# Cuyamaca College

CUYAMACA
·COLLEGE·

# Student Equity Plan

December 8, 2015

# CUYAMACA COLLEGE STUDENT EQUITY PLAN

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# Signature Page

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**District**: Grossmont-Cuyamaca **Board of Trustees Approval Date**: 12-8-2015

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

*[Signature]*

[Dr. Julianna Barnes] Email: Julianna.Barnes@gcccd.edu

I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCO.

*[Signature]*

[Sahar Abushbdan] Email: Sahar.Abushaban@gcccd.edu

*[Signature]*

[Sue Rearic[1]] Email: Sue.Rearic@gcccd.edu

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

*[Signature]*

[Dr. Scott W. Thayer] Email: Scott.Thayer@gcccd.edu

I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

*[Signature]*

[Dr. Wei Zhou] Email: Wei.Zhou@gcccd.edu

I certify that Academic Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

[1] If the college is part of a multi-college district that has chosen to reserve and expend a portion of its allocation for district-wide activities that are described in the college plan narrative and budget, the District Chief Business Officer must also sign the plan. If not, only the *College* Chief Business Officer need sign.

*[Signature]*

[Alicia Munoz] Email: Alicia.Munoz@gcccd.edu

I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

*[Signature]*

[Ariane Ahmadian] Email: Ariane.Ahmadian@gcccd.edu

I certify that Associated Student Body representatives were involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

*[Signature]*

[Mariah Moschetti] Email: Mariah.Moschetti95@gmail.com

*[Signature]*

[Dr. Lauren Vaknin/Dr. Scott W. Thayer] Email: Lauren.Vaknin@gcccd.edu Phone: (619) 660-4301

# Executive Summary

Cuyamaca College (CC) is a comprehensive, two-year, public community college located in southeastern San Diego County. The Grossmont-Cuyamaca Community College District GCCCD) established Cuyamaca College in 1978 to serve San Diego's large "East County" region. The East County shares 40 miles of international border with Mexico, includes suburban communities as well as rural, isolated areas, and is as large as the state of Rhode Island. The three largest Native American Reservations in San Diego County are found in CC's extensive service area, the Barona, Sycuan, and Viejas Bands of Kumeyaay Indians. There are over 480,000 residents of the extensive district.

In fall 2014, CC enrolled 8,767 students. Of these, 1,008 enrolled in pre-collegiate mathematics, English, and English as a Second Language (ESL) courses. Approximately 45% of CC students are Caucasian, 32% are Hispanic, 6% are African American, 6% are Asian or Pacific Islander, 1% are Native American, and 11% report their ethnicity as "two or more" or "unknown." Over 59% of the students are age 24 or younger and 53% are female. About 7% of CC students are refugees, mostly from Iraq.

The Grossmont-Cuyamaca Community College District established a Student Success Taskforce/Committee in August 2012 in order to coordinate the district's implementation of Student Success Initiatives including the Student Success and Support Program and Student Equity Plans for each college. This committee reports to a district wide participatory governance committee which is composed of members from Cuyamaca College, Grossmont College, and District Services. The committee has established timelines, priorities, activities, and goals. The membership includes representatives from the Academic Senate, Classified Senate, administration, and students.

In the summer of 2015, The Grossmont-Cuyamaca Community College District and Cuyamaca College joined the Achieving the Dream (ATD) Network. The Achieving the Dream National Reform Network leverages four overarching approaches to close achievement gaps and accelerate student success nationwide. As integrated levers advancing ground-level and system-level strategies these approaches in concert with high-impact focus areas ultimately accomplish big-picture outcomes.

- Guiding Evidence-Based Institutional Change: ATD works directly with community colleges, offering support that includes Leadership and Data Coaching, technical assistance, and peer learning experiences for our Network of colleges.
- Influencing Policy Reform: ATD helps state leaders create powerful reform agendas, provide technical assistance, and create peer learning opportunities to establish an environment that supports community college student success and completion.

- Generating & Sharing Knowledge: In service to educators and the community college sector at large, ATD conducts and make available original research on success strategies and meaningful metrics.
- Engaging the Community: With the nation's most comprehensive network of community college reformers, ATD has established a common understanding of the barriers to student success and forged commitments to a shared success agenda.

The Student Equity Plan outlines the college's programs, services, and activities that are intended to increase access and success of underperforming populations of students on campus. The Student Equity Plan is divided into the following areas:

1. Planning Process and Collaboration
2. Success Indicator: Access
3. Success Indicator: Course Completion
4. Success Indicator: ESL and Basic Skills Completion
5. Success Indicator: Degree and Certificate Completion
6. Success Indicator: Transfer
7. College and District wide Initiatives
8. Summary Budget
9. Summary Evaluation Process

The core principles of the Achieving the Dream initiative are driving the Cuyamaca College's equity efforts. The college is focusing its efforts and leveraging its resources to mitigate disproportionate impact among the identified student populations through acceleration and student engagement/connectivity and by providing enhanced tutoring, structured pathways and professional development.

The GCCCD Office of Research, Planning, and Institutional Effectiveness analyzed data for this Student Equity Plan from a variety of sources. These sources include: the GCCCD Colleague/Datatel Database System, the State Chancellor's Management Information System (MIS), the college's Student Success Scorecard data, and the U.S. Census database. Baseline indicators for student access and success are defined for each student subgroup in the Cuyamaca College population on each measure by using cohorts and outcomes from the California Community Colleges Chancellor's Office (CCCCO) Student Success Scorecard and DataMart. This document presents two methodologies to measure disproportionate impact for disaggregated subgroups within the California Community College (CCC) student population: the 80% test and the proportionality test.

The purpose of the Student Equity Plan is to create a responsive, flexible, educationally sound, research based approach to supporting student groups that have met the test for disproportionate impact on the Cuyamaca College campus. These groups are:

1. African Americans
2. Hispanics/Latinos (which includes ESL students)
3. Native Americans
4. Former Foster Youth

5. Veteran students
6. Economically disadvantaged/low-income, first-generation college students
7. Students with disabilities
8. ESL students, in particular Iraqi refugee students
9. Males
10. AB540/Dream Act students

The Student Equity Plan is intended to distribute college resources to fund projects and activities that work to increase matriculation, student success, retention, persistence and completion on campus. The specific areas addressed in the Student Equity Plan are intended to increase access and success among target groups of students that are identified in our 2014 and 2015 Student Success Scorecard.

Our overarching goals for the Cuyamaca College Student Equity Plan are to increase access among targeted groups to transfer level courses and student support services on campus, improve basic skills and ESL course completion rates, and improve completion and retention rates for the targeted groups who enroll in transfer courses, degree and certificate courses, and/or who plan to transfer to a four-year college/university. By developing clear and seamless pathways for students, we will be increasing student persistence rates among disproportionately impacted groups and creating and expanding opportunities for students to be engaged and/or connected to the college community.

The Student Equity Plan identifies and examines disparities among targeted groups using data on ethnicity, gender, economically disadvantaged, former foster youth, veteran students, and students with disabilities. Once identified, the plan proposes approaches to improve achievement disparities through planned activities for each group. The data outlined in the Student Equity Plan indicate that the target groups mentioned above appear to experience lower success and retention rates in most areas in comparison to their White, and/or female counterparts. Toward this end, the Cuyamaca College Student Equity Plan contains an ambitious set of activities, programs, staffing, and follow-up services to improve access, student success, and retention among the targeted groups. The targeted indicators are listed below:

**A. <u>ACCESS</u>**

Disproportionate impact was found in African American, American Indian, Asian, Hispanic/Latino, Disability Status, Former Foster Youth, Veterans, Economically Disadvantaged in English and Math placement levels

**B. <u>COURSE COMPLETION</u>**

Disproportionate impact was found in African American, Asian, *Filipino, Hispanic/Latino, Disability status, Economically Disadvantaged

**C. <u>ESL AND BASIC SKILLS COMPLETION</u>**

Disproportionate impact was found in African American, *American Indian, Disability status, *Foster Youth, Asian, Hispanic/Latino, *Pacific Islander, Male

**D. <u>DEGREE AND/OR CERTIFICATECOMPLETION</u>**

Disproportionate impact was found in African American, American Indian, Pacific Islander, Filipino, Hispanic/Latino and Males

**E. TRANSFER**

Disproportionate impact was found in economically disadvantaged, disability status and Pacific Islander
*indicates a small number of students

The goals and outcomes have been identified based upon the targeted groups who are disproportionally impacted in the areas listed above (A=Access, B=Course completion, C=ESL and Basic Skills completion, D=Degree and/or certificate completion and E=Transfer).

2015-2016 STUDENT EQUITY GOALS AND OUTCOMES

The college has identified the following overarching goals of **Acceleration in English, Math and ESL and Student Engagement/Connectivity** which will impact all disproportionately impacted students in (A): Access, (B): Course completion, (C): ESL and Basic Skills completion, (D): Degree and/or certificate completion and (E): Transfer. Providing clear pathways through the educational experience from student entry to exit and minimizing the time a student spends taking non-college level courses is a focus for the college in order to mitigate disproportionate impact.

Goals: (A, B, C):
To increase the rates at which students attain critical momentum points and achieve milestones by a minimum of ten percentage points.
Three Objectives:

1. Based on the Math department's three high leverage strategies to improve disproportionately students' success shortening the math pipeline.
2. Increase the rate at which disproportionately impacted students successfully complete the math degree level course by 20 percentage points.
3. Increase the rate at which disproportionately impacted students successfully complete a transfer level math course by 20 percentage points.

Goal: (A, B, C, D):
To increase by 5 percentage points the success rates in the transfer level English class (English 120) of students from targeted groups who begin in at the basic skills level each semester/term compared to the previous academic year.

Goal: (D):

To increase the number of degrees and certificates awarded to students from 620 to 700 aligning with the college's five year average (see Table 1 on next page).

Goal (E.):

To increase the number of transfer students from 965 to 1,065 an increase of 9 percent (see Table 1 on the next page).

The goals identified in the Student Equity Plan will complement the Institutional Effectiveness goals which were determined during the Cuyamaca College Council annual retreat on May 12, 2015. The Institutional Effectiveness goals are listed in the table below:

**TABLE 1: Cuyamaca College Intuitional Effectiveness Targets**

| Metric | 2004-05 to 2009-10 | 2005-06 to 2010-11 | 2006-07 to 2011-12 | 2007-08 to 2012-13 | 2008-09 to 2013-14 | 5-Year Average | Standard | Target |
|---|---|---|---|---|---|---|---|---|
| **Student Success Scorecard** | | | | | | | | |
| **Remedial English Progress Rate** | 38.1% | 40.7% | 43.0% | 41.8% | 43.3% | 41.4% | **41.0%** | **48.0%** |
| **Remedial Math Progress Rate** | 31.9% | 36.3% | 36.1% | 36.2% | 36.9% | 35.5% | **35.0%** | **40.0%** |
| **ESL Progress Rate** | 17.2% | 26.5% | 23.7% | 25.4% | 36.1% | 27.1% | **24.0%** | **30.0%** |
| **Persistence Rate** | 73.5% | 73.7% | 71.9% | 64.6% | 69.3% | 70.6% | **70.0%** | **74.0%** |
| **30+ Unit Completion Rate** | 66.5% | 66.1% | 67.2% | 63.4% | 69.1% | 66.6% | **66.0%** | **68.1%** |
| **Completion Rate** | 49.4% | 49.0% | 48.5% | 47.6% | 47.2% | 48.2% | **48.0%** | **53.0%** |
| **CTE Completion Rate** | 46.6% | 49.9% | 52.9% | 51.0% | 49.6% | 49.9% | **54.0%** | **57.0%** |
| **Metric** | **Fall 2010** | **Fall 2011** | **Fall 2012** | **Fall 2013** | **Fall 2014** | **5-Year Average** | **Standard** | **Target** |
| **Term Data** | | | | | | | | |
| **Course Success Rates (overall)** | 67.3% | 69.3% | 71.4% | 70.7% | 72.1% | 70.1% | **69.0%** | **72.0%** |
| **Course Retention Rates (overall)** | 83.6% | 83.7% | 86.0% | 86.0% | 86.1% | 85.0% | **84.0%** | **87.0%** |
| **Fall-Fall Persistence Rates** | 48.8% | 50.1% | 54.6% | 54.7% | 53.1% | 52.1% | **40.0%** | **45.0%** |
| **Metric** | **2009-10** | **2010-11** | **2011-12** | **2012-13** | **2013-14** | **5-Year Average** | **Standard** | **Target** |
| **Annual Data** | | | | | | | | |
| **Total # of Degrees** | 377 | 440 | 488 | 619 | 705 | 526 | **449** | **500** |
| **Total # of Certificates** | 128 | 160 | 197 | 214 | 167 | 173 | **171** | **200** |
| **Total # of Awards** | 505 | 600 | 685 | 833 | 872 | 699 | **620** | **700** |
| **Total # of Transfers** | 1,153 | 1,450 | 976 | 1,067 | 1,088 | 1,147 | **965** | **1,065** |

During the 2015-2016 academic year, the Student Success and Equity committee intends to use the above stated goals and outcomes to facilitate programming and activities that will serve as a baseline for establishing ongoing goals among our stated targeted populations.

**ACTIVITIES AND ACTIONS**

The Cuyamaca College Student Equity Plan will implement several key activities and actions that are intended to increase access and improve student success. The Student Success and Equity committee will serve as a channel for Basic Skills, Student Success & Support Program, and Student Equity related activities among and between departments and the organizational units of Student Services and Instruction, and is responsible for the facilitation of student learning and success for basic skills and disproportionately impacted students such that they achieve the foundational skills necessary to complete college-level work and educational goal completion. The areas of focus include: organizational and administrative practices, program components, staff development, and instructional practices. The Student Success and Equity Committee shall be responsible for the development of the Student Equity Plan to create a responsive, flexible, educationally sound, and research-based approach to supporting student groups that have met the test for disproportionate impact at Cuyamaca College.

The following is a list of the activities and actions that Cuyamaca College will implement:

| ACTIVITY/ACTIONS | AREA |
|---|---|
| A Math Pipeline (Accelerating remediation across all mathematics pathways). Replacing the traditional multilevel remedial pipeline with an accelerated single semester prerequisite course which aligns with a specific transfer level course. | (A) Access<br>(B) Course Completion<br>(C) ESL and Basic Skills<br>(D) Degree/Cert. Completion<br>(E) Transfer |
| Staff development opportunities for faculty and staff that work with disproportionately impacted student groups and identified at-risk populations. Institutional dialogue about students groups that fall under disproportionate impact, including training addressing cultural competency:<br>1. On-line training for faculty and staff (CORA- Teaching Men of Color- Certification Program)<br>2. Trainings for faculty, classified staff, students, and administrators who work with targeted populations<br>3. Targeted training for addressing needs of disproportionately impacted students (Veteran's) | (B) Course Completion<br>(C) ESL and Basic Skills |
| Specialized tutoring for disproportionately impacted student groups in the following areas:<br>a. Writing Center (ESL, English and Writing across | (B) Course Completion<br>(C) ESL and Basic Skills<br>(D) Degree/Cert. Completion |

| | |
|---|---|
| the curriculum)<br>b. Embedded Tutoring (in identified courses and the Academic Resource Center)<br>c. STEM (tutoring for disproportionately impacted students in STEM areas) | |
| A Pathway Program (Allied Health, STEM, First-Year Experience (FYE) using thematic Learning Communities for target cohorts of African Americans, Hispanics/Latinos, Native American students, former Foster Youth, AB540 students, and first generation/low income college students. | (B) Course Completion<br>(C) ESL and Basic Skills<br>(D) Degree/Cert. Completion<br>(E) Transfer |
| A Cross Cultural Center with a program for peer-to-peer advising and mentoring, diversity programming (Diversity Dialogues), Safe Zone training, cultural competency student institute, social justice student institute and focused college hour activities for Iraqi refugee students, African American students, Hispanic/Latino students, Native American students, LGBT students, AB540 students, disability status students and former foster youth. | (B) Course Completion<br>(C) ESL and Basic Skills |
| Programs to increase graduation rates and follow-up services for African Americans, Hispanics/Latinos, Native Americans, former foster youth, veteran students, AB540 students, first generation/low income college students, and males. This would include specialized counseling, supplemental instruction, book lending program, exposure to educational experiences and follow-up services for target populations | (B) Course Completion<br>(C) ESL and Basic Skills<br>(D)Degree/Cert. Completion<br>(E) Transfer |
| A summer "Gear Up: Math and English Acceleration Academy" to increase Math and English assessment scores and completion rates among African Americans, Hispanics/Latinos, Native American, former foster youth, AB540 students, first generation/low income college students, and males. | (B) Course Completion<br>(C) ESL and Basic Skills |
| A "Summer Bridge" program leading into the Pathways (thematic Learning Communities) for African American, Native American and Hispanic/Latino students. | (B) Course Completion<br>(C) ESL and Basic Skills |
| Enhanced specialized services for identified groups; EOPS book lending library, additional support services, outreach, counseling, and educational resources for former foster youth UP! Program participants and Veterans. | (A) Access<br>(B) Course Completion<br>(C) ESL and Basic Skills<br>(D) Degree/Cert. Completion<br>(E) Transfer |
| Targeted educational, career and transfer workshops for | (B) Course Completion |

| | |
|---|---|
| African Americans, Hispanics/Latinos, former foster youth, AB540 students, first generation college students, Veterans, disability status students, and male students. | (D)Degree/Cert. Completion<br>(E) Transfer |
| Concurrent enrollment in student success courses for students from the feeder high schools with high populations of African Americans, Hispanics/Latinos, Native Americans, former foster youth, AB540 students, first generation/low income college students, and males. | **(**A) Access |
| Educational trainings and workshops focused on closing the achievement gap. This would include conferences that focus on the following: Achieving the Dream, leadership, The Dream Act (to include ESL students) and males in STEM majors, career and technical education programs, Transfer/Career Fairs, LGBTQI students and UP! Students (former foster youth), students with disabilities, and/or veterans. | B: Course Completion<br>C: ESL and Basic Skills) |
| Staffing to accomplish goals and activities. This would include hiring the following positions:<br>Associate Dean (50%), Researcher (50%), Tutoring Staff, as well as additional part-time staff. | A: Access<br>B: Course Completion<br>C: ESL and Basic Skill<br>D: Degree/Cert. Completion<br>E: Transfer |

**RESOURCES BUDGETED**

The Cuyamaca College Student Equity Plan includes programs and activities that have costs associated with implementation as well as enhancement of programs which currently exist. This plan outlines programs and activities funded through general fund and categorical programs. This would include funding from Student Success and Support Programs (SSSP), Counseling, High School Outreach, Student Affairs, Basic Skills and activities that are funded through individual department/program budgets.

The budgets outlined in this section are based upon the GCCCD revenue allocation model that the college utilizes in order to allocate resources to increase access and student success among the identified targeted populations. The following budget was developed to provide an outline of the funding for the activities highlighted in the Actions and Activities section of this document:

1. $30,000 (F.1) (funded through Student Success and Student Equity Plan) for Professional Development for Faculty and Staff who work with disproportionately impacted populations:
2. $70,000 (funded through Student Equity Plan) for a Pathway Program (4-6 Cohorts)
    - $25,000 (funded through Student Equity Plan) for First Year Experience (B.2)
    - $25,000 (funded through Student Equity Plan) for Math Pipeline (B.1)
    - $10,000 (funded through Student Equity Plan) for STEM Pathway (E.5)

- $10,000 (funded through Student Equity Plan) for Allied Health (E.3)

3. $10,000 (funded through Student Equity Plan) for enhanced support for the UP! Program for Foster Youth (A.4)
4. $2,500 (funded through Student Equity Plan) for enhanced support for EOPS—Book Lending Library (B.3)
5. $4,050 (funded through Student Equity Plan) for enhanced support for disproportionately impacted students-History—Book Lending Library); (A.5)
6. $20,000 (funded through Student Equity Plan) for enhanced support for disproportionately impacted students—Financial Aid Book Lending Program)(C.5)
7. $10,000 (funded by Student Equity Plan) for enhanced support for Veterans (B.4)
8. $10,000 (funded through Student Equity Plan and General Fund) for a Transfer/Career Readiness (Workshops, Exposure to Educational Experiences)(E.5)
9. $3,000 (funded through Student Equity Plan) for Developmental English course exposure to educational experience (C.4)
10. $10,000 (funded through Student Equity Plan) for the Developing Retention, through Equity, Access and Motivation to succeed (DREAMS) program (A.3)
11. $60,000 (funded through Student Success Plan and Student Equity Plan) for Tutoring, Supplemental Instruction and Embedded Tutoring
    - Writing Center--$20,000 (C.3)
    - Academic Resource Center--$20,000 (B.5) and;
    - STEM Center--$20,000 (B.6) for disproportionately impacted students in developmental Math, English and ESL
12. Staffing (funded through Student Success and Student Equity)
    - Student Equity Dean (50%--$79,228/50%--SSSP)(F.3)
    - Researcher (50%--$37,221/50%--SSSP)(F.3)
    - Tutoring Center Specialists ($42,066/2 PT positions) (B.6 and C.3)
    - Peer mentors and tutors/supplemental Instructors ($30,906) (F.2)
13. Achieving the Dream (funded through Student Equity)
    - Professional Development/Training/Staff Development ($78,566) (F.1)
    - ATD Pathways (PT Faculty/PT Counselor $153,900) (F.2)

Total Allocation for Resources: $651,437

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# Planning Committee and Collaboration

**Overview of Planning Process:**
Cuyamaca College formed a Student Equity Taskforce during the 2014-2015 academic year to prioritize funding for the Student Equity Plan. The taskforce reviewed the Student Equity Plan, the disproportionately impacted groups of students and prioritized the funding of activities to mitigate disproportionate impact among those identified groups. The taskforce also made the recommendation to merge the Student Success and Basic Skills committee with the Student Equity Taskforce to form the Student Success and Equity Committee. This committee will be responsible for the Student Equity Plan and has representation from all constituency groups on campus. Below is the charge and composition of the committee.

**STUDENT SUCCESS AND EQUITY COMMITTEE**
**Charge**
The Student Success and Equity Committee serves as a channel for Basic Skills and Student Equity related activities among and between departments and the organizational units of Student Services and Instruction, and is responsible for the facilitation of student learning and success for Basic Skills and disproportionately impacted students such that they achieve the foundational skills necessary to complete college-level work and educational goal completion. The areas of focus include: organizational and administrative practices, program components, staff development, and instructional practices. The Student Success and Equity Committee shall be responsible for the development of the Student Equity Plan to create a responsive, flexible, educationally sound, and research-based approach to supporting student groups that have met the test for disproportionate impact at Cuyamaca College.
The Committee is responsible for applying the state-based criteria and allow ability guidelines by which proposals for the Basic Skills Initiative and/or Student Equity allocations will be reviewed and prioritized for available funding which are identified with the Student Equity Plan and/or meet the intended goals and outcomes of the state Basic Skills Initiative Additionally, the Committee will provide guidance for coordination of alternative funding sources (i.e.: grants, contracts) that support basic skills and student equity.
When ranking and prioritizing funding proposals for allowable activities, the Committee will consider the impact on access, student success, retention, persistence, and completion rates. Committee review of submitted proposals will also consider an evaluation plan of an intended activity and/or intervention.

The Student Success and Equity Committee is a participatory governance committee and reports to the Cuyamaca College Council and the Academic Senate.

