>Gender</u>														
Female	981	57.1	918	66.6	940	61.4	897	61.9	1102	62.8	1304	63.4	44.7	
Male	611	47.5	565	51.5	579	55.4	643	51.0	738	52.2	813	55.9		
<u>Ethnicity</u>														
Asian	90	65.6	90	76.7	88	76.1	71	66.2	97	79.4	83	74.4	52.2	
Black non-Hisp	96	26.0	152	40.8	102	39.2	124	33.9	172	44.2	213	43.7		
Filipino	44	54.5	31	74.2	55	49.1	42	42.9	40	60.0	46	59.1		
Hispanic	347	51.9	319	56.1	317	56.2	378	59.3	444	52.9	554	54.0		
Amer Ind/Al Nat	33	45.5	25	52.0	23	47.8	25	48.0	26	57.7	41	65.9		
Other Pacific Islander	112	54.5	91	60.4	100	68.0	126	61.1	156	69.9	148	69.4		
White non-Hisp	825	55.3	711	64.4	778	60.3	719	60.4	817	59.2	930	65.3		
Unknown	40	67.5	51	66.7	47	66.0	38	52.6	68	70.6	83	62.7		
<u>Age</u>														
<20	424	43.2	397	45.6	454	43.6	543	46.0	721	52.6	843	56.8		48.4
20-24	316	45.3	276	47.8	281	54.4	317	53.9	349	49.0	393	55.0		
25-29	180	55.6	167	69.5	153	68.0	143	56.6	186	64.0	194	57.8		
30-49	561	62.4	571	72.7	514	70.4	442	70.4	490	69.5	587	70.4		
50+	111	66.7	72	80.6	117	69.2	95	73.7	94	72.3	103	59.8		
<u>Other</u>														
Not Engl spkr	454	65.6	518	76.3	554	74.9	480	68.8	535	72.3	669	71.7	48.4	
Disability	116	43.1	144	49.3	149	42.3	162	46.3	188	44.7	199	54.3		
Overall	1592	53.4	1483	60.8	1519	59.1	1540	57.3	1840	58.6	2120	60.5		

ATTACHMENT #7
Cuyamaca College
Success Rates by Type of Course and Student Demographic

Degree Applicable Courses	97-98		98-99		99-00		00-01		01-02		02-03		80 % of Majority Group
	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success	
<u>Gender</u>													
Female	1227	62.3	1391	66.4	1465	64.6	1519	65.2	1691	65.0	1779	66.8	
Male	972	54.4	1131	57.8	1375	63.9	1400	61.6	1403	62.3	1255	53.8	43.0
<u>Ethnicity</u>													
Asian	122	65.6	137	72.3	160	86.9	120	65.8	163	77.9	188	77.0	
Black non-Hisp	119	42.0	165	52.1	236	64.4	304	53.9	363	52.9	270	44.1	
Filipino	63	52.4	74	68.9	97	61.9	109	59.6	114	70.2	89	58.4	
Hispanic	545	53.6	603	58.9	656	59.0	592	57.6	599	59.8	634	59.3	
Amer Ind/Al Nat	32	59.4	58	62.1	39	66.7	41	73.2	45	68.9	46	53.3	
Other	117	64.1	167	58.7	179	65.9	198	73.2	204	57.4	235	63.9	
Pacific Islander	13	61.5	9	55.6	29	58.6	39	38.5	40	65.0	30	53.3	
White non-Hisp	1140	61.9	1237	64.5	1334	63.6	1411	66.2	1418	65.5	1449	63.2	50.6
Unknown	49	63.3	74	68.9	111	71.2	105	75.2	148	76.4	98	69.4	
<u>Age</u>													
<20	849	55.0	917	57.0	1291	61.6	1430	63.1	1557	62.0	1408	54.6	
20-24	425	47.5	529	56.1	527	60.3	554	57.0	557	56.0	682	56.7	
25-29	236	63.1	247	64.4	240	64.6	191	60.7	248	66.9	222	67.4	
30-49	612	68.1	713	72.5	665	70.4	600	70.0	623	70.9	626	77.8	
50+	78	75.6	118	70.3	118	76.3	144	68.1	109	80.7	101	73.3	
<u>Other</u>													
Not Engl spkr	622	68.3	692	71.4	844	71.1	665	71.6	661	73.7	798	73.6	
Disability	119	59.7	214	65.4	195	68.2	159	64.2	173	67.1	226	62.7	
Overall	2200	58.8	2524	62.6	2841	64.3	2919	63.4	3094	63.8	3039	61.4	49.1