**Meeting Schedule** (First Friday of the Month)
**Tri-Chairs**
BSI Coordinator Instructional Faculty, Counseling Faculty, and Equity Administrator

**Composition**
Vice President, Instruction
Vice President, Student Services
Instructional Dean
Dean of Counseling
Equity Administrator
Tutoring Specialist (Classified)
Campus-based Researcher (Classified)
Professional Development Coordinator (Faculty)
BSI Coordinator
English/Reading Faculty
Math Faculty
Reading Faculty
Science Faculty
ESL Faculty
Non-BSI Instructional Faculty
CTE Faculty
Liberal Arts Social Science Faculty
Counseling Department Chair (Faculty)
Transfer Coordinator or Career Counselor
EOPS or CalWORKs Counselor
Veterans Counselor or DSP&S Counselor
DSPS Counselor
FYE or Puente/Umoja Learning Community Counselor
Adjunct Counselor
Adjunct Instructional Faculty
ASG Student Representative

**Student Equity Plan Committee Membership List**

| Member Name | Title | Organization(s), Program(s) or Role(s) Represented |
|---|---|---|
| Alicia Munoz | Academic Senate President | Academic Senate |
| Jesus Miranda | Chair | Counseling |
| Lauren Halsted | Chair | English |
| Scott Thayer | Vice President | Student Services |
| Wei Zhou | Vice President | Instruction |
| Nicole Jones | Dean | Counseling |
| Chuck Charter | Faculty | English |
| Mary Graham | Faculty | English |
| Dan Curtis | Faculty | Math |
| Lindy Brazil | Faculty | English |
| Ariane Ahmadian | Classified Senate President | Classified Senate |
| Lauren Vaknin | Associate Dean | Student Affairs |
| Terrie Nichols | Faculty | Mathematics |
| Jodi Reed | Coordinator | Professional Development |
| Mariah Moschetti | ASGCC President | Associated Students |
| Julianna Barnes | College President | President |
| Paul Carmona | Faculty | Humanities |
| Seth Slater | Faculty | English |

**Campus Based Research**

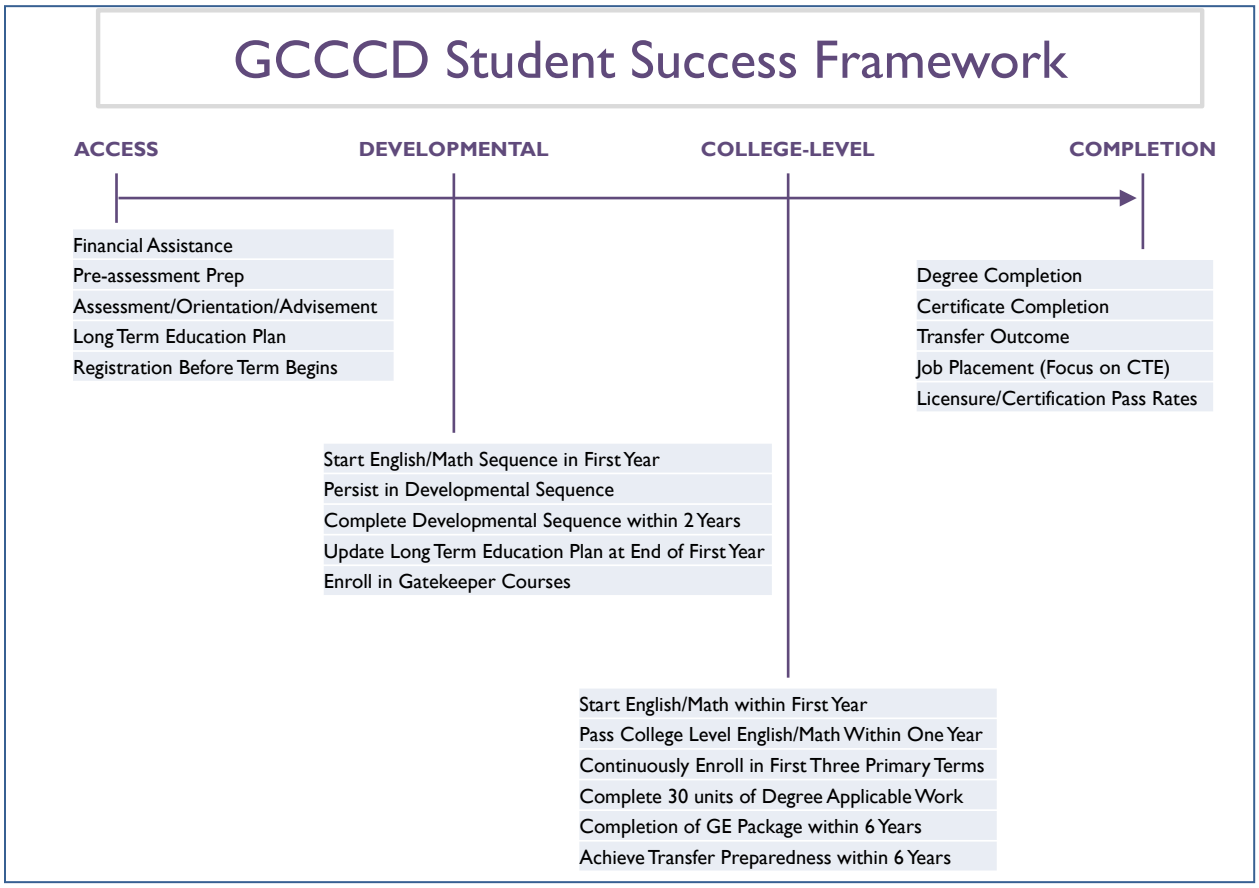
Two methodologies are utilized disproportionate impact: the 80% test and the proportionality test which are described in the section below (Evaluation of Disproportionate Impact). The research is used to (a) develop shared understandings of the meaning of the data, (b) develop measurable goals and action plans to mitigate the impact of disparities in student equity wherever possible, (c) improve data collection and analysis relevant to the groups of students, and (d) integrate student equity into other institutional planning processes and program review as outlined in the Attachment A: INSTRUCTIONS AND SAMPLE STUDENT EQUITY PLAN TEMPLATE.

**Introduction: 2015 Key Performance Indicators**

Developed by the GCCCD Student Success Committee in 2013, the Student Success Framework provided guidance and structure to the student achievement metrics detailed in the Key Performance Indicators Report. As shown in Figure 1, the Framework is based on a student pathways model for student achievement. Measurement and data definitions were developed collaboratively in the Institutional Research and Planning Committee throughout 2013-2014. This report is to provide the college community with useful information as it relates to students achievement and success as well as to incorporate accountability measures from the Student Success Scorecard. The data collected here is generated both by the California Community College Chancellor's Office (via MIS reporting) and the GCCCD Research Database.

Lastly, this is an ongoing process and the future structure of this report will respond to the college's need for data that is aligned with major initiatives associated with Strategic Planning, Enrollment Management, Program Reviews, and other major projects on the campus.

**Figure 1: GCCCD Student Success Framework**




**Student Success Scorecard**

This report makes extensive use of the Student Success Scorecard. The Student Success Task Force (SSTF) recommended the implementation of a new accountability framework, whose purpose is to provide stakeholders with clear and concise information on key student progress and success metrics in order to improve performance. The recommendation specified that a scorecard be built on the existing reporting system, the Accountability Reporting for the Community Colleges (ARCC).

In 2004, Assembly Bill 1417 triggered the creation of a performance measurement system for the California Community Colleges (CCC). That legislation and ensuing budget action authorized the California Community Colleges Chancellor's Office (CCCCO) to design and implement a performance measurement system containing performance indicators for the system and its colleges. This comprehensive system is known as the Accountability Reporting for the Community Colleges, or ARCC. To satisfy the request of the SSTF, the ARCC Advisory Workgroup, which guided the development of the initial accountability system in 2005, was reconvened. The workgroup was represented by individuals from various community college organizations and stakeholder groups, as well as researchers with technical expertise in performance measures. This technical workgroup reviewed the existing framework and designed the new Student Success Scorecard.

The data has now been disaggregated by gender, age, ethnicity, disability status, and economically disadvantaged status in order for the colleges to monitor achievement gaps. In addition, outcome metrics are further broken down by whether or not first-time students enrolled at the colleges prepared for college-level academics.
The Student Success Scorecard can be found at the following link: http://scorecard.cccco.edu/scorecard.aspx. The following report is a synopsis of the overall trends in the scorecard data.

**Evaluation of Disproportionate Impact**
Using cohorts and outcomes from the California Community Colleges Chancellor's Office (CCCCO) Student Success Scorecard and DataMart, this document presents two methodologies to measure disproportional impact for disaggregated subgroups within the California Community Colleges (CCC) student population: the 80% test and the proportionality test. Disproportionate impact occurs when "the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting." [Title 5 Section 55502(d)]

The second-to-last column of all tables disaggregated by cohort student characteristics contains an evaluation of possible disproportionate impact for each subgroup of students using the "80% Rule" outlined in the 1978 Uniform Guidelines on Employee Selection Procedures and was used in Title VII enforcement by the U.S. Equal Opportunity Commission, Department of Labor, and the Department of Justice.
The 80% Rule states that: "A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)]

Subgroups that do not comprise at least two percent of the cohort are denoted by with an asterisk (*). The bold percentage located at the bottom of the disproportionate impact column provides the outcome percentage of the reference group multiplied by 80 percent (the reference group is provided in parentheses).
The last column of all tables contains the results obtained from the proportionality methodology. The proportionality methodology **compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group.** The formula for proportionality is the percentage in the outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage). For example, 7.9 percent of the first-time, "degree/transfer-seeking" cohort is comprised of African American or black students; whereas 6.0 percent of the students who achieved a successful outcome (i.e., degree,

certificate, transfer, or transfer-prepared) were African American or black students. Dividing 6.0% by 7.9% we find a proportionality index of 0.76. The higher the proportionality, the higher the rate at which a subgroup has attained a desired educational outcome; the lower the proportionality index, the lower the attainment rate.
The proportionality methodology does not specify at which point a proportionality index should be considered as a "disproportionate impact." The designation of which disaggregated subgroups should be considered as disproportionately impacted will rely on the judgment of the analysis team at the college.

| Proportionality Index | Interpretation |
|---|---|
| 1.0 | Proportions of subgroups are equal. |
| Less Than 1.0 | Subgroup is less prevalent in the outcome group. |
| More Than 1.0 | Subgroup is more prevalent in the outcome group. |

The tables below summarize the indicators of possible disproportionate impact by the different population groups of students across all measures investigated in this report. The summary categories are defined as:

| Classification | Description |
|---|---|
| Yes | Disproportionate impact indicated by **BOTH** the 80% test and the proportionality test (< 0.90) |
| Yes[1] | Disproportionate impact indicated by the 80% test but **NOT** the proportionality test (>= 0.90) |
| Yes[2] | Disproportionate impact indicated by the proportionality test (< 0.90) but **NOT** the 80% test |
| No | Disproportionate impact **NOT** indicated |
| N/A | Sample size less than 30 students |

Table 1 provides a "snapshot" for disproportionately impacted groups by Race/Ethnicity.

**Table 1: Summary of Disproportionate Impact by Race/Ethnicity**

| | African American | American Indian | Asian | Filipino | Hispanic | Pacific Islander | White | Multi-Racial |
|---|---|---|---|---|---|---|---|---|
| **Student Access** | | | | | | | | |
| ENGL-109/110 Placement | Yes | Yes | Yes | Yes | Yes[1] | No | No | No |
| ENGL-120 Placement | Yes | Yes | Yes | Yes | Yes | Yes | No | No |
| MATH-103/110 Placement | Yes[2] | No | Yes | No | No | No | No | No |
| MATH-120 or above Placement | Yes | Yes | No | No | No | Yes | No | No |
| Preparation Rate (SSS) | Yes | No | Yes | Yes[1] | Yes | No | No | N/A |
| **Student Success Milestones: Developmental** | | | | | | | | |
| 1st Year Enrollment | Yes | Yes | No | Yes | No | No | No | No |
| Developmental English Sequence | Yes | Yes | No | No | No | No | No | No |
| Remedial English Progress (SSS) | Yes | Yes | No | No | No | Yes[2] | No | N/A |
| Developmental Math Sequence | Yes | N/A | Yes | No | Yes | Yes | No | No |
| Remedial Math Progress (SSS) | Yes | Yes | No | Yes | Yes | Yes | No | N/A |
| ESL Progress (SSS) | No | N/A | No | Yes | Yes | N/A | No | N/A |
| Course Completion: Developmental | Yes | Yes | No | No | No | No | No | No |
| **Student Success Milestones: College Level** | | | | | | | | |
| Course Completion: Overall | Yes | No | No | No | No | No | No | No |
| Course Completion: Transfer | Yes | No | No | No | No | No | No | No |
| Course Completion: CTE | Yes | No | No | No | No | No | No | No |
| Course Completion: DE | Yes | Yes | No | No | Yes | No | No | No |
| Persistence (Fall to Spring) | Yes[2] | No | No | No | No | No | No | No |
| Persistence (Fall to Fall) | Yes[2] | Yes[2] | No | No | No | No | No | No |
| Persistence (SSS) | No | No | No | No | No | No | No | N/A |
| 24+ Units Completion | Yes | Yes | No | No | No | No | No | No |
| 30+ Units Completion (SSS) | Yes[2] | No | No | Yes[2] | No | No | No | N/A |
| **Student Success Outcomes** | | | | | | | | |
| Completion Rate (SSS) | Yes[2] | No | No | No | Yes | No | No | N/A |
| CTE Completion Rate (SSS) | No | No | No | No | No | No | No | N/A |
| Transfer Rate (SSS) | No | No | No | No | Yes[2] | Yes | No | N/A |

Table 2 provides a "snapshot" for disproportionately impacted groups by Gender.

**Table 2: Summary of Disproportionate Impact by Gender**

| | Female | Male |
|---|---|---|
| **Student Access** | | |
| ENGL-109/110 Placement | No | No |
| ENGL-120 Placement | No | No |
| MATH-103/110 Placement | No | No |
| MATH-120 or above Placement | No | No |
| Preparation Rate (SSS) | No | No |
| **Student Success Milestones: Developmental** | | |
| 1st Year Enrollment | No | No |
| Developmental English Sequence | No | No |
| Remedial English Progress (SSS) | No | No |
| Developmental Math Sequence | No | Yes |
| Remedial Math Progress (SSS) | No | Yes[2] |
| ESL Progress (SSS) | No | Yes |
| Course Completion: Developmental | No | No |
| **Student Success Milestones: College Level** | | |
| Course Completion: Overall | No | No |
| Course Completion: Transfer | No | No |
| Course Completion: CTE | No | No |
| Course Completion: DE | No | No |
| Persistence (Fall to Spring) | No | No |
| Persistence (Fall to Fall) | No | No |
| Persistence (SSS) | No | No |
| 24+ Units Completion | No | No |
| 30+ Units Completion (SSS) | No | No |
| **Student Success Outcomes** | | |
| Completion Rate (SSS) | No | No |
| CTE Completion Rate (SSS) | No | No |
| Transfer Rate (SSS) | No | Yes[2] |

Table 3 provides a "snapshot" for disproportionately impacted groups by Age.

**Table 3: Summary of Disproportionate Impact by Age**

| | <20 years | 20-24 years | 25-29 years | 25-39 years | 30-49 years | 40+ years | 50+ years |
|---|---|---|---|---|---|---|---|
| **Student Access** | | | | | | | |
| ENGL-109/110 Placement | No | No | Yes[2] | N/A | No | N/A | Yes |
| ENGL-120 Placement | Yes[1] | Yes[1] | No | N/A | Yes[1] | N/A | No |
| MATH-103/110 Placement | No | Yes | Yes | N/A | Yes | N/A | Yes |
| MATH-120 or above Placement | No | Yes | Yes | N/A | Yes | N/A | Yes |
| Preparation Rate (SSS) | No | Yes[2] | N/A | Yes[2] | N/A | Yes | N/A |
| **Student Success Milestones: Developmental** | | | | | | | |
| 1st Year Enrollment | No | Yes | Yes | N/A | Yes | N/A | Yes |
| Developmental English Sequence | No | Yes[2] | Yes | N/A | No | N/A | No |
| Remedial English Progress (SSS) | No | Yes | N/A | Yes | N/A | Yes | N/A |
| Developmental Math Sequence | No | No | No | N/A | No | N/A | No |
| Remedial Math Progress (SSS) | Yes[1] | Yes[1] | N/A | No | N/A | No | N/A |
| ESL Progress (SSS) | No | Yes[1] | N/A | Yes[1] | N/A | Yes | N/A |
| Course Completion: Developmental | No | Yes | No | N/A | No | N/A | No |
| **Student Success Milestones: College Level** | | | | | | | |
| Course Completion: Overall | No | No | No | N/A | No | N/A | No |
| Course Completion: Transfer | No | No | No | N/A | No | N/A | No |
| Course Completion: CTE | Yes[2] | No | No | N/A | No | N/A | No |
| Course Completion: DE | No | No | No | N/A | No | N/A | No |
| Persistence (Fall to Spring) | No | No | No | N/A | No | N/A | No |
| Persistence (Fall to Fall) | No | Yes[1] | Yes | N/A | Yes[1] | N/A | No |
| Persistence (SSS) | No | No | N/A | No | N/A | No | N/A |
| 24+ Units Completion | No | Yes | Yes | N/A | Yes | N/A | Yes |
| 30+ Units Completion (SSS) | No | Yes[2] | N/A | Yes[2] | N/A | Yes[2] | N/A |
| **Student Success Outcomes** | | | | | | | |
| Completion Rate (SSS) | No | Yes | N/A | Yes | N/A | Yes | N/A |
| CTE Completion Rate (SSS) | No | No | N/A | Yes[1] | N/A | Yes | N/A |
| Transfer Rate (SSS) | No | Yes | N/A | Yes | N/A | Yes | N/A |

Table 4 provides a "snapshot" for identified disproportionately impacted groups of students.

**Table 4: Summary of Disproportionate Impact by Disability Status, Economically Disadvantaged, Veteran Status, and Foster Youth**

| | Disability Status | Economically Disadvantaged | Veteran Status | Foster Youth |
|---|---|---|---|---|
| **Student Access** | | | | |
| ENGL-109/110 Placement | Yes | No | No | Yes |
| ENGL-120 Placement | Yes | Yes | No | Yes |
| MATH-103/110 Placement | Yes | Yes[1] | Yes | Yes |
| MATH-120 or above Placement | Yes | Yes | Yes | Yes |
| Preparation Rate (SSS) | Yes | Yes | No | N/A |
| **Student Success Milestones: Developmental** | | | | |
| 1st Year Enrollment | Yes[2] | No | No | No |
| Developmental English Sequence | Yes | No | No | Yes |
| Remedial English Progress (SSS) | Yes | No | No | N/A |
| Developmental Math Sequence | Yes | No | No | Yes |
| Remedial Math Progress (SSS) | No | No | No | N/A |
| ESL Progress (SSS) | No | No | Yes | N/A |
| Course Completion: Developmental | Yes[2] | No | No | Yes |
| **Student Success Milestones: College Level** | | | | |
| Course Completion: Overall | No | No | No | Yes |
| Course Completion: Transfer | No | No | No | Yes |
| Course Completion: CTE | No | No | No | Yes |
| Course Completion: DE | No | No | No | Yes |
| Persistence (Fall to Spring) | No | No | No | No |
| Persistence (Fall to Fall) | No | No | No | No |
| Persistence (SSS) | No | No | No | N/A |
| 24+ Units Completion | Yes | No | No | Yes |
| 30+ Units Completion (SSS) | No | No | No | N/A |
| **Student Success Outcomes** | | | | |
| Completion Rate (SSS) | Yes[2] | No | No | N/A |
| CTE Completion Rate (SSS) | No | No | No | N/A |
| Transfer Rate (SSS) | Yes | Yes[1] | No | N/A |

# Access

## CAMPUS-BASED RESEARCH: ACCESS

**A. 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.

### Student Access & College Readiness

### Student Demographics and Service Area

The college service area is defined by the zip codes in which 90% of the enrolled students reside in each given academic year (summer, fall, spring). The service area population estimates were extracted from SANDAG on 3/19/2015, and college demographics are from the GCCCD research database.

**Table 5: Cuyamaca College Service Area Population and Student Comparison by Race/Ethnicity**

| | 2008-09 | | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | | Average | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | CC Students | Service Area Population | CC Students | Service Area Population | CC Students | Service Area Population | CC Students | Service Area Population | CC Students | Service Area Population | CC Students | Service Area Population |
| African-American | 7.1% | 6.3% | 7.3% | 6.2% | 7.3% | 6.9% | 6.4% | 6.5% | 6.8% | 6.2% | **7.0%** | **6.4%** |
| American Indian | 1.0% | 0.4% | 0.8% | 0.4% | 0.6% | 0.4% | 0.4% | 0.4% | 0.5% | 0.4% | **0.7%** | **0.4%** |
| Asian | 6.4% | 12.2% | 6.8% | 12.8% | 7.0% | 11.7% | 6.6% | 11.5% | 6.6% | 11.5% | **6.7%** | **12.0%** |
| Hispanic | 21.8% | 32.6% | 22.9% | 33.5% | 24.7% | 38.0% | 27.2% | 38.7% | 28.7% | 39.2% | **24.9%** | **36.2%** |
| Pacific Islander | 1.1% | 0.5% | 1.0% | 0.5% | 0.8% | 0.5% | 0.6% | 0.5% | 0.6% | 0.5% | **0.8%** | **0.5%** |
| Two or More | 1.6% | 3.4% | 4.6% | 3.4% | 6.2% | 3.2% | 7.2% | 3.1% | 7.5% | 3.2% | **5.3%** | **3.2%** |
| White | 48.7% | 44.4% | 48.1% | 43.0% | 47.1% | 39.2% | 47.2% | 39.1% | 46.2% | 38.9% | **47.5%** | **41.1%** |
| Unknown/Other | 12.3% | 0.2% | 8.7% | 0.2% | 6.2% | 0.2% | 4.3% | 0.2% | 3.1% | 0.2% | **7.1%** | **0.2%** |
| **Total** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** | **100%** |

The service area population for Cuyamaca College has been consistent among African American, Native American, Asian, and White students. There has been an increase in the Hispanic/Latino population since 2008-2009 (+3%) as the college has now been designated as a "Hispanic Serving Institution" by the U.S. Department of Education. An increase (+3.7%) for students identifying with "Two or More" races and a decrease in the "Unknown/Other" category of (-5.2%) is also indicated in the data. The increase in the Hispanic/Latino student population is more in line with the demographics of the service area for the college and reflective of the community as a whole.

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

**GOAL A.**

1. To mitigate disproportionate impact in Math and English through acceleration and course placement
2. To implement pathway programs
3. To provide equity for underrepresented student populations, and ensure participants learn and persist through their first year (First Year Experience, former Foster Youth, Developing Retention through Equity, Access, and Motivation to Succeed-DREAMS).

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

| **Target Population(s)** | **Current gap, year** | **Goal** | **Goal Year** |
|---|---|---|---|
| ***Example Group*** | ***-6, 2014*** | ***No gap*** | ***2020*** |
| Hispanic/Latino | -10.5%, 2013 | -5.0% | 2020 |
| African American | +0.6%, 2013 | No gap | 2020 |
| Asian | -4.9%, 2013 | -2.9% | 2020 |

**ACTIVITIES: A. ACCESS**

**A.1: (Math Pathways Program)**

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| | Student Services or other Categorical Program | X | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | X | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| A.1 | 1) Current or former foster youth<br>2) Students with disabilities<br>3) Low-income students<br>4) Veterans<br>5) Disproportionately impacted ethnic groups | *Based on the 2015 KPI Report using fall 2014 data there were 1,073 students who took the Math Placement Test<br><br>1) 26 were current or former foster youth<br>2) 78 were DSPS<br>3) 773 were low-income<br>4) 30 were veterans<br>5) 581 were from disproportionately impacted ethnic groups |

***Activity Implementation Plan***

Preamble: For the results of our inquiry-based self-assessment that led to our understanding of the nature and structure of the issues that create and perpetuate the achievement gap, please refer to the paper, *Increasing Remedial Pipeline Success Rates: Let Them in and They Will Succeed*.

Activity description: The evidence proves that the traditional basic skills math pipeline is a foundational component of the achievement gap and is harming students. Additionally, research indicates that curricular reform coupled with allowing more first-time students to enroll directly in college-level courses will dramatically increase the rates at which disproportionally impacted students successfully complete transferable math and English classes. The goal of the Math Pathways program is to eliminate the equity gap and provide all students with an achievable pathway to earning a degree or certificate or transferring to a four-year institution. To achieve this goal, the Math Pathways program will implement the following three high-leverage strategies. First, based on the success of the department's Stats Academy, accelerate remediation across all math pathways (STEM, Liberal Arts, CTE, and Business) by replacing the traditional multi-level remedial

pipeline with accelerated single-semester prerequisite courses that are aligned with a specific transfer-level course. In the Math Pathways program, students will enroll in the accelerated single-semester prerequisite course regardless of placement test scores and previous course-taking history in math. Second, design and implement concurrent-enrollment support models. In these models, students who are identified as underprepared for college-level math courses will concurrently enroll in the college-level course and a remedial support course OR enroll in a single-semester prerequisite course OR concurrently enroll in a single-semester prerequisite course and a remedial support course. Third, change placement policies by adjusting cut scores and using multiple measures to allow more first-time students to enroll directly in college-level math courses and a concurrent remedial support course. To implement these three high-leverage strategies, department members are currently working on the complete redesign of the course delivery for four different first-level transfer math courses and every math course below transfer. Additionally, we are in the process of developing concurrent remedial support courses for three different first-level transfer courses as well as a concurrent remedial support course for Math 110 (Intermediate Algebra). Note: the concurrent remedial support course for Math 110 will replace Math 088 (Pre-Algebra) and Math 090 (Elementary Algebra). More importantly, based on the California Acceleration Project's five design principles (backward design, relative thinking-oriented curriculum, just-in-time remediation, collaborative low-stakes practice, and intentional support for the affective domain) department members will completely redesign both the course delivery and pedagogical practices for the concurrent remedial support courses, Intermediate Algebra, and our first-level transfer courses. As part of this department members will be charged with working with tutoring to recruit and hire 15 to 50 embedded tutors for the concurrent remedial support courses (including the lab component of these courses). Finally, Department members will work closely with Student Services to conduct outreach and to develop a process for determining each student's initial placement in the Math Pathways program. The Math Pathways program is a massive undertaking requiring one full-time math faculty who will be assigned as the "Math Pathways Coordinator" and is responsible for overseeing the design and preparation for implementation of the Math Pathways project (0.2 LED starting in spring 2016 and extending through spring 2019). In addition, it will require stipends for math faculty who will be working on specific pieces of the Math Pathways project. Implementation of the Math Pathways program is scheduled for fall 2016.

<u>To prepare for implementation of the Math Pathways program we will accomplish the following during the spring 2016 semester (dates included).</u>

To date, department members have researched and determined the structure of the Math Pathways program and submitted all paperwork to the Curriculum Committee for adding the concurrent support courses and modifying the Intermediate Algebra course as well as the first-level transfer courses. By the end of January 2016, department members will: 1) work with the Dean and Office of Instruction to research and develop a completely redesigned class schedule that will no longer include Math 088 (Pre-Algebra) and Math 090 (Elementary Algebra); 2) work with the Dean, Office of Instruction, and Admissions and Records to develop and implement a plan for enrolling students in the concurrent support courses; and 3) if needed work with the chairs and coordinators of affected disciplines to develop a one-unit concurrent

support course designed to provide Stats Academy students with the prerequisite math skills and competencies needed to succeed in the discipline's general education course(s). By the end of February 2016, department members will complete the following activities: 1) develop and implement a plan to educate and inform students, administrators, student service faculty and staff, and the chairs and coordinators of all affected disciplines about the Math Pathways program; 2) based on the California Acceleration Project's five design principles (backward design, relative thinking-oriented curriculum, just-in-time remediation, collaborative low-stakes practice, and intentional support for the affective domain) completely redesign both the course delivery and pedagogical practices for the concurrent remedial support courses, Intermediate Algebra, and our first-level transfer courses; and 3) collaborate with student services to a) develop a multi-measures placement policy for the Math Pathways program, b) develop criteria and a process for advising students into the appropriate pathway and consequently the appropriate initial starting point within that pathway, c) develop and implement an outreach program for Math Pathways, and d) develop and implement an advertising campaign for the Math Pathways program. By the end of March 2016, department members will develop and implement a training program for all full and part-time math faculty to prepare them to teach in the Math Pathways program. By the end of May 2016, department members will have worked with tutoring to recruit and hire 15 to 50 embedded tutors for the concurrent remedial support courses.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| A.1 | 1/11/2016 to 6/31/2016 | Math Pathways Coordinator (0.30 LED) - $10,000<br>Travel to conferences -$15,000<br>Total -$25,000 | |

***Link to Goal***

The Math Pathways program provides access to degree or transfer-level courses for every student in each of these groups. By replacing the lowest level courses in the basic skills math pipeline with a degree-level math course and a concurrent-enrollment support course that provides just-in-time remediation, every student in each of these groups will be placed in a degree-level math course.

***Evaluation***

To determine the effectiveness of the Math Pathways program, the program will work with the Office of Research, Planning, and Institutional Effectiveness (RPIE) to assess and evaluate the access rates, course completion rates, and basic skills math pipeline completion rates for each of the disproportionally impacted groups identified above. Beginning with the first year of the program these rates will be evaluated annually and compared to similar rates prior to implementing the Math Pathways program.

Beginning with the third year of the program, the program will work with RPIE to annually access and evaluate the degree and certificate completion rates and transfer rates for each of the disproportionally impacted group identified above. These rates will be compared to similar rates prior to implementing the Math Pathways program.

Furthermore, during the second year of the Math Pathways program, the program will work with RPIE to implement and evaluate: 1) a student focus group, 2) an instructor focus group, and 3) a Student Services focus group to learn how to improve implementation of the Math Pathways program.

Annual evaluation for Math Pathway program

**A.2: (First Year Experience)**

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| X | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| X | Student Services or other Categorical Program | X | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | X | Professional Development | | |

- ***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| A.2 | Economically Disadvantaged<br>Hispanic/Latino<br>African American | 400-650 |

***Activity Implementation Plan***

Cuyamaca College's First-Year Experience program is a comprehensive and intentional approach to the first year of college whose purpose is to provide equity for underrepresented student populations, and ensure participants learn and persist through their first year. It not only facilitates mandatory participation in matriculation services at their high schools, but also employs other effective practices to facilitate first-year success including: full-time enrollment in math, English/ESL, and Counseling courses, personal/academic counseling, academic support, tutoring, and mentoring. Participants move through their first-year as a cohort divided into teams via their Counseling course, and

remain together for the entire year with the same team and FYE faculty member. Teams participate against each other in FYE campus activities, thus increasing peer-to-peer interactions allowing for more campus engagement to occur and normalizing the college experience.

The vision of the program is to create a supportive learning environment which engages our unique and diverse student community while fostering mutual success and persistence at the level of postsecondary education. The mission of the program is to provide our participants a holistic first-year college experience that is not only memorable, and enjoyable, but also educational and successful.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| A.2 | 1/4/2016-12/31/2016 | $25,000 | Basic Skills Initiative -$30,000 |

***Link to Goal***

The objectives are addressed by carrying out the following for the participants' first year of College: Eliminating barriers during transition from high school to college for first generation college students.

***Evaluation***

Data is provided from Institutional Research each year to review the success, retention, and persistence of each cohort. The program has served five (5) cohorts of students since our pilot year 2011. Each year an annual student survey is administered which measures the SLO's and the outcomes from both qualitative for program improvements for the following year.

Annual evaluation of the First Year Experience

**A.3: (Developing Retention through Equity, Access and Motivation to Succeed—DREAMS)**

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| X | Outreach | | Student Equity Coordination/Planning | | Instructional Support Activities |
| X | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| A.3 | Economically Disadvantaged<br>Hispanic/Latino<br>Males | 20-40 |

***Activity Implementation Plan***

The Goal for DREAMS is to increase the retention of our AB540/DACA/DREAM ACT/Undocumented disproportionally impacted students through a holistic approach focusing on four areas: academics, students denounced barriers, extracurricular activities, and campus-wide professional development provided. In the beginning of the semester undocumented students will be provided with funds to purchase books and supplies removing the initial hindrance of book costs and allowing them initial access to academic/classroom materials. Once the students have settled in to their class load (by the 2nd week of school) there will be a Welcome Back event, specifically designed to build community and rapport allowing for fellowship formation amongst the targeted population. This specific population will continue to meet with an academic counselor who is well versed and informed in Dream Act / Undocumented student opportunities and resources in order to better address the needs of the students (i.e. questions relating to Aid and Scholarships) twice a semester. Students will be required to see a Peer Counselor once a semester. Counselors will identify targeted student's educational goal and provide for academic advising (including comprehensive educational plan). Students will also be asked to complete a Progress Report twice a semester to be signed by their professors and turned in to the coordinating counselor.

DREAMS will establish professional development activities for the campus in order to begin an informative dialogue about this specific population of students, and to promote the success stories of these students. DREAMS participants will have the opportunity to attend VIP campus tours of surrounding universities who provide outstanding support and opportunities for undocumented students, including, but not limited to, UCLA, UCSD, SDSU, CSU San Marcos. If program demonstrates success and is implemented as funding permits, DREAMS will pay for up to 6 University Transfer Application Fees for every student as incentives.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| A.3 | 1/4/2016-6/30/2016 | $10,000 | Student Success and Support -$3,000 |

***Link to Goal***

Close to 100 % of the DACA/Borderless Spaces students are of Hispanic descent, according to the 2014 Student Success Scorecard the completion rates for Hispanic students have declined from 45.6% to 38.8%; it is evident that students in Borderless Spaces make up that

decline. Additionally, incoming Hispanic students have the lowest preparation rate (10.7%) of all San Diego County Community Colleges, which is below the state average of 25.5%, which means that this specific population is in need of attention. In 2012 the California Pan Ethnic Health Network stated that in San Diego County about 21% of Latinos live below the poverty line and according to the Public Policy Institute of California close to 32 % of Latinos in California live well below the poverty level. If the services we detailed above address these issues for our disproportionately disadvantaged student population, we will be promoting the access, retention, persistence, and completion (or transfer) of these students.

***Evaluation***

Student course registration will be collected in the beginning of the semester, as well as costs of course books and materials for each class. Students will report their progress through the semester, as well as report their biggest hindrance (transportation, meals, funding) in order to better address their needs. At the end of the semester DREAMS coordinator will see transcripts to review persistence and completion of coursework, including grades.

**A.4: (Former Foster Youth UP! Program)**

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| X | Outreach | | Student Equity Coordination/Planning | | Instructional Support Activities |
| X | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

- ***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| A.4 | Former Foster Youth<br>Economically Disadvantaged<br>Hispanic/Latino<br>African American<br>Males | 60-280 |

***Activity Implementation Plan***

The UP! program serves current and former foster youth through EOPS. It is an unfunded program with a minimal budget of $3000. Other funds have been obtained through community organizations for books, back packs and holiday luncheons. UP! was developed in 2004 through a coordinated effort of EOPS and the Financial Aid office. UP! was the first community college program in Region 10 developed to serve former foster youth. UP! is staffed by an adjunct counselor which is insufficient in meeting the demanding needs of this student population. Statistics show that only 50% of foster youth graduate from high school and 3% attain a bachelor's degree. Typically, Cuyamaca foster youth students have issues with homelessness, mental health, and a need for strong adult guidance/mentoring. Student Equity funds would augment these activities with additional counseling hours for academic, personal, career and transfer advising, outreach support for program access; workshops specific to the population needs, transportation support such as bus passes or gas cards, on campus meal cards, and supplemental books and school supply support.

***Supplanting Discussion:*** Many of the foster youth students served by UP! are **not** eligible for EOPS because they cannot carry 12 units due to their need to work and provide for all of their basic needs. EOPS is only allowed to dedicate funds to EOPS eligible students. For the few that may be eligible, EOPS is only able to help with one book due to the high number of low-income students in EOPS. Also, because of the specific help needed by foster youth, the student is still referred to the UP! program for assistance. EOPS only has 1.5 full time counselors and cannot dedicate the needed counseling hours towards the demanding population of foster youth. At present, UP! is unable to fully meet the needs of the foster youth students with the limited availability of counseling hours and inability to fund books, transportation and school supplies. Increased support would allow for more foster youth to be served and current foster youth to be served more effectively.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| A.4 | 1/4/2016-12/31/2016 | $10,000 | General Fund -$3,000<br>Elks Grant -$2,000 |

***Link to Goal***

See activity description above. The UP! program is set up as a comprehensive program designed to specifically support former foster youth with personalized services and counseling that provides students with a safety-net of support. The ultimate goal is to assist foster youth in their efforts to obtain a college education. The program of services described above will assist in this endeavor. As a case in point, with our limited staff, from 2009 to 2015, 15% of all students in SDSU's Guardian Scholars program were UP! Program transfers. Other students from our UP! Program have entered UCSD, CSUSM and other private colleges.

***Evaluation***

Data on student participants will be maintained through files set up for each student and on SARS. Students will be monitored for the three counseling contacts, one progress report, workshop attendance, AEP and CEP completion, and educational goal course completion. The UP!

Program will check progress of participation on a weekly basis. Checking for completion of program requirements and contacting students in jeopardy of being placed on probation status in the program. The information collected will be maintained in a data base that can be used for reporting or student monitoring. Counselor is responsible for checking the student's course enrollments, course completion and GPA maintenance. At the end of the semester the transcript will be reviewed for progress evaluation and student support needs.

**A.5: (Textbook Lending Program: History)**

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

- ***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| A.5 | Economically Disadvantaged<br>Hispanic/Latino<br>Males | 20-40 targeted students each time the course is offered |

***Activity Implementation Plan***

The department will purchase forty copies of California: An Interpretive History by James Rawls and Walton Bean. The books will be housed in the Cuyamaca College Library and enrolled students will be able to check out the books on a semester-length basis.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| A.5 | 1/4/2016-6/30/2016 | $4,050 | |

***Link to Goal***

Textbook cost is a well-known barrier for all students. For low income students, or students who are new to the college experience, it can be overwhelming to devote so much of their income to books, especially when the costs come all at once at the beginning of the semester. Further, textbook cost is also a barrier to students taking additional units that could speed along their progress towards transfer. By

purchasing a permanent collection of books, students will have and added incentive to take this 3-unit course. The expected outcomes are increased student success and increased enrollment in California history. By increased student success the targeted group, male students, will have a demonstrably measurable and increasing rate of success (defined by completing the course with a C or better) than in previous semesters.

***Evaluation***

To compare the course enrollments and rates of success for male students from previous semesters the course was offered.

# Success Indicator: Course Completion

## CAMPUS-BASED RESEARCH: COURSE COMPLETION

**B. COURSE COMPLETION.** The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

**Overview of Data**

The data identifies disproportionate impact among the following student groups; African American, Asian, Filipino, Hispanic/Latino, "unknown", disability status and economically disadvantaged in completing a transfer level course in English or math within three years. These students are placed in developmental English and math courses. A goal for Cuyamaca College is to provide English, Math and ESL accelerated course to these students in order to enter college level courses and utilize multiple measures to ensure proper course placement in English, Math and ESL classes.

**Preparation Rates (Student Success Scorecard)**

The preparation rate data are derived from the completion cohorts in the Student Success Scorecard. The completion cohorts comprise of first time students in the system that earned at least six units (within six years of their first enrollments) and attempted any level of math or English within three years. If a student's first attempted English class was below transfer-level English (ENGL-120) **or** first attempted math course was below college-level math (MATH-103/110), then the student was considered "unprepared." Students must have attempted transfer-level English **and** college-level math or higher to be considered "prepared" (See tables 6, 7 and 8 below).

Tables 6-9 reflect disproportionate impact in preparation for African American, Asian, Filipino, Hispanic/Latino, disability status and economically disadvantaged students.

**Table 6: Preparation Rate Five-Year Trends by Race/Ethnicity**

| | 2004-05 to 2009-10 | 2005-06 to 2010-11 | 2006-07 to 2011-12 | 2007-08 to 2012-13 | 2008-09 to 2013-14 | Five-Year Average | 80% Test | Proportion Test |
|---|---|---|---|---|---|---|---|---|
| African American | 10.4% (n = 67) | 12.8% (n = 47) | 10.6% (n = 66) | 16.5% (n = 85) | 11.3% (n = 106) | 12.4% (n = 371) | **YES** | 0.72 |
| American Indian | 8.3% (n = 12) | 0.0% (n = 9) | 50.0% (n = 10) | 30.8% (n = 13) | 15.4% (n = 13) | 21.1% (n = 57) | NO* | 1.23 |
| Asian | 9.7% (n = 31) | 22.6% (n = 31) | 14.7% (n = 34) | 12.1% (n = 33) | 14.6% (n = 48) | 14.7% (n = 177) | **YES** | 0.86 |
| Filipino | 23.1% (n = 26) | 23.3% (n = 30) | 12.1% (n = 33) | 0.0% (n = 22) | 20.0% (n = 20) | 16.0% (n = 131) | **YES** | 0.93 |
| Hispanic | 15.6% (n = 205) | 11.5% (n = 209) | 10.1% (n = 248) | 10.7% (n = 289) | 12.3% (n = 341) | 11.9% (n = 1,292) | **YES** | 0.69 |
| Pacific Islander | 12.5% (n = 8) | 30.8% (n = 13) | 12.5% (n = 16) | 26.3% (n = 19) | 25.0% (n = 20) | 22.4% (n = 76) | NO* | 1.30 |
| White | 18.8% (n = 484) | 22.2% (n = 504) | 21.5% (n = 553) | 19.2% (n = 637) | 21.1% (n = 612) | 20.5% (n = 2,790) | NO | 1.20 |
| Unknown | 17.1% (n = 111) | 12.9% (n = 155) | 17.4% (n = 144) | 15.5% (n = 168) | 17.1% (n = 263) | 16.1% (n = 841) | **YES** | 0.94 |
| **Total** | **16.9% (n = 944)** | **18.0% (n = 998)** | **17.4% (n = 1,104)** | **16.3% (n = 1,266)** | **17.3% (n = 1,423)** | **17.2% (n = 5,735)** | **16.4% (White)** | |

**Table 7: Preparation Rate Five-Year Trends by Disability Status**

| | 2004-05 to 2009-10 | 2005-06 to 2010-11 | 2006-07 to 2011-12 | 2007-08 to 2012-13 | 2008-09 to 2013-14 | Five-Year Average | 80% Test | Proportion Test |
|---|---|---|---|---|---|---|---|---|
| Yes | 7.3% (n = 41) | 3.7% (n = 54) | 8.3% (n = 60) | 4.2% (n = 72) | 5.7% (n = 88) | 5.7% (n = 315) | **YES** | 0.33 |
| No | 17.4% (n = 903) | 18.9% (n = 944) | 17.9% (n = 1,044) | 17.0% (n = 1,194) | 18.1% (n = 1,335) | 17.8% (n = 5,420) | NO | 1.04 |
| **Total** | **16.9% (n = 944)** | **18.0% (n = 998)** | **17.4% (n = 1,104)** | **16.3% (n = 1,266)** | **17.3% (n = 1,423)** | **17.2% (n = 5,735)** | **14.3% (Not DSPS)** | |

**Table 8: Preparation Rate Five-Year Trends by Economically Disadvantaged**

| | 2004-05 to 2009-10 | 2005-06 to 2010-11 | 2006-07 to 2011-12 | 2007-08 to 2012-13 | 2008-09 to 2013-14 | Five-Year Average | 80% Test | Proportion Test |
|---|---|---|---|---|---|---|---|---|
| Yes | 11.1% (n = 523) | 12.2% (n = 557) | 11.8% (n = 634) | 10.9% (n = 753) | 14.6% (n = 1,030) | 12.4% (n = 3,497) | **YES** | 0.72 |
| No | 24.2% (n = 421) | 25.4% (n = 441) | 24.9% (n = 470) | 24.2% (n = 513) | 24.4% (n = 393) | 24.6% (n = 2,238) | NO | 1.43 |
| **Total** | **16.9% (n = 944)** | **18.0% (n = 998)** | **17.4% (n = 1,104)** | **16.3% (n = 1,266)** | **17.3% (n = 1,423)** | **17.2% (n = 5,735)** | **19.3% (No Econ)** | |

## Student Success Milestones

### First Year Enrollment Patterns

First year enrollments in English, ESL, and math among first-time students consist of the cohort fall term, and the subsequent spring and summer terms.

Table 9 reflects disproportionate impact in enrollment into both English/ESL and Math for African American, American Indian/Native American and Filipino students.

**Table 9: First Year Enrollment in Both English/ESL and Math by Race/Ethnicity, Fall 2010-2014**

| | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Five-Year Average | 80% Test | Proportion Test |
|---|---|---|---|---|---|---|---|---|
| African American/Black | 26.9% (n = 182) | 23.3% (n = 146) | 27.6% (n = 116) | 32.8% (n = 137) | 21.7% (n = 143) | 26.4% (n = 724) | **YES** | 0.74 |
| American Indian | 0.0% (n = 1 to 9) | 41.7% (n = 12) | 20.0% (n = 1 to 9) | 0.0% (n = 1 to 9) | 80.0% (n = 1 to 9) | 27.8% (n = 36) | **YES*** | 0.78 |
| Asian | 33.7% (n = 95) | 38.4% (n = 86) | 35.8% (n = 53) | 35.6% (n = 45) | 46.0% (n = 50) | 37.4% (n = 329) | NO | 1.05 |
| Filipino | 16.4% (n = 67) | 24.5% (n = 53) | 11.9% (n = 42) | 34.0% (n = 50) | 33.3% (n = 48) | 23.8% (n = 260) | **YES** | 0.67 |
| Hispanic/Latino | 32.4% (n = 638) | 39.0% (n = 712) | 40.6% (n = 598) | 41.2% (n = 641) | 46.8% (n = 745) | 40.2% (n = 3,334) | NO | 1.13 |
| Pacific Islander | 42.9% (n = 14) | 57.1% (n = 1 to 9) | 71.4% (n = 1 to 9) | 28.6% (n = 1 to 9) | 44.4% (n = 1 to 9) | 47.7% (n = 44) | NO* | 1.34 |
| White | 32.3% (n = 1,093) | 34.1% (n = 1,104) | 32.4% (n = 732) | 31.8% (n = 641) | 41.6% (n = 772) | 34.4% (n = 4,342) | NO | 0.96 |
| Two or more | 39.1% (n = 156) | 31.1% (n = 167) | 42.1% (n = 107) | 31.0% (n = 87) | 30.2% (n = 126) | 34.7% (n = 643) | NO | 0.97 |
| **Total** | **31.9% (n = 2,344)** | **35.3% (n = 2,371)** | **35.6% (n = 1,690)** | **35.7% (n = 1,635)** | **41.2% (n = 1,916)** | **35.7% (n = 9,956)** | **32.2% (Latino)** | |

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

**GOAL B.**

To increase the rates at which students attain critical momentum points and achieve milestones by a minimum of ten percentage points in math.
Objectives:

1. Based on the department's three high leverage strategies to improve disproportionately impacted students' success shortening the math pipeline.
2. Increase the rate at which disproportionately impacted students successfully complete the math degree level courses by 20 percentage points.
3. Increase the rate at which disproportionately impacted students successfully complete a transfer level math course by 20 percentage points.

To increase by 5 percentage points the success rates in the transfer level English class (English 120) of students from targeted groups who begin in or at the basic skills level each semester/term compared to the previous academic year.

The goal is to improve course completion for the following target populations identified in the college research as experiencing a disproportionate impact:

| Target Population | Year | # Students by Preparation Rate Five Year Trends |
|---|---|---|
| African American | 2008-09 to 2013-14 | 106 |
| Hispanic/Latino | 2008-09 to 2013-14 | 341 |
| Disability Status | 2008-09 to 2013-14 | 88 |

**ACTIVITIES: B. COURSE COMPLETION**

**B.1: (Math Pathways Program)**

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| | Student Services or other Categorical Program | X | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | X | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| B.1 | 1) Current or former foster youth<br>2) Students with disabilities<br>3) Low-income students<br>4) Veterans<br>5) Disproportionately impacted ethnic groups<br>6) Male students | The combined totals from each of these groups who need to take a math class. |

***Activity Implementation Plan***

Preamble: For the results of our inquiry-based self-assessment that led to our understanding of the nature and structure of the issues that create and perpetuate the achievement gap, please refer to our attached paper, *Increasing Remedial Pipeline Success Rates: Let Them in and They Will Succeed*.