Note: Enrollments in zero-unit courses were not included

ATTACHMENT #8
Cuyamaca College
Success Rates by Type of Course and Student Demographic

Vocational Courses ¹	97-98		98-99		99-00		00-01		01-02		02-03		80 % of Majority Group
	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success	
<u>Gender</u>													
Female	4235	73.6	4963	73.5	5109	75.4	4818	73.3	5348	70.6	6041	70.3	
Male	3928	73.7	4537	72.7	4607	68.9	5081	71.3	5607	70.3	5525	68.5	54.8
<u>Ethnicity</u>													
Asian	206	72.3	294	72.1	367	77.4	491	74.5	556	73.7	474	72.9	
Black non-Hisp	427	67.9	549	61.9	565	59.3	629	61.7	751	55.1	786	55.8	
Filipino	243	81.5	340	77.6	331	78.5	280	69.3	291	72.1	339	69.2	
Hispanic	1400	69.0	1515	68.6	1588	63.4	1653	67.5	1928	65.5	2019	65.0	
Amer Ind/ Al Nat	134	63.4	159	66.0	151	66.9	109	67.9	136	69.1	220	68.9	
Other	234	70.5	342	74.3	356	68.5	349	67.3	440	72.5	488	68.9	
Pacific Islander	50	78.0	67	71.6	82	80.5	83	68.7	101	67.3	116	72.4	
White non-Hisp	5308	75.4	6082	75.2	6089	75.5	6124	75.0	6494	73.3	6734	72.1	57.7
Unknown	164	72.0	153	73.2	191	71.2	191	70.7	260	68.8	412	69.3	
<u>Age</u>													
<20	1198	66.4	1288	65.4	1417	66.1	1682	64.7	1788	65.8	1897	64.1	
20-24	1744	70.1	1969	69.8	2019	70.4	2142	70.9	2487	66.4	2722	66.6	
25-29	1000	73.4	1187	70.9	1142	68.6	1147	69.7	1395	70.5	1440	69.1	
30-49	3503	77.4	4102	77.5	4219	75.2	3959	76.3	4213	73.7	4411	72.9	
50+	721	75.6	955	74.3	923	77.5	979	74.8	1074	74.7	1118	72.5	
<u>Other</u>													
Not Engl spkr	902	74.5	1290	73.6	1437	72.5	1448	75.6	1510	73.1	1660	72.6	
Disability	264	67.8	317	67.2	383	66.1	366	64.8	361	62.0	551	64.6	
Overall	8166	73.6	9501	73.1	9720	72.3	9909	72.2	10957	70.4	11588	69.4	55.5

Vocational courses are courses labeled as “Advanced Occupational,” “Clearly Occupational,” or “Possibly Occupational.”

Note: Enrollments in zero-unit courses were not included.