Activity description: The evidence proves that the traditional basic skills math pipeline is a foundational component of the achievement gap and is harming students. Additionally, research indicates that curricular reform coupled with allowing more first-time students to enroll directly in college-level courses will dramatically increase the rates at which disproportionally impacted students successfully complete transferable math and English classes. The goal of the Math Pathways program is to eliminate the equity gap and provide all students with an achievable pathway to earning a degree or certificate or transferring to a four-year institution. To achieve this goal, the Math Pathways program will implement the following three high-leverage strategies. First, based on the success of the department's Stats Academy, accelerate remediation across all math pathways (STEM, Liberal Arts, CTE, and Business) by replacing the traditional multi-level remedial pipeline with accelerated single-semester prerequisite courses that are aligned with a specific transfer-level course. In the Math Pathways program, students will enroll in the accelerated single-semester prerequisite course regardless of placement test scores and previous

course-taking history in math. Second, design and implement concurrent-enrollment support models. In these models, students who are identified as underprepared for college-level math courses will concurrently enroll in the college-level course and a remedial support course OR enroll in a single-semester prerequisite course OR concurrently enroll in a single-semester prerequisite course and a remedial support course. Third, change placement policies by adjusting cut scores and using multiple measures to allow more first-time students to enroll directly in college-level math courses and a concurrent remedial support course. To implement these three high-leverage strategies, department members are currently working on the complete redesign of the course delivery for four different first-level transfer math courses and every math course below transfer. Additionally, we are in the process of developing concurrent remedial support courses for three different first-level transfer courses as well as a concurrent remedial support course for Math 110 (Intermediate Algebra). Note: the concurrent remedial support course for Math 110 will replace Math 088 (Pre-Algebra) and Math 090 (Elementary Algebra). More importantly, based on the California Acceleration Project's five design principles (backward design, relative thinking-oriented curriculum, just-in-time remediation, collaborative low-stakes practice, and intentional support for the affective domain) department members will completely redesign both the course delivery and pedagogical practices for the concurrent remedial support courses, Intermediate Algebra, and our first-level transfer courses. As part of this department members will be charged with working with tutoring to recruit and hire 15 to 50 embedded tutors for the concurrent remedial support courses (including the lab component of these courses). Finally, Department members will work closely with Student Services to conduct outreach and to develop a process for determining each student's initial placement in the Math Pathways program. The Math Pathways program is a massive undertaking requiring one full-time math faculty who will be assigned as the "Math Pathways Coordinator" and is responsible for overseeing the design and preparation for implementation of the Math Pathways project (0.2 LED starting in spring 2016 and extending through spring 2019). In addition, it will require stipends for math faculty who will be working on specific pieces of the Math Pathways project. Implementation of the Math Pathways program is scheduled for fall 2016.

<u>To prepare for implementation of the Math Pathways program we will accomplish the following during the spring 2016 semester (dates included).</u>

To date, department members have researched and determined the structure of the Math Pathways program and submitted all paperwork to the Curriculum Committee for adding the concurrent support courses and modifying the Intermediate Algebra course as well as the first-level transfer courses. By the end of January 2016, department members will: 1) work with the Dean and Office of Instruction to research and develop a completely redesigned class schedule that will no longer include Math 088 (Pre-Algebra) and Math 090 (Elementary Algebra); 2) work with the Dean, Office of Instruction, and Admissions and Records to develop and implement a plan for enrolling students in the concurrent support courses; and 3) if needed work with the chairs and coordinators of affected disciplines to develop a one-unit concurrent support course designed to provide Stats Academy students with the prerequisite math skills and competencies needed to succeed in the discipline's general education course(s). By the end of February 2016, department members will complete the following activities: 1)

develop and implement a plan to educate and inform students, administrators, student service faculty and staff, and the chairs and coordinators of all affected disciplines about the Math Pathways program; 2) based on the California Acceleration Project's five design principles (backward design, relative thinking-oriented curriculum, just-in-time remediation, collaborative low-stakes practice, and intentional support for the affective domain) completely redesign both the course delivery and pedagogical practices for the concurrent remedial support courses, Intermediate Algebra, and our first-level transfer courses; and 3) collaborate with student services to a) develop a multi-measures placement policy for the Math Pathways program, b) develop criteria and a process for advising students into the appropriate pathway and consequently the appropriate initial starting point within that pathway, c) develop and implement an outreach program for Math Pathways, and d) develop and implement an advertising campaign for the Math Pathways program. By the end of March 2016, department members will develop and implement a training program for all full and part-time math faculty to prepare them to teach in the Math Pathways program. By the end of May 2016, department members will have worked with tutoring to recruit and hire 15 to 50 embedded tutors for the concurrent remedial support courses.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| B.1 | 1/11/2016-6/30/2016 | Math Pathways Coordinator (0.30 LED) - $10,000<br>Travel to conferences -$15,000<br>Total -$25,000 | |

***Link to Goal***

Based on the research outlined in our paper, we predict that for each of these groups the completion rates for the degree-level math course will be at least 1.5 times higher and the completion rates for transfer-level courses will be at least 2 times higher.

***Evaluation***

To determine the effectiveness of the Math Pathways program, we will work with the Office of Research, Planning, and Institutional Effectiveness (RPIE) to assess and evaluate the access rates, course completion rates, and basic skills math pipeline completion rates for each of the disproportionally impacted groups identified above. Beginning with the first year of the program these rates will be evaluated annually and compared to similar rates prior to implementing the Math Pathways program.

Beginning with the third year of the program, we will work with RPIE to annually access and evaluate the degree and certificate completion rates and transfer rates for each of the disproportionally impacted group identified above. These rates will be compared to similar rates prior to implementing the Math Pathways program.

Furthermore, during the second year of the Math Pathways program, we will work with RPIE to implement and evaluate: 1) a student focus group, 2) an instructor focus group, and 3) a Student Services focus group to learn how to improve implementation of the Math Pathways program.

Annual evaluation for Math Pathway program

**B.2: (First Year Experience—FYE)**

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| X | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| X | Student Services or other Categorical Program | X | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | X | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| B.2 | Economically Disadvantaged<br>Hispanic/Latino<br>African American | 400-650 |

***Activity Implementation Plan***

Cuyamaca College's First-Year Experience program is a comprehensive and intentional approach to the first year of college whose purpose is to provide equity for underrepresented student populations, and ensure participants learn and persist through their first year. It not only facilitates mandatory participation in matriculation services at their high schools, but also employs other effective practices to facilitate first-year success including: full-time enrollment in math, English/ESL, and Counseling courses, personal/academic counseling, academic support, tutoring, and mentoring. Participants move through their first-year as a cohort divided into teams via their Counseling course, and remain together for the entire year with the same team and FYE faculty member. Teams participate against each other in FYE campus activities, thus increasing peer-to-peer interactions allowing for more campus engagement to occur and normalizing the College experience.

The vision of the program is to create a supportive learning environment which engages our unique and diverse student community while fostering mutual success and persistence at the level of postsecondary education. The mission of the program is to provide our participants a holistic first-year college experience that is not only memorable, and enjoyable, but also educational and successful.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| B.2 | 1/4/2016-12/31/2016 | $25,000 | *Student Success and Support -$43,000<br>Basic Skills Initiative -$30,000 |

*Release time to coordinate with the program

***Link to Goal***

Mandating registration for appropriate levels of math, English or ESL and mandatory tutoring during the first year allows for timely sequencing through math and English/ESL and promotes student success, retention, and completion

One-year sequence of counseling courses with an FYE instructor allows participants and faculty to build strong rapport, and allows for the faculty to identify when participants are struggling either academically or personally and intervene when appropriate

Academic progress is monitored with multiple progress reports during each semester and feedback from English/ESL and math faculty is utilized in the creation and implementation of academic interventions

Class cohort model allows for students to feel supported and promotes competition amongst each of the class/teams creates a sense of unity and the desire to assist each team member to succeed

***Evaluation***

Data requests are provided from Institutional Research each year to review the success, retention, and persistence of each cohort served (5) since the pilot year 2011. Each year the program also does a student survey which is where the program measures SLO's and the outcomes from both qualitative for program improvements for the following year.

Annual evaluation of the First Year Experience program

**B.3: (Textbook Lending Program—EOPS)**

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| X | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| X | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| B.3 | Former Foster Youth<br>Economically Disadvantaged<br>Hispanic/Latino<br>African American<br>Disability Status | 200-300 |

***Activity Implementation Plan***

It is increasingly difficult to maintain updated versions of textbooks to accommodate student demand. For fall 2015 semester the EOPS program had over 100 requests for textbooks loans. Only 40% of these requests could be accommodated. The lending library needs to be replenished with current textbook that match the basic skills and general education courses our students are taking.
In terms of implementation, textbooks will be purchased in January 2016 and distributed to targeted disproportionately impacted students for their spring 2016 classes.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| B.3 | 1/4/2016-12/31/2016 | $2,500 | |

***Link to Goal***

Research confirms that students successfully complete their courses at higher rates if they are fully prepared with all required materials. The goal of this proposal is to supply a greater number of students with all their textbooks thus increasing course completion and ESL/Basic skills completion rates.

**Evaluation**

The current lending library has a check out process and tracking system for students to use the textbooks. Data will be collected using current completion rates for Fall 2015 and comparing them to Spring 2016 for students who utilize the lending library (EOPS, former Foster Youth, Economically Disadvantaged, Disability Status).

**B.4: (Veterans' Transition Program)**

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| | Outreach | | Student Equity Coordination/Planning | | Instructional Support Activities |
| X | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| B.4 | Veterans<br>Economically Disadvantaged<br>Hispanic/Latino<br>African American | 700-750 |

***Activity Implementation Plan***

The primary mission of the veterans program is to assist veteran students' transition from military service to a college education. Assist with defining their career and/or educational goals and develop an action plan for successfully achieving those goals. Veteran's program will also Identify, navigate, and manage the processes and procedures required to attain their veteran's educational benefit. Three activities that will assist student veterans' transition from military to an educational setting are:

1. Funding for adjunct counseling services (Veterans counseling needs funding for part time counselors). One 50%FTE veteran's counselor currently supports the comprehensive educational planning needs of the 728 students.
2. Funding to help grow the veteran's textbook lending library. Through this program, students will be allowed to borrow textbooks and graphic calculators during academic year. The lending library program leads directly to student success, as it will assist veteran students who

are facing economic barriers and are not able to afford college expenses. Since this is a loan program, the funds will help grow a program that can be in place for years to come. The book loan program has been funded through book donations from students and a veteran's grant (Freedom Grant) that was awarded to the department during the 2014/2015 academic year. $1,400 from the Freedom Grant was used to help start the lending library. The Veterans' Achievement Ceremony is an annual event that honors the academic achievements of our veteran student population by giving them an opportunity to celebrate amongst their family, friends and supporters. The Ceremony provided an opportunity to highlight the men and women who have served our country and who completed a Certificate, Associates Degree and/or plan to transfer in the fall. The Veterans Recognition Ceremony was previously funded through the VPSS office.

Adjunct counselors will be utilized during the 2015/2016 academic year. Funding for the lending library will be utilized during the spring 2016 semester.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| B.4 | 1/4/2016-6/30/2016 | $10,000 | Elks Grant -$2,000 |

***Link to Goal***

The goals are to assist veteran students' transition from military service to a college education. Assist with defining their career and/or educational goals and develop an action plan for successfully achieving those goals. The activities will also assist student veterans to navigate and manage the processes and procedures required to attain their veteran's educational benefit and help create welcoming environment at Cuyamaca College.

***Evaluation***

Each year the program will gather both qualitative and quantitative student success, engagement, and satisfaction data. The data will be reviewed to make program improvements and to see how effective the program has been in comparison to previous years. The data is evaluated year to year based on comparisons with the general student population at Cuyamaca College. Data will be collected in July of 2016.

**B.5: (Embedded Tutoring)**

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |

| | | | | | |
|---|---|---|---|---|---|
| X | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

- ***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| B.5 | FYE | 142 |
| | EOPS | 950 |
| | DSPS | 1500 |
| | Foster Youth | 75 |
| | Veterans | 428 |

***Activity Implementation Plan***

Embedded tutoring will be provided for various courses particularly in those with targeted groups, which will make available to them additional time to work with tutors in the Academic Resource Center (ARC). The goal of this activity is to improve course completion for the targeted populations, as well as to improve degree and certificate completion. Embedded tutors will be in the classroom all or part of the class hours and then will have hours in the Academic Resource Center set aside for students in that class.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| B.5 | 1/25/2016-6/30/2016 | $20,000 | |

***Link to Goal***

Through reviewing student achievement data for basic skills courses to improve student success, it was identified that embedded tutoring is effective. According to the ACCJC Annual Report from 2011 to spring 2013 (4 semesters), students who received embedded tutoring intervention had a 9.1% higher course retention rate, and an 11.9% higher course success rate. Through analysis of such type, the college is accustomed to use data to measure institutional effectiveness and foster continuous improvement.

***Evaluation***

We will collect the number of students served from these targeted populations. We will also track retention rates, as well as course, degree, and certificate completion. Surveys will be taken from students to evaluate their experience with embedded tutoring and their attitude

towards the service and whether or not that changed with time. We will also implement evaluation surveys of the students from the perspective of their tutors.

Data collection of students served will occur at the beginning and end of the semester. Initial student surveys will take place for the duration of the semester depending on student first-time attendance. Concluding student surveys and tutor surveys of student performance will take place in the final weeks of the semester.

**B.6: (Expand Tutoring Services in the STEM Tutoring Center)**

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| B.6 | FYE | 142 |
| | EOPS | 950 |
| | DSPS | 1500 |
| | Foster Youth | 75 |
| | Veterans | 428 |

***Activity Implementation Plan***

This activity will allow for the STEM Achievement Center to maintain the recently extended hours for tutoring as well as hire more tutors for increased coverage. With these funds we will be able to have four tutors available in the STEM Achievement Center during all hours of operation.

Tutoring increases the retention and success of all students based on research done by the Office of Research, Planning & Institutional Effectiveness, but particularly those who are disproportionately impacted. For example, First Year Experience (FYE) students, a prime example of students disproportionately impacted, who received tutoring in 2013-2014 were 24.5% (1.7 times) more likely to be successful

in their math classes. Breaking the group of FYE students down even further, we find Hispanic students were 15.5% (1.4 times) more likely to be successful, students who checked two or more on ethnicity were 70% (3.3 times) more likely, and male students were 33.9% (2 times) more likely to be successful in their math classes if they received tutoring. The research is similar for disproportionately impacted students enrolled in math, biology, chemistry, and physics classes. When tracking course success rates for transfer level math in disproportionally impacted populations we find Black non-Hispanic students were 31.5% (1.7 times) more likely to be successful than Black non-Hispanic students who did not use the STEM Center. Hispanic students were 12.9% (1.23 times) more likely to succeed with use of the STEM Center in transfer level math. Students who checked two or more on ethnicity were 8.3% (1.2 times) more likely to succeed in transfer level math. When tracking course success rates for Chemistry, Black non-Hispanic students were 50% (2 times) more likely to succeed, Hispanic Students were 1.5% (1.03 times) more likely to succeed, and students who checked two or more in ethnicity were 32.6% (1.5 times) more likely to succeed in their chemistry courses than similar populations who did not use the STEM Center. These success rates can be similarly shown for other STEM courses within the disproportionally impacted populations. Increasing the number of tutors and continuing to expand the hours of the STEM Achievement Center to the evening will give us the opportunity to reach more students.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| B.6 | 10/1/2015-6/30/2016 | $20,000 (Hourly)<br>$21,033 (0.475 FTE)<br>Total -$41,033 | General Fund -$18,116 |

***Link to Goal***

Data extracted by the Office of Research, Planning & Institutional Effectiveness tutoring has been found to increases the retention and success of all students, but particularly those who are disproportionately impacted which includes all targeted groups outlined in the Equity Plan.

***Evaluation***

Data will by collected by the Office of Research, Planning & Institutional Effectiveness that will allow us to measure the continued affects tutoring has on course completion as well as basic skills completion, degree and certificate completion, and transfer success. Data regarding student visit totals are collected through Red Canyon reports. We collect and analyze our own data collected from tutoring sessions which allows us to track which students are receiving tutoring from the STEM Achievement Center as well as how often they visit. Surveys will be taken from students to evaluate their experience with open tutoring in the STEM Achievement Center and their attitude

towards the service and whether or not that changed with time. We will also implement evaluation surveys of the students from the perspective of their tutors.

**B.7: (Training for STEM Achievement Center Tutors)**

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | X | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| B.7 | FYE | 142 |
| | EOPS | 950 |
| | DSPS | 1500 |
| | Foster Youth | 75 |
| | Veterans | 428 |

***Activity Implementation Plan***

The goal of this activity is to help tutors improve their tutoring methods with regards to the students in these target groups, focusing on education and awareness of student capabilities, helping them acquire the best tutoring practices and techniques for disproportionally impacted populations. In this activity we would provide essential tutor training for STEM Center Tutors. Currently, each tutor must complete and pass a six week initial training course to be eligible to tutor. We currently do not have any training available to tutors to sharpen skills, introduce new practices, and focus on awareness training regarding disproportionally impacted populations. It has been proven that training provided to tutors positively affects subject competency of students and in turn affects course completion and degree and certificate completion.

The National Center for Developmental Education at Appalachian State University conducted a study of over 6,000 students enrolled in basic skills development courses at 2 and 4 year institutions (Boylan, Bliss, & Bonham 1997).[2] It was discovered that tutoring programs that provided training for its tutors had a greater positive impact on student grade point average and it was concluded that "tutor training is one of the best indicators of a successful college developmental education program."[3]

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| B.7 | 1/25/2016-6/30/2016 | $0 | Basic Skills Initiative -$2,475 |

***Link to Goal***

Data extracted by the Office of Research, Planning & Institutional Effectiveness tutoring has been found to increases the retention and success of all students, but particularly those who are disproportionately impacted which includes all targeted groups outlined in the Equity Plan. Course completion has also been found to positively affect Basic Skills completion, Degree and Certificate completion, and Transfers to four year universities. Based on what we know regarding milestone achievements, students who complete a transfer level math class within fifteen months of starting college are more likely to graduate and transfer. Tutoring, administered through trained tutors, has been proven to positively affect course completion and is supported by data gathered by the Office of Research, Planning & Institutional Effectiveness.

***Evaluation***

We will implement evaluation surveys of the tutors from the perspective of their students. We will collect the number of tutors trained. Surveys will be taken from students to evaluate their experience with tutors and their attitude towards the service and whether or not that changed with time. Data collection will occur at the start and end of the semester to measure change in student views. Concluding student surveys and tutor surveys of student performance will take place in the final weeks of the semester.

[2] Boylan, H., Bliss, L., & Bonham, B. (1997). Program components and their relationship to student performance, Journal of Developmental Eduacation, 20(3), 2-9.
[3] Sheets, R. A. (2012). Peer tutoring and tutor training: A historical perspective. In K. Agee & R. Hodges (Eds.), Handbook for training peer tutors and mentors (pp. 3-6). Mason, OH: Cengage Learning.

# Success Indicator: ESL and Basic Skills Completion

## CAMPUS-BASED RESEARCH: ESL AND BASIC SKILLS COMPLETION

**C. ESL AND BASIC SKILLS COMPLETION.** The 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 compared to the number of those students who complete such a final ESL or basic skills course. Calculate progress rates through basic skills by dividing:

**Overview of Data**

The data identifies disproportionate impact among the following student groups; African American, Asian, Hispanic/Latino, Pacific Islander, Former Foster Youth, disability status and males in completing a college level course in English or math within two years. These students are placed in developmental English and math courses. A goal for Cuyamaca College is to provide English, Math and ESL accelerated courses to these students in order to enter college level courses and utilize multiple measures to ensure proper course placement in English, Math and ESL classes.

**Developmental Sequence Completion Patterns**

The following tables summarize the enrollment patterns among first-time students that were enrolled in developmental English (ENGL-090 or ENGL-098) or developmental math (MATH-080, MATH-088, or MATH-090) in their first-year at the college, and successfully completed a college level course at either college in the same discipline (ENGL-109/110 or MATH-103/110) within two years.

**Developmental English Sequence**

**Table 10: Developmental English Sequence Completion by Race/Ethnicity, Fall 2008-2012**

| | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Five-Year Average | 80% Test | Proportion Test |
|---|---|---|---|---|---|---|---|---|
| African American/Black | 43.1% (n = 58) | 41.5% (n = 53) | 39.5% (n = 38) | 51.5% (n = 33) | 30.8% (n = 52) | 40.6% (n = 234) | **YES** | 0.81 |
| American Indian | 16.7% (n = 1 to 9) | N/A (n = 0) | 0.0% (n = 1 to 9) | 50.0% (n = 1 to 9) | 50.0% (n = 1 to 9) | 23.1% (n = 13) | **YES*** | 0.46 |
| Asian | 66.7% (n = 12) | 64.3% (n = 14) | 76.5% (n = 17) | 47.1% (n = 17) | 64.3% (n = 14) | 63.5% (n = 74) | NO | 1.27 |
| Filipino | 46.7% (n = 15) | 44.4% (n = 1 to 9) | 44.4% (n = 1 to 9) | 62.5% (n = 1 to 9) | 64.7% (n = 17) | 53.4% (n = 58) | NO | 1.07 |
| Hispanic/Latino | 45.1% (n = 153) | 49.7% (n = 181) | 44.2% (n = 240) | 54.4% (n = 226) | 51.1% (n = 225) | 49.1% (n = 1,025) | NO | 0.98 |
| Pacific Islander | 75.0% (n = 1 to 9) | 50.0% (n = 1 to 9) | 33.3% (n = 1 to 9) | 33.3% (n = 1 to 9) | 50.0% (n = 1 to 9) | 50.0% (n = 18) | NO* | 1.00 |
| White | 47.1% (n = 189) | 57.9% (n = 183) | 45.5% (n = 178) | 68.2% (n = 154) | 47.0% (n = 149) | 52.9% (n = 853) | NO | 1.06 |
| Two or more | 0.0% (n = 1 to 9) | 45.2% (n = 42) | 54.5% (n = 33) | 54.3% (n = 35) | 26.9% (n = 26) | 45.7% (n = 138) | NO | 0.91 |
| **Total** | **47.3% (n = 510)** | **51.8% (n = 506)** | **45.7% (n = 541)** | **57.9% (n = 492)** | **47.4% (n = 494)** | **49.9% (n = 2,543)** | **42.3% (White)** | |

**Table 11: Developmental English Sequence Completion by Disability Status, Fall 2008-2012**

| | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Five-Year Average | 80% Test | Proportion Test |
|---|---|---|---|---|---|---|---|---|
| Yes | 21.4% (n = 42) | 38.5% (n = 26) | 39.4% (n = 33) | 30.8% (n = 26) | 28.0% (n = 50) | 30.5% (n = 177) | **YES** | 0.61 |
| No | 49.6% (n = 468) | 52.5% (n = 480) | 46.1% (n = 508) | 59.4% (n = 466) | 49.5% (n = 444) | 51.4% (n = 2,366) | NO | 1.03 |
| **Total** | **47.3% (n = 510)** | **51.8% (n = 506)** | **45.7% (n = 541)** | **57.9% (n = 492)** | **47.4% (n = 494)** | **49.9% (n = 2,543)** | **41.1% (Not DSPS)** | |

**Table 12: Developmental English Sequence Completion by Foster Youth Status, Fall 2008-2012**

| | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Five-Year Average | 80% Test | Proportion Test |
|---|---|---|---|---|---|---|---|---|
| Yes | 100.0% (n = 1 to 9) | 50.0% (n = 1 to 9) | 33.3% (n = 1 to 9) | 33.3% (n = 1 to 9) | 16.7% (n = 1 to 9) | 35.0% (n = 20) | **YES*** | 0.70 |
| No | 47.2% (n = 509) | 51.8% (n = 502) | 45.8% (n = 535) | 58.1% (n = 489) | 47.7% (n = 488) | 50.0% (n = 2,523) | NO | 1.00 |
| **Total** | **47.3% (n = 510)** | **51.8% (n = 506)** | **45.7% (n = 541)** | **57.9% (n = 492)** | **47.4% (n = 494)** | **49.9% (n = 2,543)** | **40.0% (Not FY)** | |

## Developmental Math Sequence

**Table 13: Developmental Math Sequence Completion by Race/Ethnicity, Fall 2008-2012**

| | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Five-Year Average | 80% Test | Proportion Test |
|---|---|---|---|---|---|---|---|---|
| African American/Black | 10.5% (n = 38) | 14.3% (n = 35) | 20.7% (n = 29) | 24.1% (n = 29) | 3.6% (n = 28) | 14.5% (n = 159) | **YES** | 0.55 |
| American Indian | 33.3% (n = 1 to 9) | N/A (n = 0) | 0.0% (n = 1 to 9) | 0.0% (n = 1 to 9) | N/A (n = 0) | 20.0% (n = 1 to 9) | **YES*** | 0.77 |
| Asian | 0.0% (n = 1 to 9) | 12.5% (n = 16) | 16.7% (n = 18) | 15.4% (n = 13) | 57.1% (n = 1 to 9) | 18.6% (n = 59) | **YES** | 0.71 |
| Filipino | 0.0% (n = 1 to 9) | 16.7% (n = 1 to 9) | 50.0% (n = 1 to 9) | 50.0% (n = 1 to 9) | 85.7% (n = 1 to 9) | 45.0% (n = 20) | NO* | 1.72 |
| Hispanic/Latino | 20.8% (n = 96) | 25.3% (n = 99) | 13.5% (n = 96) | 31.2% (n = 125) | 21.8% (n = 147) | 22.9% (n = 563) | **YES** | 0.88 |
| Pacific Islander | 0.0% (n = 1 to 9) | 33.3% (n = 1 to 9) | 0.0% (n = 1 to 9) | N/A (n = 0) | 33.3% (n = 1 to 9) | 22.2% (n = 1 to 9) | **YES*** | 0.85 |
| White | 29.4% (n = 109) | 33.3% (n = 171) | 25.5% (n = 216) | 31.9% (n = 141) | 31.0% (n = 113) | 29.9% (n = 750) | NO | 1.14 |
| Two or more | 100.0% (n = 1 to 9) | 21.4% (n = 28) | 38.9% (n = 18) | 32.3% (n = 31) | 20.0% (n = 15) | 29.0% (n = 93) | NO | 1.11 |
| **Total** | **24.8% (n = 303)** | **27.9% (n = 377)** | **21.7% (n = 405)** | **30.6% (n = 350)** | **25.9% (n = 324)** | **26.1% (n = 1,759)** | **23.9% (White)** | |

### Table 14: Developmental Math Sequence Completion by Gender, Fall 2008-2012

| | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Five-Year Average | 80% Test | Proportion Test |
|---|---|---|---|---|---|---|---|---|
| Female | 30.5% (n = 164) | 30.3% (n = 195) | 22.3% (n = 229) | 35.5% (n = 183) | 25.1% (n = 171) | 28.5% (n = 942) | NO | 1.09 |
| Male | 18.5% (n = 135) | 23.6% (n = 174) | 19.2% (n = 167) | 23.9% (n = 163) | 25.7% (n = 148) | 22.2% (n = 787) | **YES** | 0.85 |
| **Total** | **24.8% (n = 303)** | **27.9% (n = 377)** | **21.7% (n = 405)** | **30.6% (n = 350)** | **25.9% (n = 324)** | **26.1% (n = 1,759)** | **22.8% (Female)** | |

### Table 15: Developmental Math Sequence Completion by Disability Status, Fall 2008-2012

| | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Five-Year Average | 80% Test | Proportion Test |
|---|---|---|---|---|---|---|---|---|
| Yes | 16.0% (n = 25) | 20.0% (n = 25) | 23.1% (n = 26) | 16.7% (n = 18) | 21.4% (n = 28) | 19.7% (n = 122) | **YES** | 0.75 |
| No | 25.5% (n = 278) | 28.4% (n = 352) | 21.6% (n = 379) | 31.3% (n = 332) | 26.4% (n = 296) | 26.6% (n = 1,637) | NO | 1.02 |
| **Total** | **24.8% (n = 303)** | **27.9% (n = 377)** | **21.7% (n = 405)** | **30.6% (n = 350)** | **25.9% (n = 324)** | **26.1% (n = 1,759)** | **21.3% (Not DSPS)** | |

### Table 16: Developmental Math Sequence Completion by Foster Youth Status, Fall 2008-2012

| | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 | Fall 2012 | Five-Year Average | 80% Test | Proportion Test |
|---|---|---|---|---|---|---|---|---|
| Yes | N/A (n = 0) | 50.0% (n = 1 to 9) | 0.0% (n = 1 to 9) | 0.0% (n = 1 to 9) | 0.0% (n = 1 to 9) | 9.1% (n = 11) | **YES*** | 0.35 |
| No | 24.8% (n = 303) | 27.7% (n = 375) | 22.1% (n = 399) | 30.7% (n = 349) | 26.1% (n = 322) | 26.2% (n = 1,748) | NO | 1.00 |
| **Total** | **24.8% (n = 303)** | **27.9% (n = 377)** | **21.7% (n = 405)** | **30.6% (n = 350)** | **25.9% (n = 324)** | **26.1% (n = 1,759)** | **21.0% (Not FY)** | |

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: ESL AND BASIC SKILLS COURSE COMPLETION

**GOAL C.**

To increase the rates at which students attain critical momentum points and achieve milestones by a minimum of ten percentage points in math.
Objectives:

1. Based on the department's three high leverage strategies to improve disproportionately impacted students' success shortening the math pipeline.
2. Increase the rate at which disproportionately impacted students successfully complete the math degree level courses by 20 percentage points.
3. Increase the rate at which disproportionately impacted students successfully complete a transfer level math course by 20 percentage points.

To increase by 5 percentage points the success rates in the transfer level English class (English 120) of students from targeted groups who begin in or at the basic skills level each semester/term compared to the previous academic year.

The goal is to improve ESL and basic skills completion for the following target populations identified in the college research as experiencing a disproportionate impact:

| Target Population | Year | # Students in Developmental Math/English Completing Transfer Level Course in 2 Years |
|---|---|---|
| African American | 2008-09 to 2013-14 | 52 |
| Hispanic/Latino | 2008-09 to 2013-14 | 147 |
| Disability Status | 2008-09 to 2013-14 | 50 |

**ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION**

**C.1: (The Math Pathways Program)**

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| | Student Services or other Categorical Program | X | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | X | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| C.1 | 1) Current or former foster youth<br>2) Students with disabilities<br>3) Disproportionately impacted ethnic groups<br>4) Male students | The combined totals from each of these groups who need to take a basic skills math class. |

***Activity Implementation Plan***

Preamble: For the results of our inquiry-based self-assessment that led to our understanding of the nature and structure of the issues that create and perpetuate the achievement gap, please refer to our attached paper, *Increasing Remedial Pipeline Success Rates: Let Them in and They Will Succeed*.

Activity description: The evidence proves that the traditional basic skills math pipeline is a foundational component of the achievement gap and is harming students. Additionally, research indicates that curricular reform coupled with allowing more first-time students to enroll directly in college-level courses will dramatically increase the rates at which disproportionally impacted students successfully complete transferable math and English classes. The goal of the Math Pathways program is to eliminate the equity gap and provide all students with an achievable pathway to earning a degree or certificate or transferring to a four-year institution. To achieve this goal, the Math Pathways program will implement the following three high-leverage strategies. First, based on the success of the department's Stats Academy, accelerate remediation across all math pathways (STEM, Liberal Arts, CTE, and Business) by replacing the traditional multi-level remedial pipeline with accelerated single-semester prerequisite courses that are aligned with a specific transfer-level course. In the Math Pathways program, students will enroll in the accelerated single-semester prerequisite course regardless of placement test scores and previous course-taking history in math. Second, design and implement concurrent-enrollment support models. In these models, students who are identified as underprepared for college-level math courses will concurrently enroll in the college-level course and a remedial support course OR enroll in a single-semester prerequisite course OR concurrently enroll in a single-semester prerequisite course and a remedial support course. Third, change placement policies by adjusting cut scores and using multiple measures to allow more first-time students to enroll

directly in college-level math courses and a concurrent remedial support course. To implement these three high-leverage strategies, department members are currently working on the complete redesign of the course delivery for four different first-level transfer math courses and every math course below transfer. Additionally, we are in the process of developing concurrent remedial support courses for three different first-level transfer courses as well as a concurrent remedial support course for Math 110 (Intermediate Algebra). Note: the concurrent remedial support course for Math 110 will replace Math 088 (Pre-Algebra) and Math 090 (Elementary Algebra). More importantly, based on the California Acceleration Project's five design principles (backward design, relative thinking-oriented curriculum, just-in-time remediation, collaborative low-stakes practice, and intentional support for the affective domain) department members will completely redesign both the course delivery and pedagogical practices for the concurrent remedial support courses, Intermediate Algebra, and our first-level transfer courses. As part of this department members will be charged with working with tutoring to recruit and hire 15 to 50 embedded tutors for the concurrent remedial support courses (including the lab component of these course). Finally, Department members will work closely with Student Services to conduct outreach and to develop a process for determining each student's initial placement in the Math Pathways program. The Math Pathways program is a massive undertaking requiring one full-time math faculty who will be assigned as the "Math Pathways Coordinator" and is responsible for overseeing the design and preparation for implementation of the Math Pathways project (0.2 LED starting in spring 2016 and extending through spring 2019). In addition, it will require stipends for math faculty who will be working on specific pieces of the Math Pathways project. Implementation of the Math Pathways program is scheduled for fall 2016.

<u>To prepare for implementation of the Math Pathways program we will accomplish the following during the spring 2016 semester (dates included).</u>

To date, department members have researched and determined the structure of the Math Pathways program and submitted all paperwork to the Curriculum Committee for adding the concurrent support courses and modifying the Intermediate Algebra course as well as the first-level transfer courses. By the end of January 2016, department members will: 1) work with the Dean and Office of Instruction to research and develop a completely redesigned class schedule that will no longer include Math 088 (Pre-Algebra) and Math 090 (Elementary Algebra); 2) work with the Dean, Office of Instruction, and Admissions and Records to develop and implement a plan for enrolling students in the concurrent support courses; and 3) if needed work with the chairs and coordinators of affected disciplines to develop a one-unit concurrent support course designed to provide Stats Academy students with the prerequisite math skills and competencies needed to succeed in the discipline's general education course(s). By the end of February 2016, department members will complete the following activities: 1) develop and implement a plan to educate and inform students, administrators, student service faculty and staff, and the chairs and coordinators of all affected disciplines about the Math Pathways program; 2) based on the California Acceleration Project's five design principles (backward design, relative thinking-oriented curriculum, just-in-time remediation, collaborative low-stakes practice, and

intentional support for the affective domain) completely redesign both the course delivery and pedagogical practices for the concurrent remedial support courses, Intermediate Algebra, and our first-level transfer courses; and 3) collaborate with student services to a) develop a multi-measures placement policy for the Math Pathways program, b) develop criteria and a process for advising students into the appropriate pathway and consequently the appropriate initial starting point within that pathway, c) develop and implement an outreach program for Math Pathways, and d) develop and implement an advertising campaign for the Math Pathways program. By the end of March 2016, department members will develop and implement a training program for all full and part-time math faculty to prepare them to teach in the Math Pathways program. By the end of May 2016, department members will have worked with tutoring to recruit and hire 15 to 50 embedded tutors for the concurrent remedial support courses.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.1 | 1/11/2016-6/30/2016 | Math Pathways Coordinator (0.30 LED) - $10,000<br>Travel to conferences -$15,000<br>Total -$25,000 | |

***Link to Goal***

Since the Math Pathways program replaces the lowest level courses in the basic skills math pipeline with a degree-level math course and a concurrent-enrollment support course that provides just-in-time remediation, the basic skills math pipeline can now be completed in one semester. By removing exit points and simultaneously providing just-in-time remediation, the rates at which each of these groups complete the basic skills math pipeline will be at least 1.5 times higher. For evidence, please refer to our attached paper, *Increasing Remedial Pipeline Success Rates: Let Them in and They Will Succeed*.

***Evaluation***

To determine the effectiveness of the Math Pathways program, we will work with the Office of Research, Planning, and Institutional Effectiveness (RPIE) to assess and evaluate the access rates, course completion rates, and basic skills math pipeline completion rates for each of the disproportionally impacted groups identified above. Beginning with the first year of the program these rates will be evaluated annually and compared to similar rates prior to implementing the Math Pathways program.

Beginning with the third year of the program, we will work with RPIE to annually access and evaluate the degree and certificate completion rates and transfer rates for each of the disproportionally impacted group identified above. These rates will be compared to similar rates prior to implementing the Math Pathways program.

Furthermore, during the second year of the Math Pathways program, we will work with RPIE to implement and evaluate: 1) a student focus group, 2) an instructor focus group, and 3) a Student Services focus group to learn how to improve implementation of the Math Pathways program.

Annual evaluation of Math Pathways program

**C.2: (First Year Experience—FYE)**

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| X | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| X | Student Services or other Categorical Program | X | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | X | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| C.2 | Economically Disadvantaged<br>Hispanic/Latino<br>African American | 400-650 |

***Activity Implementation Plan***

Cuyamaca College's First-Year Experience program is a comprehensive and intentional approach to the first year of college whose purpose is to provide equity for underrepresented student populations, and ensure participants learn and persist through their first year. It not only facilitates mandatory participation in matriculation services at their high schools, but also employs other effective practices to facilitate first-year success including: full-time enrollment in math, English/ESL, and Counseling courses, personal/academic counseling, academic support, tutoring, and mentoring. Participants move through their first-year as a cohort divided into teams via their Counseling course, and remain together for the entire year with the same team and FYE faculty member. Teams participate against each other in FYE campus activities, thus increasing peer-to-peer interactions allowing for more campus engagement to occur and normalizing the College experience.

The vision of the program is to create a supportive learning environment which engages our unique and diverse student community while fostering mutual success and persistence at the level of postsecondary education. The mission of the program is to provide our participants a holistic first-year college experience that is not only memorable, and enjoyable, but also educational and successful.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.2 | 1/4/2016-12/31/2016 | $25,000 | *Student Success and Support -$43,000<br>Basic Skills Initiative -$30,000 |

*Release time to coordinate with the program

***Link to Goal***

Mandating registration for appropriate levels of math, English or ESL and mandatory tutoring during the first year allows for timely sequencing through math and English/ESL and promotes student success, retention, and completion

One-year sequence of counseling courses with an FYE instructor allows participants and faculty to build strong rapport, and allows for the faculty to identify when participants are struggling either academically or personally and intervene when appropriate

Academic progress is monitored with multiple progress reports during each semester and feedback from English/ESL and math faculty is utilized in the creation and implementation of academic interventions

Class cohort model allows for students to feel supported and promotes competition amongst each of the class/teams creates a sense of unity and the desire to assist each team member to succeed

***Evaluation***

We request and are provided with data from Institutional Research each year to review the success, retention, and persistence of each cohort we have served (5) since our pilot year 2011. Each year we also do a student survey which is where we measure our SLO's and the outcomes from both qualitative for program improvements for the following year.

Annual evaluation of the First Year Experience

## C.3 (Writing Center Tutoring to Support Students in English, ESL and Writing Across the Curriculum)

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| C.3 | African American,<br>Native American,<br>Filipino,<br>Hispanic,<br>Disability Status,<br>Foster Youth,<br>Age under 20,<br>Age 20-24,<br>Age 25-29, | 513<br>89<br>221<br>2880<br>1,100<br>29<br>2,219<br>2994<br>1177 |

***Activity Implementation Plan***

**Open Tutoring.** The Writing Center will provide 102.2 hours of reading, writing, and ESL tutoring support per week; special populations will be able to schedule two, distinct 30 minute appointments in advance while other students will only be able to make one appointment at a time.

**Embedded Tutoring**. The Writing Center will embed tutors from 2-6 hours per week in approximately 17 writing intensive, "gateway" courses such as ESL, English and Reading. The tutor will then be familiar with the course content and instructor's expectations, and the tutor will be able to assist students in group work within the classroom. There will also be two hours reserved in the Center with the course tutor exclusively for students from that course to work on their course work. Special attention will be paid to embed as many class hours as possible in accelerated English and ESL courses which are showing a significant positive impact in serving disproportionately impacted populations. We will operate professional development activities for faculty to make them better prepared to make the most of their embedded tutor.

**Tutor Training.** 3a) All campus tutors are required to complete Education 151. Many of these tutors are ESOL students who may not have taken the full ESL or English sequences and who are tutoring other content areas. The course presents serious challenges for these students as the learning theory concepts can be linguistically complex and the course assessments are written observation reports on live tutoring sessions here on campus. We would place an embedded tutor into Ed 151 ($330 total for the 1 unit class) in order to assist these students with understanding the course content of how to tutor diverse populations most effectively and to assist the students in writing their responses to what they see in their observations. 3b) Ed 151 covers the basics of tutoring, but follow-up training is required to help tutors become as confident and capable as possible. We would like to provide 8 hours of staff meetings and follow-on training for all of the Writing Center tutors in working with students with disabilities, familiarity with diverse tutoring best –practices, tips about how to encourage students in enrolling in the next level of the English and ESL basic skills sequences, and content concerns.

**Historical Evidence**

1) African American students in basic skills English composition courses who used the Writing Center were 28.3% less likely to drop than students of the same demographic and level who did not use the Center.
2) African American students in basic skills English composition courses who used the Writing Center were 25.9% more likely to pass their English classes than students of the same demographic and level who did not use the Center.
3) Hispanic students were 14.3 percent more likely to persist to the next level of English if they came to the Center than those Hispanic students of the same class level who did not; students of Two or More ethnicities were 17.5 percent more likely to persist to the next level of English if they used the Writing Center than if they did not.
4) Male basic skills English students were 9.1 percent less likely to drop their English course and 21.2 percent more likely to pass it in spring 2014, and male transfer-level English students were 9.7 percent less likely to drop their English classes and 14.8 percent more likely to succeed if they used the Center.

5) English 90 students (three-levels below transfer) were 15.4 percent more likely to persist to the next level of English if they came to Writing Center than if they did not, and English 99 students (Accelerated students) were 11.6 percent more likely to persist to the next level of English if they came to the Center than if they did not.
6) Students in all levels of ESL composition combined together were 14.4 percent less likely to drop their ESL courses and 13.3 percent more likely to pass them than ESL students who did not use the Center (some sub-groups, such as ESL 106 students with an embedded tutor have had staggering gains of 44 percentage points in success rate).
7) For Bio 230, a gatekeeper course to all allied health professions, students were 44.4 less likely to drop and 72.2 percent more likely to pass the course if they used the Writing Center services than if they did not. That means that if students didn't use our services, they did not pass the gate keeper course.
8) Science students (Biology, Chemistry, and Physics) who used the Writing Center for support with lab report writing were 7.3 percent less likely to drop and 14.3 percent more likely to pass than students who did not use the Center.
9) CTE students, as a group, who used the Center were 16.8 percent less likely to drop and 24.5 percent more likely to pass than CTE students who did not use our services.
10) Our embedded program works to get students into the Center who would not normally use our services. They become comfortable with the tutor in-class, see how much students who use the tutor gain, and therefore venture to the Center to work with that familiar face. There are also consistent modest gains for students with an embedded tutor in the classroom who never even come to the Center. Gains in retention range from 2.5%-6% for retention, and 2-4% for success. (This analysis compared students with an embedded tutor who never used the Center to students of the same level without an embedded tutor who never used the Center).

Summary: the Writing Center has been doing work on addressing the needs of disproportionately impacted groups for many years. There are groups, such as males, who previously ranked as being under-served but who now are showing strong success in the areas we support.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.3 | 1/25/2016-6/30/2016 | $20,000 (Hourly)<br>$21,033 (0.475 FTE)<br>Total -$41,033 | Basic Skills Initiative - $17,900 (including 7% benefits)<br>Basic Skills Initiative -$15,350 (including 7% benefits)<br>Basic Skills Initiative -$3,000 (including 7% benefits)<br>WIOA -$3,168<br>General Fund -$7,336<br>CTE/Perkins -$3,000 (including 7% benefits) |

***Link to Goal***

Open hours of tutoring will allow support for students of various groups with writing and reading within the basic skills and ESL sequences, as well as in courses across the curriculum. This support will help improve course completion as well as completion of the ESL and English sequences.

Embedded tutoring in basic skills will provide additional in-class support for students: furthermore, it has been shown locally to bring students into the Writing Center who would not otherwise seek support but who very much need it. It also provides additional hours of tutoring support in the Center exclusively for basic skills and ESL students to support them in course and sequence completion.
Tutor training is the key to quality tutoring. Boylan, Bliss, and Bonham (1997) found no change in student GPA, retention, or success for tutoring programs without training. However, programs with training were found to be one of the best indicators of successful developmental education programs. According to leading researchers in the field (Rings and Sheets, 1991), training "provide[s] tutors with the information, strategies, and resources to help students become independent learners and attain their education goals" (cited in Sheets, 2012).

Boylan, H., Bliss, L., and Bonham, B. (1997) Program components and their relationship to student performance. *Journal of Developmental Education*. 20(3), 2-9.

Sheets, R. A. (2012). Peer tutoring and tutor training, a historical perspective. In K. Agee & R. Hodges (Eds.), Handbook for training peer tutors and mentors (pp 3-6). Mason, OH: Cengage Learning.

***Evaluation***

Quantitative: we will analyze a variety of student success factors including course retention, course success, progress to the next level of English or ESL, and completion data in a comparison study of students who used the Writing Center and those who did not. We will also conduct a comparison study to isolate the impact of embedded tutoring within the classroom from the impact of contact with the Center, itself.

All of this information will be disaggregated by age, gender, ethnicity, disability status, foster youth status, veteran's status, and low income status.

Data will be collected in Spring 16 – and any subsequently funded semesters—and analyzed by the end of Fall 16. It will be reviewed immediately upon arrival.

## C.4: (Educational Experience: Museum of Tolerance)

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| C.4 | Former Foster Youth<br>Disabled Status<br>Economically Disadvantaged<br>Hispanic/Latino<br>African American<br>Male | 100-275 |

***Activity Implementation Plan***

On March 20, 2016, students from the English 90R, English 98 class, and students in other classes who have read Holocaust memoirs will have the opportunity to take a fieldtrip to the Museum of Tolerance.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.4 | 1/4/2016-6/30/2016 | $3,000 | |

***Link to Goal***

More than 100 students will critically reflect on their experience of learning about genocide, both past and present, on a much deeper level.

***Evaluation***

Students will complete surveys in their respective classrooms addressing their understanding of the holocaust as well as historical and current genocides all over the world.

**C.5: (Student Equity Book Grant—SEBG)**

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| X | Outreach | | Student Equity Coordination/Planning | | Instructional Support Activities |
| X | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| C.5 | Former Foster Youth<br>Disabled Status<br>Economically Disadvantaged<br>Hispanic/Latino<br>African American<br>Male | 100-150 |

***Activity Implementation Plan***

Eligible students will be awarded a book award for developmental courses (English, Math and/or ESL) and other courses. Cuyamaca College faculty, staff and administrators will refer students by completing an application with the student and submitting it to SEBG Coordinator (currently the Financial Aid Director). Eligibility criteria: Student must be identified as disproportionately impacted per the Student Equity Plan; student must have a valid FAFSA on file with the college and have enough financial need for the award; student must take and pass a financial literacy counseling session before a future SEBG is awarded.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| C.5 | 1/16/2016-6/30/2016 | $20,000 | |

***Link to Goal***

Research confirms that students successfully complete their courses at higher rates if they are fully prepared with all required materials. The goal of this proposal is to supply a greater number of students with all their textbooks thus increasing course completion and ESL/Basic skills completion rates.

***Evaluation***

A research request will be completed to compare the student's success outcomes between students who received the SEBG award and students who did not receive the award. This request will occur on an annual basis.

# Success Indicator: Degree and Certificate Completion

## CAMPUS-BASED RESEARCH: DEGREE AND CERTIFICATE COMPLETION

**D. DEGREE AND CERTIFICATE COMPLETION.** The 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 as documented in the student educational plan developed with a counselor/advisor.

**Overview of data:**
The following groups of students are experiencing a disproportionate impact in degree and/or certificate completion; African American, American Indian/Native American, Filipino, Hispanic/Latino, Pacific Islander and Males as shown in Tables 17-19.