**ATTACHMENT #9
Cuyamaca College**

Success Rates by Type of Course and Student Demographic

Transfer Courses	97-98		98-99		99-00		00-01		01-02		02-03		80 % of Majority Group
	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success	
<u>Gender</u>													
Female	16083	65.3	16639	66.0	17677	65.6	17816	65.2	19396	65.0	20850	65.3	
Male	12332	64.6	13306	65.4	13887	62.6	14366	64.1	15853	63.4	16147	63.1	50.5
<u>Ethnicity</u>													
Asian	720	64.6	883	69.4	1114	74.0	1293	72.8	1474	71.7	1522	73.5	
Black non-Hisp	1422	55.1	1734	57.2	1847	53.1	1947	53.6	2192	52.6	2572	55.3	
Filipino	831	69.7	941	65.6	1045	68.1	1085	64.5	1131	66.8	1125	64.9	
Hispanic	4526	61.7	4812	61.8	4992	59.9	5259	60.3	6022	61.7	6490	60.8	
Amer Ind/Al Nat	444	63.3	523	62.5	546	64.8	449	61.2	453	57.4	583	64.3	
Other	1053	64.3	1269	64.6	1507	62.8	1465	64.7	1687	64.8	1849	66.3	
Pacific Islander	235	62.1	239	64.9	251	71.7	261	63.6	328	61.6	372	61.6	
White non-Hisp	18602	66.5	18912	67.4	19573	65.7	19682	66.5	21090	65.7	21285	65.6	52.5
Unknown	590	61.7	643	68.9	696	65.7	762	66.9	878	65.3	1285	66.1	
<u>Age</u>													
<20	7547	62.4	8263	64.0	9400	62.9	10152	63.9	11038	64.1	11240	62.9	
20-24	7276	62.8	7841	64.6	8267	64.3	8567	64.9	9819	64.1	10793	64.4	
25-29	2835	67.2	3027	65.6	2879	64.3	2739	65.5	3198	65.0	3400	65.6	
30-49	8414	69.6	8283	70.2	8351	68.0	7906	68.4	8154	67.3	8470	68.2	
50+	2351	60.7	2542	60.3	2674	57.8	2839	55.9	3046	56.7	3180	57.5	
<u>Other</u>													
Not Engl spkr	2527	68.9	2967	70.2	3309	70.2	3390	70.4	3826	69.5	4522	69.3	
Disability	891	63.2	998	62.5	1045	63.3	1085	60.6	1224	63.9	1539	62.7	
Overall	28423	65.0	29956	65.7	31571	64.3	32203	64.7	35255	64.3	37083	64.3	51.4

**ATTACHMENT #10
Cuyamaca College
Success Rates by Type of Course and Income Status**

	97-98		98-99		99-00		00-01		01-02		02-03		80% of No BOGW
	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success	# Attempted	% Success	
Basic Skills													
BOGW + EOPS	384	63.8	389	75.1	368	71.2	319	68.7	371	74.7	486	73.4	
BOGW no EOPS	491	46.4	434	53.7	450	53.8	435	47.8	528	51.3	576	55.3	
No BOGW	717	52.6	660	57.1	701	56.2	786	58.0	941	56.3	1058	57.3	45.8
Degree-Applicable													
BOGW + EOPS	355	69.0	386	70.2	393	71.5	421	70.8	392	73.9	513	76.1	
BOGW no EOPS	620	50.8	723	60.9	679	58.5	769	53.3	847	55.0	709	54.0	
No BOGW	1225	59.9	1415	61.3	1769	64.9	1729	66.2	1855	65.6	1817	60.2	48.2
Transfer													
BOGW + EOPS	1874	64.1	1942	66.0	1926	61.8	2110	65.0	2328	64.2	2621	68.7	
BOGW no EOPS	6759	61.1	6867	62.0	7084	60.8	6995	61.9	7482	59.7	8043	62.0	
No BOGW	19790	66.4	21147	66.9	22561	65.6	23098	65.6	25445	65.7	26419	64.6	51.7
Vocational Courses													
BOGW + EOPS	522	71.1	763	71.2	720	66.7	707	74.3	792	67.8	869	74.7	
BOGW no EOPS	1962	65.6	2128	67.0	2109	65.7	2101	66.3	2333	60.4	2484	63.3	
No BOGW	5682	76.6	6610	75.3	6891	75.0	7101	73.8	7832	73.7	8235	70.7	56.6

District: Grossmont-Cuyamaca Community College

College: Cuyamaca College

ATTACHMENT #11
Cuyamaca College
Success Rates in PreCollegiate Math Courses¹
By Academic Year and Student Characteristic