**Student Success Outcomes**
**Completion Rates (Student Success Scorecard)**
The Completion Rate data are derived from the completion cohorts in the Student Success Scorecard. The completion cohorts comprise of first time students in the system that earned at least six units (within six years of their first enrollments) and attempted any level of math or English within three years. Successful completion includes students who earned a degree or certificate OR transferred to a 4-year institution OR were transfer-prepared within six years of their first enrollment. Students are transfer-prepared if they successfully completed 60+ UC/CSU transferrable units with a GPA greater than or equal to 2.0.

Table 17 highlights disproportionate impact amongst African American, American Indian, Filipino, Hispanic/Latino and Pacific Islander students in degree/certificate completion.

**Table 17: Degree/Certificate Completion Rate Five-Year Trends by Race/Ethnicity**

| | 2004-05 to 2009-10 | 2005-06 to 2010-11 | 2006-07 to 2011-12 | 2007-08 to 2012-13 | 2008-09 to 2013-14 | Five-Year Average | 80% Test | Proportion Test |
|---|---|---|---|---|---|---|---|---|
| African American | 11.9% (n = 67) | 19.1% (n = 47) | 16.7% (n = 66) | 15.3% (n = 85) | 16.0% (n = 106) | 15.6% (n = 371) | **YES** | 0.88 |
| American Indian | 16.7% (n = 12) | 11.1% (n = 9) | 20.0% (n = 10) | 23.1% (n = 13) | 15.4% (n = 13) | 17.5% (n = 57) | **YES*** | 0.99 |
| Asian | 19.4% (n = 31) | 25.8% (n = 31) | 17.6% (n = 34) | 27.3% (n = 33) | 22.9% (n = 48) | 22.6% (n = 177) | NO | 1.28 |
| Filipino | 15.4% (n = 26) | 13.3% (n = 30) | 6.1% (n = 33) | 22.7% (n = 22) | 15.0% (n = 20) | 13.7% (n = 131) | **YES** | 0.78 |
| Hispanic | 12.7% (n = 205) | 14.8% (n = 209) | 16.9% (n = 248) | 11.1% (n = 289) | 15.8% (n = 341) | 14.3% (n = 1,292) | **YES** | 0.81 |
| Pacific Islander | 12.5% (n = 8) | 7.7% (n = 13) | 12.5% (n = 16) | 10.5% (n = 19) | 20.0% (n = 20) | 13.2% (n = 76) | **YES*** | 0.74 |
| White | 17.4% (n = 484) | 20.2% (n = 504) | 16.8% (n = 553) | 18.4% (n = 637) | 19.9% (n = 612) | 18.6% (n = 2,790) | NO | 1.05 |
| Unknown | 21.6% (n = 111) | 24.5% (n = 155) | 18.8% (n = 144) | 17.3% (n = 168) | 22.1% (n = 263) | 20.9% (n = 841) | NO | 1.18 |
| **Total** | **16.4% (n = 944)** | **19.4% (n = 998)** | **16.8% (n = 1,104)** | **16.6% (n = 1,266)** | **19.0% (n = 1,423)** | **17.7% (n = 5,735)** | **18.1% (Asian)** | |

Male students are not completing a degree and/or certificate at the same rate as female students (see Table 18 below).

**Table 18: Degree/Certificate Completion Rate Five-Year Trends by Gender**

| | 2004-05 to 2009-10 | 2005-06 to 2010-11 | 2006-07 to 2011-12 | 2007-08 to 2012-13 | 2008-09 to 2013-14 | Five-Year Average | 80% Test | Proportion Test |
|---|---|---|---|---|---|---|---|---|
| Female | 18.4% (n = 494) | 20.8% (n = 506) | 18.0% (n = 607) | 19.2% (n = 692) | 21.4% (n = 798) | 19.7% (n = 3,097) | NO | 1.11 |
| Male | 14.3% (n = 442) | 16.7% (n = 454) | 15.4% (n = 492) | 13.5% (n = 570) | 16.0% (n = 608) | 15.2% (n = 2,566) | **YES** | 0.86 |
| **Total** | **16.4% (n = 944)** | **19.4% (n = 998)** | **16.8% (n = 1,104)** | **16.6% (n = 1,266)** | **19.0% (n = 1,423)** | **17.7% (n = 5,735)** | **15.7% (Female)** | |

Hispanic/Latino students are also not completing at the same rates as other students shown in Table 19 below.

**Table 19: Completion Rate Five-Year Trends by Race/Ethnicity**

| | 2004-05 to 2009-10 | 2005-06 to 2010-11 | 2006-07 to 2011-12 | 2007-08 to 2012-13 | 2008-09 to 2013-14 | Five-Year Average | 80% Test | Proportion Test |
|---|---|---|---|---|---|---|---|---|
| African American | 43.3% (n = 67) | 44.7% (n = 47) | 37.9% (n = 66) | 42.4% (n = 85) | 43.4% (n = 106) | 42.3% (n = 371) | NO | 0.88 |
| American Indian | 41.7% (n = 12) | 33.3% (n = 9) | 70.0% (n = 10) | 53.8% (n = 13) | 38.5% (n = 13) | 47.4% (n = 57) | NO* | 0.98 |
| Asian | 41.9% (n = 31) | 54.8% (n = 31) | 50.0% (n = 34) | 48.5% (n = 33) | 50.0% (n = 48) | 49.2% (n = 177) | NO | 1.02 |
| Filipino | 65.4% (n = 26) | 30.0% (n = 30) | 48.5% (n = 33) | 40.9% (n = 22) | 45.0% (n = 20) | 45.8% (n = 131) | NO | 0.95 |
| Hispanic | 43.4% (n = 205) | 42.1% (n = 209) | 41.1% (n = 248) | 38.8% (n = 289) | 38.7% (n = 341) | 40.5% (n = 1,292) | **YES** | 0.84 |
| Pacific Islander | 50.0% (n = 8) | 30.8% (n = 13) | 62.5% (n = 16) | 26.3% (n = 19) | 50.0% (n = 20) | 43.4% (n = 76) | NO* | 0.90 |
| White | 51.4% (n = 484) | 52.6% (n = 504) | 50.3% (n = 553) | 51.5% (n = 637) | 48.9% (n = 612) | 50.9% (n = 2,790) | NO | 1.06 |
| Unknown | 54.1% (n = 111) | 52.9% (n = 155) | 55.6% (n = 144) | 53.0% (n = 168) | 55.5% (n = 263) | 54.3% (n = 841) | NO | 1.13 |
| **Total** | **49.4% (n = 944)** | **49.0% (n = 998)** | **48.5% (n = 1,104)** | **47.6% (n = 1,266)** | **47.2% (n = 1,423)** | **48.2% (n = 5,735)** | **40.7% (White)** | |

**Table 20: Number of Students Receiving Degrees by Race/Ethnicity, 2009-2014**

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Five-Year Average |
|---|---|---|---|---|---|---|
| African American | 6.6% (n = 21) | 5.6% (n = 21) | 5.9% (n = 23) | 4.4% (n = 20) | 3.4% (n = 17) | 5.0% (n = 102) |
| American Indian | 0.3% (n = 1 to 9) | 1.3% (n = 1 to 9) | 0.3% (n = 1 to 9) | 0.2% (n = 1 to 9) | 0.8% (n = 1 to 9) | 0.6% (n = 12) |
| Asian | 5.0% (n = 16) | 4.0% (n = 15) | 5.4% (n = 21) | 2.4% (n = 11) | 3.2% (n = 16) | 3.9% (n = 79) |
| Filipino | 1.6% (n = 1 to 9) | 1.9% (n = 1 to 9) | 3.6% (n = 14) | 2.2% (n = 10) | 1.4% (n = 1 to 9) | 2.1% (n = 43) |
| Hispanic | 22.7% (n = 72) | 19.3% (n = 72) | 24.7% (n = 97) | 25.0% (n = 114) | 25.5% (n = 128) | 23.7% (n = 483) |
| Pacific Islander | 0.3% (n = 1 to 9) | 0.8% (n = 1 to 9) | 1.3% (n = 1 to 9) | 0.4% (n = 1 to 9) | 1.2% (n = 1 to 9) | 0.8% (n = 17) |
| White | 50.8% (n = 161) | 50.3% (n = 188) | 44.9% (n = 176) | 52.9% (n = 241) | 49.0% (n = 246) | 49.6% (n = 1,012) |
| Two or more | 4.4% (n = 14) | 4.8% (n = 18) | 4.6% (n = 18) | 6.6% (n = 30) | 8.8% (n = 44) | 6.1% (n = 124) |
| Unknown | 8.2% (n = 26) | 12.0% (n = 45) | 9.4% (n = 37) | 5.9% (n = 27) | 6.8% (n = 34) | 8.3% (n = 169) |
| **Total** | **100.0% (n = 317)** | **100.0% (n = 374)** | **100.0% (n = 392)** | **100.0% (n = 456)** | **100.0% (n = 502)** | **100.0% (n = 2,041)** |

**Table 21: Number of Students Receiving Certificates by Race/Ethnicity, 2009-2014**

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Five-Year Average |
|---|---|---|---|---|---|---|
| African American | 5.6% (n = 1 to 9) | 6.6% (n = 1 to 9) | 8.2% (n = 12) | 4.4% (n = 1 to 9) | 3.6% (n = 1 to 9) | 5.7% (n = 39) |
| American Indian | 0.9% (n = 1 to 9) | N/A (n = 0) | N/A (n = 0) | N/A (n = 0) | 0.7% (n = 1 to 9) | 0.3% (n = 1 to 9) |
| Asian | 5.6% (n = 1 to 9) | 2.9% (n = 1 to 9) | 3.4% (n = 1 to 9) | 5.0% (n = 1 to 9) | 3.6% (n = 1 to 9) | 4.1% (n = 28) |
| Filipino | 1.9% (n = 1 to 9) | 2.9% (n = 1 to 9) | 2.7% (n = 1 to 9) | 1.3% (n = 1 to 9) | 1.4% (n = 1 to 9) | 2.0% (n = 14) |
| Hispanic | 25.2% (n = 27) | 19.9% (n = 27) | 23.8% (n = 35) | 22.6% (n = 36) | 24.3% (n = 34) | 23.1% (n = 159) |
| Pacific Islander | N/A (n = 0) | 1.5% (n = 1 to 9) | 2.0% (n = 1 to 9) | 0.6% (n = 1 to 9) | 0.7% (n = 1 to 9) | 1.0% (n = 1 to 9) |
| White | 44.9% (n = 48) | 47.8% (n = 65) | 46.9% (n = 69) | 52.2% (n = 83) | 52.9% (n = 74) | 49.2% (n = 339) |
| Two or more | 6.5% (n = 1 to 9) | 4.4% (n = 1 to 9) | 4.1% (n = 1 to 9) | 7.5% (n = 12) | 7.9% (n = 11) | 6.1% (n = 42) |
| Unknown | 9.3% (n = 10) | 14.0% (n = 19) | 8.8% (n = 13) | 6.3% (n = 10) | 5.0% (n = 1 to 9) | 8.6% (n = 59) |
| **Total** | **100.0% (n = 107)** | **100.0% (n = 136)** | **100.0% (n = 147)** | **100.0% (n = 159)** | **100.0% (n = 140)** | **100.0% (n = 689)** |

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: DEGREE AND CERTIFICATE COMPLETION

**GOAL D.**

The goal is to improve by 9 percent the degree and certificate completion for the following target populations identified in the college research as experiencing a disproportionate impact:

| Target Population | Year | # Students Receiving a Degree/Certificate |
|---|---|---|
| African American | 2008-09 to 2013-14 | 106 |
| Hispanic/Latino | 2008-09 to 2013-14 | 341 |
| Males | 2008-09 to 2013-14 | 608 |

**ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION**

**D.1: (The Math Pathways Program)**

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| | Student Services or other Categorical Program | X | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | X | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| D.1 | 1) Current or former foster youth<br>2) Students with disabilities<br>3) Disproportionately impacted | The combined totals from each of these groups who need to take a math class. |

***Activity Implementation Plan***

Preamble: For the results of our inquiry-based self-assessment that led to our understanding of the nature and structure of the issues that create and perpetuate the achievement gap, please refer to our attached paper, *Increasing Remedial Pipeline Success Rates: Let Them in and They Will Succeed*.

Activity description: The evidence proves that the traditional basic skills math pipeline is a foundational component of the achievement gap and is harming students. Additionally, research indicates that curricular reform coupled with allowing more first-time students to enroll directly in college-level courses will dramatically increase the rates at which disproportionally impacted students successfully complete transferable math and English classes. The goal of the Math Pathways program is to eliminate the equity gap and provide all students with an achievable pathway to earning a degree or certificate or transferring to a four-year institution. To achieve this goal, the Math Pathways program will implement the following three high-leverage strategies. First, based on the success of the department's Stats Academy, accelerate remediation across all math pathways (STEM, Liberal Arts, CTE, and Business) by replacing the traditional multi-level remedial pipeline with accelerated single-semester prerequisite courses that are aligned with a specific transfer-level course. In the Math Pathways program, students will enroll in the accelerated single-semester prerequisite course regardless of placement test scores and previous course-taking history in math. Second, design and implement concurrent-enrollment support models. In these models, students who are identified as underprepared for college-level math courses will concurrently enroll in the college-level course and a remedial support course OR enroll in a single-semester prerequisite course OR concurrently enroll in a single-semester prerequisite course and a remedial support course. Third, change placement policies by adjusting cut scores and using multiple measures to allow more first-time students to enroll directly in college-level math courses and a concurrent remedial support course. To implement these three high-leverage strategies, department members are currently working on the complete redesign of the course delivery for four different first-level transfer math courses and every math course below transfer. Additionally, we are in the process of developing concurrent remedial support courses for three different first-level transfer courses as well as a concurrent remedial support course for Math 110 (Intermediate Algebra). Note: the concurrent remedial support course for Math 110 will replace Math 088 (Pre-Algebra) and Math 090 (Elementary Algebra). More importantly, based on the California Acceleration Project's five design principles (backward design, relative thinking-oriented curriculum, just-in-time remediation, collaborative low-stakes practice, and intentional support for the affective domain) department members will completely redesign both the course delivery and pedagogical practices for the concurrent remedial support courses, Intermediate Algebra, and our first-level transfer courses. As part of this department members will be charged with working with tutoring to recruit and hire 15 to 50 embedded tutors for the concurrent remedial support courses (including the lab component of these courses). Finally, Department members will work closely with Student Services to conduct outreach and to develop a process for determining each student's initial placement in the Math Pathways program. The Math Pathways program is a massive undertaking requiring one full-time math faculty who will be assigned as the "Math Pathways Coordinator" and is responsible for overseeing the design and preparation for implementation of the Math Pathways project (0.2 LED starting in spring 2016 and extending through spring 2019). In addition, it will require stipends for math

faculty who will be working on specific pieces of the Math Pathways project. Implementation of the Math Pathways program is scheduled for fall 2016.

To prepare for implementation of the Math Pathways program we will accomplish the following during the spring 2016 semester (dates included).

To date, department members have researched and determined the structure of the Math Pathways program and submitted all paperwork to the Curriculum Committee for adding the concurrent support courses and modifying the Intermediate Algebra course as well as the first-level transfer courses. By the end of January 2016, department members will: 1) work with the Dean and Office of Instruction to research and develop a completely redesigned class schedule that will no longer include Math 088 (Pre-Algebra) and Math 090 (Elementary Algebra); 2) work with the Dean, Office of Instruction, and Admissions and Records to develop and implement a plan for enrolling students in the concurrent support courses; and 3) if needed work with the chairs and coordinators of affected disciplines to develop a one-unit concurrent support course designed to provide Stats Academy students with the prerequisite math skills and competencies needed to succeed in the discipline's general education course(s). By the end of February 2016, department members will complete the following activities: 1) develop and implement a plan to educate and inform students, administrators, student service faculty and staff, and the chairs and coordinators of all affected disciplines about the Math Pathways program; 2) based on the California Acceleration Project's five design principles (backward design, relative thinking-oriented curriculum, just-in-time remediation, collaborative low-stakes practice, and intentional support for the affective domain) completely redesign both the course delivery and pedagogical practices for the concurrent remedial support courses, Intermediate Algebra, and our first-level transfer courses; and 3) collaborate with student services to a) develop a multi-measures placement policy for the Math Pathways program, b) develop criteria and a process for advising students into the appropriate pathway and consequently the appropriate initial starting point within that pathway, c) develop and implement an outreach program for Math Pathways, and d) develop and implement an advertising campaign for the Math Pathways program. By the end of March 2016, department members will develop and implement a training program for all full and part-time math faculty to prepare them to teach in the Math Pathways program. By the end of May 2016, department members will have worked with tutoring to recruit and hire 15 to 50 embedded tutors for the concurrent remedial support courses.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| D.1 | 1/11/2016-6/30/2016 | Math Pathways Coordinator (0.30 LED) - $10,000<br>Travel to conferences -$15,000<br>Total -$25,000 | |

***Link to Goal***

Since the Math Pathways program replaces the lowest level courses in the basic skills math pipeline with a degree-level math course and a concurrent-enrollment support course that provides just-in-time remediation, the basic skills math pipeline is one semester long. By removing exit points and simultaneously providing just-in-time remediation, the rates at which each of these groups complete the basic skills math pipeline will be at least 1.5 times higher. Furthermore, upon completion of the basic skills math pipeline, each student will simultaneously pass the degree-level math course and become eligible to enroll in a transfer-level course. Consequently, math will no longer be a barrier to earning a degree or certificate. For evidence, please refer to our attached paper, *Increasing Remedial Pipeline Success Rates: Let Them in and They Will Succeed*.

***Evaluation***

To determine the effectiveness of the Math Pathways program, we will work with the Office of Research, Planning, and Institutional Effectiveness (RPIE) to assess and evaluate the access rates, course completion rates, and basic skills math pipeline completion rates for each of the disproportionally impacted groups identified above. Beginning with the first year of the program these rates will be evaluated annually and compared to similar rates prior to implementing the Math Pathways program.

Beginning with the third year of the program, we will work with RPIE to annually access and evaluate the degree and certificate completion rates and transfer rates for each of the disproportionally impacted group identified above. These rates will be compared to similar rates prior to implementing the Math Pathways program.

Furthermore, during the second year of the Math Pathways program, we will work with RPIE to implement and evaluate: 1) a student focus group, 2) an instructor focus group, and 3) a Student Services focus group to learn how to improve implementation of the Math Pathways program.

Annual evaluation of the Math Pathway program

**D.2: (First Year Experience—FYE)**

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| X | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| X | Student Services or other Categorical Program | X | Curriculum/Course Development or Adaptation | X | Direct Student Support |

| | | | | | |
|---|---|---|---|---|---|
| | Research and Evaluation | X | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| D.2 | Economically Disadvantaged<br>Hispanic/Latino<br>African American | 400-650 |

***Activity Implementation Plan***

Cuyamaca College's First-Year Experience program is a comprehensive and intentional approach to the first year of college whose purpose is to provide equity for underrepresented student populations, and ensure participants learn and persist through their first year. It not only facilitates mandatory participation in matriculation services at their high schools, but also employs other effective practices to facilitate first-year success including: full-time enrollment in math, English/ESL, and Counseling courses, personal/academic counseling, academic support, tutoring, and mentoring. Participants move through their first-year as a cohort divided into teams via their Counseling course, and remain together for the entire year with the same team and FYE faculty member. Teams participate against each other in FYE campus activities, thus increasing peer-to-peer interactions allowing for more campus engagement to occur and normalizing the College experience.

The vision of the program is to create a supportive learning environment which engages our unique and diverse student community while fostering mutual success and persistence at the level of postsecondary education. The mission of the program is to provide our participants a holistic first-year college experience that is not only memorable, and enjoyable, but also educational and successful.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| D.2 | 1/4/2016-12/31/2016 | $25,000 | *Student Success and Support -$43,000<br>Basic Skills Initiative -$30,000 |

*Release time to coordinate with the program

***Link to Goal***

One-year sequence of counseling courses with an FYE instructor allows participants and faculty to build strong rapport, and allows for the faculty to identify when participants are struggling either academically or personally and intervene when appropriate

Academic progress is monitored with multiple progress reports during each semester and feedback from English/ESL and math faculty is utilized in the creation and implementation of academic interventions

Establishment of a career goal and a comprehensive educational plan detailing future course requirements thus streamlining completion of certificates, associate degrees, and transfers to four- year institutions

***Evaluation***

We request and are provided with data from Institutional Research each year to review the success, retention, and persistence of each cohort we have served (5) since our pilot year 2011. Each year we also do a student survey which is where we measure our SLO's and the outcomes from both qualitative for program improvements for the following year.

Annual evaluation for the First Year Experience program

**D.3: (STEM Achievement Center-Workshops)**

***Activity Type:***

| | | | | | |
|---|---|---|---|---|---|
| | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| D.3 | FYE | 142 |
| | EOPS | 950 |
| | DSPS | 1500 |
| | Foster Youth | 75 |
| | Veterans | 428 |

***Activity Implementation Plan***

The STEM Achievement Center offers various workshops to offer further support to students enrolled in STEM courses. These workshops are guided by tutors from the STEM center and are conducted at regular times to provide consistency. The workshops offer an additional source of support in a slightly different format from regular tutoring that helps address the different learning styles of all students. During the spring 2016 semester we will be expanding the number and type of workshops offered to cover subject needs that are currently not being met, specifically the sciences, as well as provide various schedule options to support a wider range of students. Tutoring increases the retention and success of all students based on research done by the Office of Research, Planning & Institutional Effectiveness, but particularly those who are disproportionately impacted. Overall, students who received tutoring in 2013-2014 were 14% more likely to retain their chemistry classes and were 16.5% more likely to be successful. Taking a closer look at the disproportionately impacted groups, we find male students had a 14.4% higher retention rate while the retention rate was 19.5% higher for Hispanic students and 42.9% higher for Black non-Hispanic students. In addition, male students were 14.3% more likely to be successful in chemistry with the additional support of tutoring and Black non-Hispanic students were 50% more likely to be successful. The research is similar for disproportionately impacted students enrolled in math, biology, and physics classes. Through surveys conducted during the 2014-2015 academic year, students have consistently reported that the STEM center does not have enough science tutors or workshops to meet their needs. The Student Equity funds requested will allow the STEM center to provide 64 hours of workshops per week for the 17 week semester.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| D.3 | 10/1/15-6/30/16 | $20,000 | General Funds -$18,117 |

***Link to Goal***

The goal of this activity is to improve course completion for the targeted populations, as well as to improve degree and certificate completion. Students who use the services of the STEM Center, including the tutoring and workshops offered, show an increase in course retention and success. Providing additional workshops will allow a greater number of students across a variety of subjects to utilize these services, thus supporting the goals of increased degree completion and transfer success.

***Evaluation***

The number of students served who are within the targeted population will be tracked by working with the Office of Research, Planning & Institutional Effectiveness. This data will be collected and reviewed on a per semester basis. In addition to the quantitative data collected, there will also be surveys conducted for both students and tutors to gain better insight into their experiences and the operation of the STEM Center.

**D.4: (Awareness Training for Tutors)**

***Activity Type:***

| | | | | | |
|---|---|---|---|---|---|
| | Outreach | | Student Equity Coordination/Planning | | Instructional Support Activities |
| | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | | Direct Student Support |
| | Research and Evaluation | X | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| D.4 | FYE | 142 |
| | EOPS | 950 |
| | DSPS | 1500 |
| | Foster Youth | 75 |
| | Veterans | 428 |

***Activity Implementation Plan***

According to the director of the Writing Center, the faculty member assigned to provide training to our tutors; several methods of data collection reflect an increase in tutor effectiveness following attendance of our formal tutoring course. The quality of tutoring has improved since the implementation of this mandatory course.

The implementation of this activity will begin January 25th, 2016 and conclude May 28th, 2016.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| D.4 | 10/1/15-6/30/16 | $4,600 | |

***Link to Goal***

The goal of this activity is to help tutors improve their tutoring methods with regards to the students in these target groups, focusing on education and awareness of student capabilities, helping them acquire the best tutoring practices and techniques for disproportionally impacted populations**.**

***Evaluation***

We will implement evaluation surveys of the tutors from the perspective of their students. We will collect the number of tutors trained. Surveys will be taken from students to evaluate their experience with tutors and their attitude towards the service and whether or not that changed with time. Data collection will occur at the start and end of the semester to measure change in student views. Concluding student surveys and tutor surveys of student performance will take place in the final weeks of the semester.