	PreCollegiate Math Success												80% of Majority Group
	97-98		98-99		99-00		00-01		01-02		02-03		
<u>GENDER</u>	#	%	#	%	#	%	#	%	#	%	#	%	
Female	277	45.4	275	55.2	290	51.4	249	51.1	328	53.7	306	48.0	
Male	174	45.3	158	47.6	174	46.5	166	46.1	199	48.8	154	38.9	31.1
<u>ETHNICITY</u>													
Asian ²	28	50.9	31	66.0	43	58.9	15	37.5	31	54.4	26	49.1	
Black non-Hispanic ²	19	27.5	37	38.1	32	40.0	21	26.9	43	41.7	39	32.2	
Hispanic	88	42.9	80	45.7	80	43.7	96	47.5	112	45.9	104	37.7	
White non-Hispanic	288	49.4	249	56.7	273	52.4	243	55.0	290	55.7	238	50.7	40.6
Unknown/Other ²	28	34.1	36	50.0	36	44.4	40	47.1	51	54.3	54	46.6	
<u>AGE</u>													
<20	101	34.8	114	42.5	133	38.2	125	40.1	187	45.7	158	38.3	
20-24	90	40.0	79	41.1	92	46.2	93	46.7	117	49.4	88	38.6	
25-29 ²	61	52.1	48	61.5	48	56.5	35	48.6	58	56.9	40	44.4	
30-49	176	53.8	174	64.9	165	62.7	142	61.2	147	61.3	155	60.5	
50+ ²	23	65.7	18	75.0	26	60.5	20	62.5	18	58.1	20	40.8	
<u>PRIMARY LANGUAGE</u>													
English	399	45.2	364	50.8	380	48.0	350	48.5	464	51.4	370	43.5	34.8
Not English	52	46.8	68	61.8	83	57.6	65	51.6	61	53.5	90	49.5	
<u>DISABILITY</u>													
Disability ²	28	38.9	33	44.6	37	43.5	27	37.0	40	47.6	40	38.1	
No disability	423	45.9	400	52.9	427	50.1	388	50.1	487	52.1	421	45.3	36.2
<u>INCOME</u>													
BOGW + EOPS	74	44.0	72	56.3	65	46.8	65	52.4	62	53.0	87	52.4	
BOGW no EOPS	138	43.3	115	45.6	128	47.6	98	41.2	126	44.2	117	40.6	
No BOGW	239	47.1	246	54.7	271	51.1	252	52.0	339	54.9	257	44.2	35.4
Total	451	45.4	433	52.2	464	49.5	415	49.0	527	51.7	461	44.5	

¹ Math 88 and 90² Small sample sizes (<100)

ATTACHMENT #12
Cuyamaca College
Success Rates in Pre-Collegiate English Courses
By Academic Year and Student Characteristic

Pre-Collegiate English Success													80% of Majority Group
	97-98		98-99		99-00		00-01		01-02		02-03		
<u>GENDER</u>	#	%	#	%	#	%	#	%	#	%	#	%	
Female	79	62.2	71	66.4	65	65.7	96	68.1	89	65.4	213	74.7	51.5
Male	49	47.6	45	44.1	42	58.3	61	50.8	70	53.4	163	64.4	
<u>ETHNICITY²</u>													
Asian	13	61.9	11	64.7	15	65.2	19	63.3	20	80.0	24	66.7	60.8
Black non-Hispanic	2	11.8	18	50.0	4	28.6	11	45.8	20	51.3	46	58.2	
Hispanic	40	62.5	26	54.2	28	65.1	46	66.7	44	53.7	97	65.5	
White non-Hispanic	60	54.5	50	58.8	42	62.7	66	60.0	54	57.4	171	76.0	
Unknown/Other	13	72.2	11	47.8	18	75.0	15	53.6	21	77.8	38	73.1	
<u>AGE²</u>													
<20	60	60.0	40	47.1	30	58.8	74	53.6	111	62.0	246	69.3	55.9
20-24	24	50.0	22	56.4	21	67.7	25	56.8	18	46.2	50	65.8	
25-29	14	58.3	12	66.7	7	53.8	10	58.8	11	55.0	22	68.8	
30-49	25	52.1	37	61.7	43	65.2	43	78.2	18	64.3	54	76.1	
50+	5	50.0	5	71.4	6	60.0	5	71.4	1	100.0	4	66.7	
<u>PRIMARY LANGUAGE</u>													
English	92	55.4	86	56.6	52	55.9	107	59.1	117	56.3	313	69.9	55.9
Not English ²	36	56.3	30	52.6	55	70.5	50	62.5	42	71.2	63	68.5	
<u>DISABILITY</u>													
Disability ²	8	42.1	16	47.1	11	35.5	17	43.6	15	36.6	34	63.0	56.3
No disability	120	56.9	100	57.1	96	68.6	140	63.1	144	63.7	342	70.4	
<u>INCOME</u>													
BOGW + EOPS ²	17	43.6	25	56.8	30	62.5	31	66.0	30	78.9	51	68.9	58.3
BOGW no EOPS ²	34	50.0	33	52.4	33	52.4	38	50.0	45	50.6	94	63.1	
No BOGW	77	62.6	58	56.9	44	73.3	88	63.8	84	60.0	231	72.9	
Total	128	55.7	116	55.5	107	62.6	157	60.2	159	59.6	376	69.6	

¹ English 98 through 2001-2002. English 90 was added as a pre-collegiate course in 2002-2003.

² Small sample sizes(<100)

ATTACHMENT #13
Cuyamaca College
Success Rates in PreCollegiate ESL Courses*
Fall 1997 – Spring 2003 Combined

Success	No Success	Withdraw	Total	80% of Majority Group's
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	#	%	#	%	#	%	#	%	<u>Success Rate</u>
<u>GENDER</u>									
Female	242	78.3	33	10.7	34	11.0	309	100.0%	54.2
Male	107	67.7	22	13.9	29	18.4	158	100.0%	
<u>ETHNICITY</u>									
Asian	44	72.1	6	9.8	11	18.0	61	100.0%	62.9
Black non-Hispanic	3	100.0	0	0.0	0	0.0	3	100.0%	
Hispanic	81	71.1	13	11.4	20	17.5	114	100.0%	
White non-Hispanic	136	78.6	18	10.4	19	11.0	173	100.0%	
Unknown/Other	85	73.3	18	15.5	13	11.2	116	100.0%	
<u>AGE</u>									
<20	10	71.4	2	14.3	2	14.3	14	100.0%	59.6
20-24	42	75.0	8	14.3	6	10.7	56	100.0%	
25-29	57	70.4	13	16.0	11	13.6	81	100.0%	
30-49	191	77.6	20	8.1	35	14.2	246	100.0%	
50+	49	70.0	12	17.1	9	12.9	70	100.0%	
<u>DISABILITY</u>									
Disability	5	100.0	0	0.0	0	0.0	5	100.0%	54.1
No disability	344	74.5	55	11.9	63	13.6	462	100.0%	
<u>INCOME</u>									
BOGW + EOPS	171	87.2	19	9.7	6	3.1	196	100.0%	54.1
BOGW no EOPS	107	64.5	21	12.7	38	22.9	166	100.0%	
No BOGW	71	67.6	15	14.3	19	18.1	105	100.0%	
Total	349	74.7	55	11.8	63	13.5	467	100.0%	

*ESL 96

These tables include students who transferred to a four-year college or university by Fall 2002, after attending at least one semester at Cuyamaca College. Students who did not complete any units at Cuyamaca College were omitted. Students were included if they began at Cuyamaca College during the 1996-1997 academic years (i.e., they had five years to transfer).

Student Characteristics	Transfer		No Transfer		Total		80% of Majority Group
	#	%	#	%	#	%	
Gender							
Male	354	18.0%	1610	82.0%	1964	100.0%	14.4
Female	251	17.6%	1179	82.4%	1430	100.0%	
Ethnicity							
Asian	50	20.7%	192	79.3%	242	100.0%	13.9
Black non-Hispanic	28	17.4%	133	82.6%	161	100.0%	
Hispanic	81	16.9%	398	83.1%	479	100.0%	
White non-Hispanic	401	17.4%	1897	82.6%	2298	100.0%	
Unknown/Other	45	21.0%	169	79.0%	214	100.0%	
Age							
Under 20	264	27.8%	685	72.2%	949	100.0%	
20-24	152	26.2%	429	73.8%	581	100.0%	
25-29	57	14.7%	331	85.3%	388	100.0%	
30-49	125	10.5%	1063	89.5%	1188	100.0%	
50 and above	7	2.4%	281	97.6%	288	100.0%	
Other Characteristics							
Non-Native English Speakers	59	16.8%	293	83.2%	352	100.0%	
Disabled Students	10	13.3%	65	86.7%	75	100.0%	
BOGW + EOPS	25	14.4%	149	85.6%	174	100.0%	
BOGW no EOPS	137	22.9%	462	77.1%	599	100.0%	
OVERALL	605	17.8%	2789	82.2%	3394	100.0%	14.2