# Transfer

**CAMPUS-BASED RESEARCH: TRANSFER**

**E. TRANSFER.** The 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. Calculate transfer rates by dividing:

**Overview of data:**
The following groups of students are experience a disproportionate impact in transfer; Pacific Islander, Economically Disadvantaged and Disability Status as shown in Tables 22-24.

**Transfers**
**Transfer Rate (Student Success Scorecard)**
The Transfer Rate data are derived from the completion cohorts in the Student Success Scorecard. The completion cohorts comprise of first time students in the system that earned at least six units (within six years of their first enrollments) and attempted any level of math or English within three years. The completion cohorts were then matched against the National Student Clearinghouse, CSU, and UC data files to find students enrolled in four year universities within six years of the time students first enrolled at the college.

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

### Table 22: Transfer Rate Five-Year Trends by Race/Ethnicity

| | 2004-05 to 2009-10 | 2005-06 to 2010-11 | 2006-07 to 2011-12 | 2007-08 to 2012-13 | 2008-09 to 2013-14 | Five-Year Average | 80% Test | Proportion Test |
|---|---|---|---|---|---|---|---|---|
| African American | 32.8% (n = 67) | 36.2% (n = 47) | 30.3% (n = 66) | 36.5% (n = 85) | 34.0% (n = 106) | 34.0% (n = 371) | NO | 1.00 |
| American Indian | 25.0% (n = 12) | 33.3% (n = 9) | 50.0% (n = 10) | 23.1% (n = 13) | 30.8% (n = 13) | 31.6% (n = 57) | NO* | 0.93 |
| Asian | 29.0% (n = 31) | 38.7% (n = 31) | 38.2% (n = 34) | 39.4% (n = 33) | 39.6% (n = 48) | 37.3% (n = 177) | NO | 1.09 |
| Filipino | 50.0% (n = 26) | 23.3% (n = 30) | 36.4% (n = 33) | 31.8% (n = 22) | 40.0% (n = 20) | 35.9% (n = 131) | NO | 1.05 |
| Hispanic | 30.7% (n = 205) | 32.1% (n = 209) | 25.8% (n = 248) | 27.3% (n = 289) | 27.6% (n = 341) | 28.4% (n = 1,292) | NO | 0.83 |
| Pacific Islander | 12.5% (n = 8) | 23.1% (n = 13) | 18.8% (n = 16) | 21.1% (n = 19) | 35.0% (n = 20) | 23.7% (n = 76) | **YES*** | 0.69 |
| White | 35.1% (n = 484) | 36.9% (n = 504) | 33.6% (n = 553) | 38.6% (n = 637) | 32.4% (n = 612) | 35.3% (n = 2,790) | NO | 1.04 |
| Unknown | 40.5% (n = 111) | 33.5% (n = 155) | 45.1% (n = 144) | 36.9% (n = 168) | 39.5% (n = 263) | 39.0% (n = 841) | NO | 1.14 |
| **Total** | **34.5% (n = 944)** | **34.8% (n = 998)** | **33.3% (n = 1,104)** | **35.2% (n = 1,266)** | **33.0% (n = 1,423)** | **34.1% (n = 5,735)** | **28.3% (White)** | |

District: Grossmont-Cuyamaca CCD College: Cuyamaca

### Table 23: Transfer Rate Five-Year Trends by Disability Status

| | 2004-05 to 2009-10 | 2005-06 to 2010-11 | 2006-07 to 2011-12 | 2007-08 to 2012-13 | 2008-09 to 2013-14 | Five-Year Average | 80% Test | Proportion Test |
|---|---|---|---|---|---|---|---|---|
| Yes | 26.8% (n = 41) | 35.2% (n = 54) | 20.0% (n = 60) | 22.2% (n = 72) | 20.5% (n = 88) | 24.1% (n = 315) | **YES** | 0.71 |
| No | 34.9% (n = 903) | 34.7% (n = 944) | 34.1% (n = 1,044) | 35.9% (n = 1,194) | 33.9% (n = 1,335) | 34.7% (n = 5,420) | NO | 1.02 |
| **Total** | **34.5% (n = 944)** | **34.8% (n = 998)** | **33.3% (n = 1,104)** | **35.2% (n = 1,266)** | **33.0% (n = 1,423)** | **34.1% (n = 5,735)** | **27.7% (Not DSPS)** | |

### Table 24: Transfer Rate Five-Year Trends by Economically Disadvantaged

| | 2004-05 to 2009-10 | 2005-06 to 2010-11 | 2006-07 to 2011-12 | 2007-08 to 2012-13 | 2008-09 to 2013-14 | Five-Year Average | 80% Test | Proportion Test |
|---|---|---|---|---|---|---|---|---|
| Yes | 32.7% (n = 523) | 32.3% (n = 557) | 29.7% (n = 634) | 28.0% (n = 753) | 31.0% (n = 1,030) | 30.6% (n = 3,497) | **YES** | 0.90 |
| No | 36.8% (n = 421) | 37.9% (n = 441) | 38.3% (n = 470) | 45.6% (n = 513) | 38.4% (n = 393) | 39.6% (n = 2,238) | NO | 1.16 |
| **Total** | **34.5% (n = 944)** | **34.8% (n = 998)** | **33.3% (n = 1,104)** | **35.2% (n = 1,266)** | **33.0% (n = 1,423)** | **34.1% (n = 5,735)** | **31.7% (No Econ)** | |

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: TRANSFER

**GOAL E.**

The goal is to improve transfer for the following target populations identified in the college research as experiencing a disproportionate impact:

| Target Population | Year | # Students Receiving a Degree/Certificate |
|---|---|---|
| Economically Disadvantaged | 2008-09 to 2013-14 | 1,030 |
| Disabled Status | 2008-09 to 2013-14 | 88 |
| Pacific Islander | 2008-09 to 2013-14 | 20 |

**ACTIVITIES: E. TRANSFER**

**E.1: (The Math Pathways Program)**

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| | Student Services or other Categorical Program | X | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | X | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group(s) | # of Students Affected |
|---|---|---|
| E.1 | 1) Current or former foster youth<br>2) Students with disabilities<br>3) Low-income students<br>4) Disproportionately impacted ethnic groups<br>5) Male students | The combined totals from each of these groups who need to take a math class. |

***Activity Implementation Plan***

Preamble: For the results of our inquiry-based self-assessment that led to our understanding of the nature and structure of the issues that create and perpetuate the achievement gap, please refer to our attached paper, *Increasing Remedial Pipeline Success Rates: Let Them in and They Will Succeed*.

Activity description: The evidence proves that the traditional basic skills math pipeline is a foundational component of the achievement gap and is harming students. Additionally, research indicates that curricular reform coupled with allowing more first-time students to enroll directly in college-level courses will dramatically increase the rates at which disproportionally impacted students successfully complete transferable math and English classes. The goal of the Math Pathways program is to eliminate the equity gap and provide all students with an achievable pathway to earning a degree or certificate or transferring to a four-year institution. To achieve this goal, the Math Pathways program will implement the following three high-leverage strategies. First, based on the success of the department's Stats Academy, accelerate remediation across all math pathways (STEM, Liberal Arts, CTE, and Business) by replacing the traditional multi-level remedial pipeline with accelerated single-semester prerequisite courses that are aligned with a specific transfer-level course. In the Math Pathways program, students will enroll in the accelerated single-semester prerequisite course regardless of placement test scores and previous course-taking history in math. Second, design and implement concurrent-enrollment support models. In these models, students who are identified as underprepared for college-level math courses will concurrently enroll in the college-level course and a remedial support course OR enroll in a single-semester prerequisite course OR concurrently enroll in a single-semester prerequisite course and a remedial support course. Third, change placement policies by adjusting cut scores and using multiple measures to allow more first-time students to enroll directly in college-level math courses and a concurrent remedial support course. To implement these three high-leverage strategies, department members are currently working on the complete redesign of the course delivery for four different first-level transfer math courses and every math course below transfer. Additionally, we are in the process of developing concurrent remedial support courses for three different first-level transfer courses as well as a concurrent remedial support course for Math 110 (Intermediate Algebra). Note: the concurrent remedial support course for Math 110 will replace Math 088 (Pre-Algebra) and Math 090 (Elementary Algebra). More importantly, based on the California Acceleration Project's five design principles (backward design, relative thinking-oriented curriculum, just-in-time remediation, collaborative low-stakes practice, and intentional support for the affective domain) department members will completely redesign both the course delivery and pedagogical practices for the concurrent remedial support courses, Intermediate Algebra, and our first-level transfer courses. As part of this department members will be charged with working with tutoring to recruit and hire 15 to 50 embedded tutors for the concurrent remedial support courses (including the lab component of these courses). Finally, Department members will work closely

with Student Services to conduct outreach and to develop a process for determining each student's initial placement in the Math Pathways program. The Math Pathways program is a massive undertaking requiring one full-time math faculty who will be assigned as the "Math Pathways Coordinator" and is responsible for overseeing the design and preparation for implementation of the Math Pathways project (0.2 LED starting in spring 2016 and extending through spring 2019). In addition, it will require stipends for math faculty who will be working on specific pieces of the Math Pathways project. Implementation of the Math Pathways program is scheduled for fall 2016.

<u>To prepare for implementation of the Math Pathways program we will accomplish the following during the spring 2016 semester (dates included).</u>

To date, department members have researched and determined the structure of the Math Pathways program and submitted all paperwork to the Curriculum Committee for adding the concurrent support courses and modifying the Intermediate Algebra course as well as the first-level transfer courses. By the end of January 2016, department members will: 1) work with the Dean and Office of Instruction to research and develop a completely redesigned class schedule that will no longer include Math 088 (Pre-Algebra) and Math 090 (Elementary Algebra); 2) work with the Dean, Office of Instruction, and Admissions and Records to develop and implement a plan for enrolling students in the concurrent support courses; and 3) if needed work with the chairs and coordinators of affected disciplines to develop a one-unit concurrent support course designed to provide Stats Academy students with the prerequisite math skills and competencies needed to succeed in the discipline's general education course(s). By the end of February 2016, department members will complete the following activities: 1) develop and implement a plan to educate and inform students, administrators, student service faculty and staff, and the chairs and coordinators of all affected disciplines about the Math Pathways program; 2) based on the California Acceleration Project's five design principles (backward design, relative thinking-oriented curriculum, just-in-time remediation, collaborative low-stakes practice, and intentional support for the affective domain) completely redesign both the course delivery and pedagogical practices for the concurrent remedial support courses, Intermediate Algebra, and our first-level transfer courses; and 3) collaborate with student services to a) develop a multi-measures placement policy for the Math Pathways program, b) develop criteria and a process for advising students into the appropriate pathway and consequently the appropriate initial starting point within that pathway, c) develop and implement an outreach program for Math Pathways, and d) develop and implement an advertising campaign for the Math Pathways program. By the end of March 2016, department members will develop and implement a training program for all full and part-time math faculty to prepare them to teach in the Math Pathways program. By the end of May 2016, department members will have worked with tutoring to recruit and hire 15 to 50 embedded tutors for the concurrent remedial support courses.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| E.1 | 1/11/2016-6/30/2016 | Math Pathways Coordinator (0.30 LED) - $10,000<br>Travel to conferences -$15,000<br>Total -$25,000 | |

***Link to Goal***

Since the Math Pathways program replaces the lowest level courses in the basic skills math pipeline with a degree-level math course and a concurrent-enrollment support course that provides just-in-time remediation, the basic skills math pipeline is one semester long. By removing exit points and simultaneously providing just-in-time remediation, the rates at which each of these groups completes the basic skills math pipeline will be at least 1.5 times higher. Furthermore, upon completion of the basic skills math pipeline, each student will simultaneously pass the degree-level math course and become eligible to enroll in a transfer-level course. Consequently, disproportionally impacted students will be much more likely to complete the math component of the *golden four* requirements and transfer. For evidence, please refer to our attached paper, *Increasing Remedial Pipeline Success Rates: Let Them in and They Will Succeed*.

***Evaluation***

To determine the effectiveness of the Math Pathways program, we will work with the Office of Research, Planning, and Institutional Effectiveness (RPIE) to assess and evaluate the access rates, course completion rates, and basic skills math pipeline completion rates for each of the disproportionally impacted groups identified above. Beginning with the first year of the program these rates will be evaluated annually and compared to similar rates prior to implementing the Math Pathways program.

Beginning with the third year of the program, we will work with RPIE to annually access and evaluate the degree and certificate completion rates and transfer rates for each of the disproportionally impacted group identified above. These rates will be compared to similar rates prior to implementing the Math Pathways program.

Furthermore, during the second year of the Math Pathways program, we will work with RPIE to implement and evaluate: 1) a student focus group, 2) an instructor focus group, and 3) a Student Services focus group to learn how to improve implementation of the Math Pathways program.

Annual evaluation of the Math Pathways program will be conducted.

**E.2: (First-Year Experience)**

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| X | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| X | Student Services or other Categorical Program | X | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | X | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| E.2 | Economically Disadvantaged<br>Hispanic/Latino<br>African American | 400-650 |

***Activity Implementation Plan***

Cuyamaca College's First-Year Experience program is a comprehensive and intentional approach to the first year of college whose purpose is to provide equity for underrepresented student populations, and ensure participants learn and persist through their first year. It not only facilitates mandatory participation in matriculation services at their high schools, but also employs other effective practices to facilitate first-year success including: full-time enrollment in math, English/ESL, and Counseling courses, personal/academic counseling, academic support, tutoring, and mentoring. Participants move through their first-year as a cohort divided into teams via their Counseling course, and remain together for the entire year with the same team and FYE faculty member. Teams participate against each other in FYE campus activities, thus increasing peer-to-peer interactions allowing for more campus engagement to occur and normalizing the College experience.
The vision of the program is to create a supportive learning environment which engages our unique and diverse student community while fostering mutual success and persistence at the level of postsecondary education. The mission of the program is to provide our participants a holistic first-year college experience that is not only memorable, and enjoyable, but also educational and successful.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| E.2 | 1/4/2016-12/31/2016 | $25,000 | *Student Success and Support -$43,000<br>Basic Skills Initiative -$30,000 |

*Release time to coordinate with the program

***Link to Goal***

One-year sequence of counseling courses with an FYE instructor allows participants and faculty to build strong rapport, and allows for the faculty to identify when participants are struggling either academically or personally and intervene when appropriate.

Academic progress is monitored with multiple progress reports during each semester and feedback from English/ESL and math faculty is utilized in the creation and implementation of academic interventions.

Establishment of a career goal and a comprehensive educational plan detailing future course requirements thus streamlining completion of certificates, associate degrees, and transfers to four- year institutions.

***Evaluation***

We request and are provided with data from Institutional Research each year to review the success, retention, and persistence of each cohort we have served (5) since our pilot year 2011. Each year we also do a student survey which is where we measure our SLO's and the outcomes from both qualitative for program improvements for the following year.

Annual evaluation of the First Year Experience program will be conducted.

**E.3 (Cuyamaca STEM: Providing a Nurturing Environment for Our Allied Health Students)**

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| E.3 | Economically Disadvantaged Hispanic/Latino | 250+ |

***Activity Implementation Plan***

The overall goal for this activity is to demonstrate an increase in success of 10 percentage points over the current college average of 40.5% for overall transfer rates of cohorts of Hispanic students identified as interested in STEM majors, particularly Biology, Chemistry and Engineering. Hispanic transfer students have been identified college-wide as one of the disproportionately impacted groups with regard to degree completion and transfer (1) and "no group depends on community college to the same extent as Latino students" (3).As is the case with most community colleges (2), no specific data is available at Cuyamaca College that describes the transfer rate of Hispanics in STEM disciplines. But internal Science & Engineering department surveys have identified that approximately 30% of STEM students taking STEM classes at Cuyamaca College are Hispanic. This equates to at least 300 students who are currently self-identified STEM majors (Science & Engineering department survey data); there may be a significant number of additional students who are interested in this program, but who have not yet been identified since they may not have yet entered the STEM courses that we have been able to survey.

Since transfer is the ultimate goal, this will be a multi-year project as it takes a minimum of 2.5 years for a typical student to take all of the courses that are necessary to transfer, and students will be at different points in their programs at the start of this project. Student success and persistence will be tracked for individual students each semester, and this data will ultimately be evaluated to compare the transfer success of these students to the currently reported college-wide 40.5% transfer rate for Hispanic students (1). Consequently we envision starting this project in spring 2016 and following it through Spring 2018 as we track students who transfer each semester during that timeframe.

**Activity E-3:** "To promote completion of college: count all students, set state-and campus-level goals, and uniformly measure progress and success" (6). This quote clearly states the need for collection of data in order to achieve student completion. Until recently, we have had no data describing our STEM students, and it was not until the last six months that the department decided to take it upon itself to start collecting data. We have learned a lot about our students, but this has

been a monumental task that has already taken over 500 faculty hours; we have much more to do, and this must be done on a continuing basis for it to be meaningful. This activity will include the development of improved surveys to be distributed more widely at the start of the spring 2016 semester in order to better identify who our potential STEM majors are among our Hispanic student population. In addition to identifying those students currently in STEM classes, we will also be reaching into certain lower level math and English courses to identify potential STEM majors there so we can design future interventions for these students so as to not lose them from the STEM majors before they ever enter a STEM class. To achieve this we need to hire a 19 hour per week worker who will be responsible for conducting the surveys and who will assist with data entry. This will still require that we obtain certain parts of the information from District Research, but we will still do the bulk of the work at this point within the department.

***Link to Goal***

We believe that early identification of potential STEM majors is absolutely critical to maintaining these students in these majors. Ensuring that our Hispanic students "find a place in a STEM program and receive necessary mentoring, institutional support and opportunities for undergraduate research" will help them achieve success (5). If we do not know specifically who they are, we cannot help them transfer to four-year institutions!

***Evaluation***

The data will be collected at the start of every semester and grades will be obtained from instructors to determine student success. In addition, student ID numbers from the students will be forwarded to District research to determine which of the students fall into the disproportionately impacted groups, in this case, Hispanic students. The students will then be tracked every semester to determine which STEM related courses they are taking, and whether or not they are successful in their courses. Ultimately, this will help to determine whether the students transfer. Data will be reviewed and compiled every semester.

**Activity E-3:** A 2011 report from the National Academy of Sciences stated "Five ingredients of student success in STEM include 1) the acquisition of knowledge, skills and habits of mind, 2) opportunities to put these into practice, 3) a developing sense of competence and progress, 4) the motivation to be in, a sense of belonging to, or self-identification with the field, and 5) information about stages, requirements, and opportunities for participation and successful completion."; the interventions planned are designed to provide each of these ingredients to our Hispanic students.

First, ***the acquisition of knowledge, skills and habits of mind*** will be addressed through the further development of Gear-Up workshops in Biology, Chemistry and Physics and through the development of a STEM Summer Boot Camp. Gear-Up workshops are held during staff development week each semester and are open to all students registered in courses in Biology, Chemistry and Physics. Data from prior chemistry Gear-Up workshops that have shown that students who attend the workshop have greater course completion rates than students who do not.

In addition, a major new project will be the development of a pilot **STEM Boot Camp** to be held in the summer of 2016. This program will be modeled after the STEM Starter Academies held at 15 Massachusetts community colleges and funded by the State of Massachusetts (5). Students chosen from Cuyamaca's incoming FYE program (F16) who have an interest in STEM majors, and selected current students from introductory biology and chemistry courses will be invited to apply to the week-long STEM Boot Camp to be held during the summer 2016. The goals of the STEM Boot Camp will mirror those of the STEM Academies in MA:(1) reduce gaps in achievement among our students, and (2) boost interest and skills of disproportionately impacted incoming STEM students. Diverse and innovative teaching/learning strategies will be developed as a result of analysis of Cuyamaca's incoming FYE and STEM student population and their needs. Planned topics covered in this five day, three hour per day, boot camp include the following: **Day One – Careers in STEM, Programs of Study & Course Sequence for STEM Majors**, Planning Your Path (individualized work with each participant to discuss and plan their academic two-year course schedule); **Day Two – Study Skill Essentials for Science Students** (including learning styles, time management, note taking topics, etc.); **Day Three – Introduction to Core Concepts in Chemistry** (including chemistry demonstrations, chemistry fundamentals & what to expect in your chemistry course, and chemistry lab activity); **Day Four – Introduction to Core Concepts in Biology** (including biology demonstrations, biology fundamentals & what to expect in your biology course, and biology lab activity); **Day Five – STEM Community and Student Services at Cuyamaca College**, including a panel of current, successful Cuyamaca STEM students from disproportionately impacted groups will discuss tips for success and their stories, students will be informed about services available to them at the college and faculty and staff from STEM will meet and get to know student boot camp participants at a luncheon as the last activity at the week-long boot camp. Monthly meetings will continue with Boot Camp students to continue discussing topics in the text, **The Disappearing Spoon**. We expect that by attending boot camp students will increase their retention and success rates in STEM courses and their long term success in STEM careers. It will also serve to improve access to science classes for those Hispanic students that have been identified as unsuccessful in their first attempt at an introductory biology or chemistry course who will be chosen for the program. These results will ultimately increase potential numbers of degrees conferred by the College. Data and information obtained from this pilot program will be used to propose a larger, longer term program to granting agencies such as NSF or DOE. Further funding will be requested of these agencies in the future to support full-time and part-time faculty who participate in the

actual summer boot camp event. Part-time faculty in the department will assist in the development of the boot camp curriculum and the creation and production of boot camp student and faculty materials during spring 2016. Boot Camp attendees will be provided with a number of resources including the books, ***The Disappearing Spoon*** by Sam Kean, and ***Make It Stick*** by Peter Brown & Henry Roediger, which will be used as the theme for scientific discussion during the five-day event, two small handbooks on math and writing for the sciences, study supplies, course sequence cards, academic planners, refreshments, lab supplies, and demonstration materials.

Second, ***opportunities to put these into practice*** will be provided for our students as we find opportunities for our students to participate in summer research programs. In the workshops during the semester we will bring in speakers who are past students that will talk about their summer research experiences and we will provide information to students about research programs that are available through the workshops, through the STEM newsletters, through our Facebook page, through classroom announcements and emails to students.

Third, a ***developing sense of competence and progress*** will be achieved by tracking the students who participate in the Boot Camp and working with them to ensure that they are taking advantage of all of the resources that are available at the college, tracking their progress in classes and monitoring that they are on track with their educational goals. Our workshops for the students will include professionals in the medical and STEM fields, including a number of Hispanic students who are Cuyamaca alumni. Ultimately, the students who are ready to transfer will be rewarded by attending our STEM Transfer Celebration where we acknowledge the success of each student, eat a lot, and blow up as many things as we can find.

Fourth, ***the motivation to be in, a sense of belonging to, or self-identification with the field*** will be achieved by getting students involved in STEM activities and allowing them to see students like themselves who have been successful in the past. We are in the process of developing our Cuyamaca STEM Wall of Fame (2nd floor in the H building) where students will get to see the stories of Cuyamaca alumni who have gone on to be successful in STEM graduate school or in careers. In addition, we will be producing two additional newsletters in the spring semester to update students on spring events, student successes and the STEM Transfer celebration. Events will also be publicized on our Facebook page, and through email blasts to students.

Students who have attended the Summer Boot Camp will also get to know each other and before they ever enter class and this will hopefully give them a sense of belonging and family with other students they meet.

Fifth, ***information about stages, requirements and opportunities for participation and successful completion*** will be achieved through Planning for Success in STEM presentations/workshops where STEM faculty, and Cuyamaca counselors will present information on course sequences, earning an Associate's degree in STEM from Cuyamaca, and transfer information for students. Selected speakers will present information on various summer research opportunities. Course sequence cards will be disseminated at these events so that we can get students on the right track, and monitor their progress as they move toward their transfer goal.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| E.3 | 1/4/2016-12/31/2016 | $10,000 | |

***Link to Goal***

Based on information quoted from the National Academy of Science (4) it is known that providing these ingredients for student success results in success in STEM, in this case students achieve their goal of transfer. Although it will take 5-6 semesters for students to typically reach the point of transfer, our plans for tracking these students and providing these ingredients for success on a continuing basis should help more students to achieve their transfer goals.