ATTACHMENT #14
Characteristics of Transferring Students
Date of Attendance at Cuyamaca College from 1996-97 through 2002

ATTACHMENT #15**Cuyamaca College****Demographic Distributions of Students Receiving a Degree/Certificate
Between Fall 1997 and Fall 2003**

	Current Rate	Target	Disparity	Total # in Subgroup		# Successful in Subgroup		With 5-year goal:		80% of Enroll. Rate
				Received Degree #	%	Received Certificate #	%	95/96 – 00/01 Enrollment Rates		
<u>GENDER</u>										
Female				975	57.8	596	56.1		56.3	45.0
Male				711	42.2	466	43.9		43.7	35.0
<u>ETHNICITY</u>										
Asian				75	4.4	62	5.8		3.2	2.6
Black non-Hispanic				77	4.6	40	3.8		5.1	4.1
Filipino				51	3.0	37	3.5		2.8	2.2
Hispanic				252	14.9	163	15.3		15.8	12.6
American Indian/Alaskan Native				29	1.7	11	1.0		1.6	1.3
Pacific Islander				17	1.0	10	0.9		0.7	0.6
White non-Hispanic				1074	63.7	676	63.6		65.1	52.1
Other/Unknown				111	6.6	64	6.0		5.7	4.6
<u>PRIMARY LANGUAGE</u>										
English				1483	88.5	864	81.4		89.6	71.7
Not English				193	11.5	197	18.6		10.4	8.3
<u>DISABILITY STATUS</u>										
Disability				45	2.7	30	2.8		3.1	2.5
No disability				1641	97.3	1033	97.2		96.9	77.5
<u>INCOME STATUS</u>										
BOGW and EOPS				107	6.3	88	8.3		5.1	4.1
BOGW no EOPS				402	23.8	256	24.1		19.0	15.2
No BOGW				1177	69.8	719	67.6		75.8	60.6

Note: Students receiving degrees/certificates may have begun their studies at Grossmont College at any time. Rates of enrollment by student demographic are provided to allow for comparisons of the distributions of degrees/certificates awarded with student representation at the College.

					Annual #	Annual %
1. Black non-Hisp. students - basic skills course success						
43.7%	52.2%	8.5%	487	213	9	1.8%
2. Black non-Hisp. students – degree applicable course success						
44.1%	50.6%	6.5%	613	270	8	1.3%
3. Black non-Hisp. students – vocational course success						
55.8%	57.7%	1.9%	1,408	786	6	.4%
4. Black non-Hisp. students – precollegiate math course success						
32.2%	40.6%	8.4%	121	39	2	1.7%
5. Hispanic students – precollegiate math course success						
37.7%	40.6%	2.9%	276	104	2	.7%
6. Black non-Hisp. students – precollegiate English course success						
58.2%	60.8%	2.6%	79	46	1	.5%
7. Black non-Hisp. students – certificate completion						
3.8%	4.1%	.3%	1053	40	1	.06%

* Wherever rounding occurred, numbers were rounded upwards, to ensure we were at least meeting the particular goal in the stated time period.

Action Items from the Cuyamaca College
Student Equity Plan Committee
August 13, 2004

Members Present: Jim Wales, Darlene Cole, Bob Eygenhuysen, Vangie Meneses,
Madelaine Wolfe

Jim Wales will meet with Darlene Cole as soon as possible to ensure that the charts for Cuyamaca College match the charts used in Grossmont College's plan, and that the data reflected in the report is accurate.

Madelaine Wolfe will insert the information she has proposed for the plan in the electronic copy and forward it to Anna Quinzii for insertion in the next rough draft.

The Student Equity Plan Committee will meet again on Friday, September 17, at 3 p.m., in Jim Wales' office. Anna will send committee members a copy of the most recent rough draft ten days prior to this meeting (Tuesday, September 7). Committee members will review this draft, make needed changes and revisions, and bring the material with them to the meeting on September 17.

Jim Wales will meet with Jan Ford prior to the September 17 meeting to discuss student equity issues as they relate to the proposed plan.

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