***Evaluation***

Every event will have student sign-in sheets and exit surveys that will allow us to see how these interventions are impacting the students. Student attendance at these events will be compiled, and evaluated to see if those students who attend these events are more successful in our transfer goals. Data will be collected on a continuing basis and reviewed each semester to determine if changes should be made to the interventions based on student feedback.

***References***

(1) Cuyamaca College 2015 Key Performance Indicators, August 25, 2015; Table 306, Page 177
(2) Chase, Megan M., Bensimon, Estela Mara, Shieh, Linda T., Jones, Tiffany and Alicia C. Dowd. *Constraints and Opportunities for Practitioner Agency in STEM Programs in Hispanic Serving Community Colleges in* Palmer, Robert T & Wood, Luke, eds. *Community Colleges and STEM: Examining Underrepresented and Racial Minorities. 2014* Routledge. NY. NY.
(3) Harvey, W.B. (2003). *Minorities in higher education: Twentieth annual status report*. Washington, D.C.: American Council on Education.
(4) *Expanding Underrepresented Minority Participation: America's Science and Technology Talent at the Crossroads.* (2011) National Academies Press.

(5) STEM Starter Academy at Greenfield Community College. http://www.gcc.mass.edu/stemacademy/. 10/26/2015
(6) *Time is the Enemy*. Fall 2011. Completecollegeamerica.org. 10/26/2015.

## E.4: (Cuyamaca STEM: Providing a Supportive Ecosystem for Our Students)

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| X | Outreach | | Student Equity Coordination/Planning | | Instructional Support Activities |
| | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| E.4 | Economically Disadvantaged Hispanic/Latino | 250 |

***Activity Implementation Plan***

The overall goal for this proposal is to demonstrate an increase in success of 10 percentage points over the current college average of 40.5% for overall transfer rates of cohorts of Hispanic students identified as interested in STEM majors, particularly Biology, Chemistry and Engineering. Hispanic transfer students have been identified college-wide as one of the disproportionately impacted groups with regard to degree completion and transfer (1) and “no group depends on community college to the same extent as Latino students” (3).As is the case with most community colleges (2), no specific data is available at Cuyamaca College that describes the transfer rate of Hispanics in STEM disciplines. But internal Science & Engineering department surveys have identified that approximately 30% of STEM students taking STEM classes at Cuyamaca College are Hispanic. This equates to at least 300 students who are currently self-identified STEM majors (Science & Engineering department survey data); there may be a significant number of additional students who are interested in this program, but who have not yet been identified since they may not have yet entered the STEM courses that we have been able to survey.
Since transfer is the ultimate goal, this will be a multi-year project as it takes a minimum of 2.5 years for a typical student to take all of the courses that are necessary to transfer, and students will be at different points in their programs at the start of this project. Student success and persistence will be tracked for individual students each semester, and these data will ultimately be

evaluated to compare the transfer success of these students to the currently reported college-wide 40.5% transfer rate for Hispanic students (1). Consequently we envision starting this project in Spring 2016 and following it through Spring 2018 as we track students who transfer each semester during that timeframe.

**Activity E-4a:** "To promote completion of college: count all students, set state-and campus-level goals, and uniformly measure progress and success" (6). This quote clearly states the need for collection of data in order to achieve student completion. Until recently, we have had no data describing our STEM students, and it was not until the last six months that the department decided to take it upon itself to start collecting data. We have learned a lot about our students, but this has been a monumental task that has already taken over 500 faculty hours; we have much more to do, and this must be done on a continuing basis for it to be meaningful. This activity will include the development of improved surveys to be distributed more widely at the start of the Spring 2016 semester in order to better identify who our potential STEM majors are among our Hispanic student population. In addition to identifying those students currently in STEM classes, we will also be reaching into certain lower level math and English courses to identify potential STEM majors there so we can design future interventions for these students so as to not lose them from the STEM majors before they ever enter a STEM class. To achieve this we need to hire a 19 hour per week worker who will be responsible for conducting the surveys and who will assist with data entry. This will still require that we obtain certain parts of the information from District Research, but we will still do the bulk of the work at this point within the department.

We believe that early identification of potential STEM majors is absolutely key to maintaining these students as majors. Ensuring that our Hispanic students "find a place in a STEM program and receive necessary mentoring, institutional supports and opportunities for undergraduate research" will help them achieve success (5). If we do not know specifically who they are, we cannot help them transfer to four-year institutions!

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| E.4 | 11/30/2016-12/31/2016 | $10,000 | |

***Link to Goal***

We believe that early identification of potential STEM majors is absolutely key to maintaining these students as majors. Ensuring that our Hispanic students "find a place in a STEM program and receive necessary mentoring, institutional supports and opportunities for undergraduate research" will help them achieve success (5). If we do not know specifically who they are, we cannot help them transfer to four-year institutions!

***Evaluation***

These data will be collected at the start of every semester and grades will be obtained from instructors to determine student success. In addition, student ID numbers from these students will be forwarded to District research to determine which of our students fall into the disproportionately impacted groups, in this case, Hispanic students. These students will then be tracked every semester to determine which STEM related courses they are taking, and whether or not they are successful in their courses. Ultimately, this will help us determine whether the students transfer. Data will be reviewed and compiled every semester.

**Activity E.4b:** A 2011 report from the National Academy of Sciences stated "Five ingredients of student success in STEM include 1) the acquisition of knowledge, skills and habits of mind, 2) opportunities to put these into practice, 3) a developing sense of competence and progress, 4) the motivation to be in, a sense of belonging to, or self-identification with the field, and 5) information about stages, requirements, and opportunities for participation and successful completion."(4); the interventions planned within this proposal are designed to provide each of these ingredients to our Hispanic students.

First, ***the acquisition of knowledge, skills and habits of mind*** will be addressed through the further development of Gear-Up workshops in Biology, Chemistry and Physics and through the development of a STEM Summer Boot Camp. Gear-Up workshops are held during staff development week each semester and are open to all students registered in courses in Biology, Chemistry and Physics. We have data from prior chemistry Gear-Up workshops that have shown that students who attend the workshop have greater course completion rates than students who do not. Some of the funding for this grant will be used to produce the materials for these workshops.

In addition, a major new project will be to fund development of a pilot **STEM Boot Camp** to be held in the summer of 2016. This program will be modeled after the STEM Starter Academies held at 15 Massachusetts community colleges and funded by the State of Massachusetts (5). Students chosen from Cuyamaca's incoming FYE program (F16) who have an interest in STEM majors, and selected current students from introductory biology and chemistry courses will be invited to apply to the week-

long STEM Boot Camp to be held during the summer 2016. The goals of the STEM Boot Camp will mirror those of the STEM Academies in MA:(1) reduce gaps in achievement among our students, and (2) boost interest and skills of disproportionately impacted incoming STEM students. Diverse and innovative teaching/learning strategies will be developed as a result of analysis of Cuyamaca's incoming FYE and STEM student population and their needs. Planned topics covered in this five day, three hour per day, boot camp include the following: **Day One** – **Careers in STEM, Programs of Study & Course Sequence for STEM Majors**, Planning Your Path (individualized work with each participant to discuss and plan their academic two-year course schedule); **Day Two** – **Study Skill Essentials for Science Students** (including learning styles, time management, note taking topics, etc.); **Day Three** – **Introduction to Core Concepts in Chemistry** (including chemistry demonstrations, chemistry fundamentals & what to expect in your chemistry course, and chemistry lab activity); **Day Four** – **Introduction to Core Concepts in Biology** (including biology demonstrations, biology fundamentals & what to expect in your bio course, and biology lab activity); **Day Five** – **STEM Community and Student Services at Cuyamaca College**, including a panel of current, successful Cuyamaca STEM students from disproportionately impacted groups will discuss tips for success and their stories, students will be informed about services available to them at the college and faculty and staff from STEM will meet and get to know student boot camp participants at a luncheon as the last activity at the week-long boot camp. Monthly meetings will continue with Boot Camp students to continue discussing topics in the text, **The Disappearing Spoon**. We expect that by attending boot camp students will increase their retention and success rates in STEM courses and their long term success in STEM careers. It will also serve to improve access to science classes for those Hispanic students that have been identified as unsuccessful in their first attempt at an introductory biology or chemistry course who will be chosen for the program. These results will ultimately increase potential numbers of degrees conferred by the College. Data and information obtained from this pilot program will be used to propose a larger, longer term program to granting agencies such as NSF or DOE. Further funding will be requested of these agencies in the future to support full-time and part-time faculty who participate in the actual summer boot camp event. We are requesting Student Equity funding to support part-time faculty in the department who will assist in the development of the boot camp curriculum and the creation and production of boot camp student and faculty materials during spring 2016. Boot Camp attendees will be provided with a number of resources including the books, ***The Disappearing Spoon*** by Sam Kean, and ***Make It Stic*****k** by Peter Brown & Henry Roediger, which will be used as the theme for scientific discussion during the five-day event, two small handbooks on math and writing for the sciences, study supplies, course sequence cards, academic planners, refreshments, lab supplies, and demonstration materials.

Second, ***opportunities to put these into practice*** will be provided for our students as we find opportunities for our students to participate in summer research programs. In our workshops during the semester we will bring in speakers who are past students that will talk about their summer research experiences and we will provide information to students about research

programs that are available through the workshops, through the STEM newsletters, through our Facebook page, through classroom announcements and emails to students.

Third, a ***developing sense of competence and progress*** will be achieved by tracking the students who participate in the Boot Camp and working with them to ensure that they are taking advantage of all of the resources that are available at the college, tracking their progress in classes and monitoring that they are on track with their educational goals. Our workshops for the students will include professionals in the medical and STEM fields, including a number of Hispanic students who are Cuyamaca alumni. Ultimately, the students who are ready to transfer will be rewarded by attending our STEM Transfer Celebration where we acknowledge the success of each student, eat a lot, and blow up as many things as we can find.

Fourth, ***the motivation to be in, a sense of belonging to, or self-identification with the field*** will be achieved by getting students involved in STEM activities and allowing them to see students like themselves who have been successful in the past. We are in the process of developing our Cuyamaca STEM Wall of Fame (upstairs in the H building) where students will get to see the stories of Cuyamaca alumni who have gone on to be successful in STEM graduate school or in careers. In addition, we will be producing two additional newsletters in the spring semester to update students on spring events, student successes and the STEM Transfer celebration. Events will also be publicized on our Facebook page, and through email blasts to students.

Students who have attended the Summer Boot Camp will also get to know each other and before they ever enter class and this will hopefully give them a sense of belonging and family with other students they meet.

Fifth, ***information about stages, requirements and opportunities for participation and successful completion*** will be achieved through Planning for Success in STEM presentations/workshops where STEM faculty, and Cuyamaca counselors will present information on course sequences, earning an Associate's degree in STEM from Cuyamaca, and transfer information for students. Selected speakers will present information on various summer research opportunities. Course sequence cards will be disseminated at these events so that we can get students on the right track, and monitor their progress as they move toward their transfer goal.

***Link to Goal***

Based on information quoted from the National Academy of Science (4) it is known that providing these ingredients for student success results in success in STEM, in this case students achieve their goal of transfer. Although it will take 5-6

semesters for students to typically reach the point of transfer, our plans for tracking these students and providing these ingredients for success on a continuing basis should help more students to achieve their transfer goals.

***Evaluation***

Every event that we hold will have student sign-in sheets and exit surveys that will allow us to see how these interventions are impacting our students. Student attendance at these events will be compiled, and we will be looking to see if those students who attend these events are more successful in our transfer goals. Data will be collected on a continuing basis and reviewed each semester to determine if changes should be made to the interventions based on student feedback.

***References***

(1) Cuyamaca College 2015 Key Performance Indicators, August 25, 2015; Table 306, Page 177
(2) Chase, Megan M., Bensimon, Estela Mara, Shieh, Linda T., Jones, Tiffany and Alicia C. Dowd. *Constraints and Opportunities for Practitioner Agency in STEM Programs in Hispanic Serving Community Colleges*. *in* Palmer, Robert T & Wood, Luke, eds. *Community Colleges and STEM: Examining Underrepresented and Racial Minorities. 2014* Routledge. NY. NY.
(3) Harvey, W.B. (2003). *Minorities in higher education: Twentieth annual status report*. Washington, D.C.: American Council on Education.
(4) *Expanding Underrepresented Minority Participation: America's Science and Technology Talent at the Crossroads.* (2011) National Academies Press.
(5) STEM Starter Academy at Greenfield Community College. http://www.gcc.mass.edu/stemacademy/. 10/26/2015
(6) *Time is the Enemy*. Fall 2011. Completecollegeamerica.org. 10/26/2015.

**E.5: (Transfer Readiness)**

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| X | Outreach | | Student Equity Coordination/Planning | | Instructional Support Activities |
| | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | X | Direct Student Support |

| | | | | | |
|---|---|---|---|---|---|
| | Research and Evaluation | | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| E.5 | Former Foster Youth<br>Disability Status<br>Economically Disadvantaged<br>Hispanic/Latino<br>African American<br>Veterans | 125-150 |

***Activity Implementation Plan***

Transfer Planning Workshops/Campus Tours will provide access to current or former foster youth, students with disabilities, low-income students, veterans, disproportionally impacted ethnic groups, male students to university admission. It will allow students to visit local universities and learn about transfer options. A part-time Counselor and student hourly will help with planning and with application workshops.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| E.5 | 1/4/2016-12/31/2016 | $10,000 | |

***Link to Goal***

The goal is to reach out to low-income students enrolled in ESL 106 and ESL 119, FYE students, and EOPS students to increase their awareness about transfer process and planning. Then encourage them to sign up for a new Counseling 150 Transfer Success class, invite them to attend Transfer Planning Workshops/Campus Tours which will provide access to university admission. It will allow low-income students to visit local universities and learn about transfer options. A part-time Counselor and student hourly will help with planning, with application workshops, and visiting the classes to increase transfer awareness.

***Evaluation***

The quantitative data will include pre and post surveys to measure the increase awareness/knowledge about the transfer process during Counseling 150 Transfer Success class, the workshops, and classroom visits.

The students will write a reflection statements after completing Counseling 150 course, attending campus tours, counseling sessions, explaining their perception of a university campuses, what challenges they might face as low-income transfer students, what resources they might need at their college campus in order to be ready to successfully transfer to the four-year institutions. This would cover the qualitative data.

The goal is to outreach and increase transfer awareness for low-income students within two semesters, encourage them to sign up for Counseling 150 Transfer Success class that will allow them to learn more about transfer process, attend university campus tours, reflect on hurdles they might have, and reflect on what their college can do to help them with those hurdles. The data will be collected each semester to see the progress of the intervention.

# Other College- or District-wide Initiatives Affecting Several Indicators

**Achieving the Dream**

Cuyamaca College joined the Achieving the Dream (ATD) network of colleges in the summer of 2015. The ATD initiative has provided the college a vehicle to support the student success programs and plans which have been developed to close the achievement gap amongst identified students on campus. The ATD initiative at Cuyamaca College will focus on the following areas to mitigate disproportionate impact by focusing on acceleration in English, Math and ESL, Student Engagement/Connectivity through seamless pathways and professional development to support faculty and staff in order to implement these areas of focus. The activities outlined in the Student Equity Plan will support the following areas (A=Access, B=Course Completion and C=ESL and Basic Skills Completion). Information about Achieving the Dream is listed below.

The Achieving the Dream National Reform Network leverages targeted focus areas to close achievement gaps and accelerate success among diverse student populations, particularly low-income students and students of color. These integrated building blocks in concert with our four approaches advance individual and system-wide strategies, ultimately providing measurable and sustainable outcomes for students and colleges alike.

Achieving the Dream is committed to creating, developing, and sharing resources for the student success movement. Access to effective and timely research, examples, and advice is a vital component of reform work. These tools are valuable for anyone interested in improving the success rates of community college students, with a particular focus on low-income students and students of color.

**East County Education Alliance**

The East County Education Alliance was formed to increase the collaboration between the Grossmont Union High School District (GUHSD) and the Grossmont-Cuyamaca Community College District (GCCCD) so that students will be better informed about their college and career options after high school and have a smoother path to college. The partnership has set goals of increasing the number of students who graduate from high school prepared for college, along with increasing the numbers of students who graduate from college ready to enter the workforce. The Alliance has established different councils with representation from the high school district and the college to work together to align curriculum, disseminate information and support student success. The

Higher Edge Scholarship is a "promise" for a free first year of college for GUHSD students entering Cuyamaca College. The program focuses on students who have not traditionally entered higher education and the goal is to mitigate disproportionate impact prior to college entry.

**Minority Male Community College Collaborative (M2C3)**

In spring of 2015, M2C3 launched the National Consortium on College Men of Color (NCCMC) for community colleges that are interested in sharing their efforts and learning about new strategies for enhancing the success of men of color.
The NCCMC is supported by M2C3's affiliate partners Achieving the Dream, Inc., African American Male Education Network and Development (A2MEND), American College Personnel Association (ACPA) – College Student Educators International, The Association of Community College Trustees, The National Association of Diversity Officers in Higher Education (NADOHE), The Community College League of California, and The League of Innovation in the Community College.

Cuyamaca College joined the Minority Male Community College Collaborative (M2C3) National Consortium on College Men of Color in the summer of 2015. Participation in the M2C3 Consortium has enhanced the college's commitment to improving the success of historically underrepresented and underserved students, including men of color.

To combat the achievement gap, the M2C3 Consortium facilitates an exchange of ideas between community colleges across the nation on how best to serve men of color in educational institutions. Community colleges convene to share their efforts and learn about new strategies for enhancing the success of men of color.

As an M2C3 member Cuyamaca College has utilized

- Access to M2C3 webinars on men on color
- Access to the M2C3 virtual discussion board
- Participation in information-sharing on promising practices with other community college
- Participation in an annual working group meeting hosted in San Diego, CA

The engagement in M2C3 has provided enhanced professional development for faculty and staff, enabled informed interventions for the college's current programs serving men of color, and inspired new initiatives addressing challenges facing these men.

## GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

### ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

**F.1: (Achieving the Dream-ATD College Professional Development)**

***Indicators/Goals to be affected by the activity***

| | | | |
|---|---|---|---|
| X | Access | X | Degrees and Certificate Completion |
| X | Course Completion | X | Transfer |
| X | ESL and Basic Skills Course Completion | | |

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| X | Outreach | X | Student Equity Coordination/Planning | X | Instructional Support Activities |
| X | Student Services or other Categorical Program | X | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| X | Research and Evaluation | X | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| F.1 | Hispanic/Latino | 2,880 |
| | African American | 513 |
| | Economically Disadvantaged | 5,779 |
| | Disabled Status | 779 |
| | Former Foster Youth | 29 |
| | Native Americans | 39 |
| | Veterans | 458 |
| | Males | 4,079 |

***Activity Implementation Plan***

Cuyamaca College will participate in the Achieving the Dream (ATD) Network of colleges beginning in the 2015-2016 academic year. The college will have a college wide kickoff event in September 2015 to introduce the ATD coaches who will provide support for the institution. There are two coaches assigned to the college, one leadership coach who assists the college with strategies to implement activities and initiative's to close the achievement gap of identified student groups and a data coach who provides the college with innovative ways to present data to the campus and conduct focus group training for faculty and staff. The data of disproportionately impacted students will be presented at a college forum and discussion will take place about the data. The participants will work in groups to discuss specific areas of disproportionate impact among students in Access, Course completion, ESL and Basic Skills Completion, Degree and/or Certificate completion and Transfer. The participants will engage in a game of "Equity"; a board game modeled after the game of "Life" which participants take on the role of a student and they have to try to complete the game while dealing with numerous external barriers to achievement. The kickoff event will conclude with each group providing suggestions to support the identified student groups in order to create a pathway for success.

A follow up visit will take place with the ATD Coaches in December 2015 to work with the campus of identifying a plan of action for the college to implement during the 2016-2017 academic year. The campus will inventory current programs, activities and initiatives that have been implemented at the college and have been student success initiatives. There will be a college wide discussion about student success from the student's perspective using a pathway model to identify momentum points and gateway courses which have an impact on student success and completion. The information will be collected and used to create the college's ATD plan for 2016-2017. The plan will be completed by March 2016 and implemented beginning in the fall of 2016.

The college will conduct "Brown Bag" lunches to discuss student achievement, disproportionately impacted student groups and institutional "best practices" for student success. These conversations will provide qualitative information about the student experience in the class and on campus, the faculty experience about what occurs in the classroom and the staff experience in the roles each group plays in closing the achievement gap of the students.

| ID | Planned Start and End Date(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| F.1 | 8/15/2015-6/30/2016 | Professional Development/ATD Dream Conference=$50,000<br>Professional Development/Campus Dialogs=$30,000<br>CORA Training/Cultural Competence/PD Training=$28,566<br>Total=$108,566 | |

***Link to Goal***

The Achieving the Dream Initiative at Cuyamaca College is a systematic approach to improving access, by minimizing the time a student spends in developmental courses through Acceleration; uses multiple measures to appropriately place students into a college level English, Math or ESL course, which in turn expedites their course completion which leads to a degree, certificate or transfer. The ATD ties all of these goals together using a college wide approach.

***Evaluation***

The district wide Research, Planning and Institutional Effectiveness Office will work closely with the ATD data coach to track the success of the Achieving the Dream goals. The ATD Coaches will work closely with the college to train faculty and staff on how to conduct focus groups and identify common themes from the focus groups which will inform the college regarding the student success goals which will be defined by March 2016.

The goals will be reviewed and evaluated on an annual basis by the college.

**F.2: (Achieving the Dream-ATD Pathways)**

***Indicators/Goals to be affected by the activity***

| | | | |
|---|---|---|---|
| X | Access | X | Degrees and Certificate Completion |
| X | Course Completion | X | Transfer |
| X | ESL and Basic Skills Course Completion | | |

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| X | Outreach | | Student Equity Coordination/Planning | X | Instructional Support Activities |
| X | Student Services or other Categorical Program | X | Curriculum/Course Development or Adaptation | X | Direct Student Support |
| | Research and Evaluation | | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| F.2 | Hispanic/Latino | 2,880 |
| | African American | 513 |
| | Economically Disadvantaged | 5,779 |
| | Disabled Status | 779 |
| | Former Foster Youth | 29 |
| | Native Americans | 39 |
| | Veterans | 458 |
| | Males | 4,079 |

***Activity Implementation Plan***

The ATD Pathways will provide services to disproportionately impacted students and create a clear process for students to achieve their goal. The ATD Pathways will be program and/or major specific for students to expedite their time in developmental courses and transition the students to college level courses. The ATD pathways will complement existing programs (SSSP, BSI, etc.) in order to leverage resources which will impact student success and completion. An example is a summer "Gear Up" to assist students in Math and English placement and improve completion rates among African Americans, Hispanics/Latinos, Native American, former foster youth, AB540 students, first generation/low income college students, and males through acceleration. Also, to enhance the summer transition for students from high school leading into the ATD Pathways (thematic Learning Communities) for African American, Native American and Hispanic/Latino students.

The ATD Pathways will support students from their entrance into the college through completion by monitoring critical "momentum points" (completing English and Math courses, maintaining enrollment from the fall to spring semester and completion of 15 or more units). Support will also include: assessment preparation, orientation, assessment; advising; orientations for family members; career and educational planning; Educational Plans within the student's first three semesters; peer mentors; social activities to foster connections and bonding; student engagement via technology resources; Early Alert, GradGuru, IntelliResponse, and regular follow up by counselors and peer mentors.

Due to the large number of low income students (nearly 60% received Pell grants in 2013-2014); financial aid will be a priority. A financial aid literacy course will be developed and available online for greater access to students and families. Financial aid information will be provided throughout the year via the online financial literacy course, group workshops and one-on-one

sessions. Financial Aid information will be provided to assist students with applications for waivers, loans, scholarships and Pell grants.

Students who have completed the ATD Pathway will serve as peer mentors for current participants. Moreover, the ATD Pathways will facilitate student success beyond the first year. As studies have shown, critical issues students encounter during their first year do not simply "disappear" in the second year (Hunter et.al, 2010). Redesigning models to encompass two years will significantly improve student success (Johnstone, 2013). The ATD Pathways will serve increasingly more cohorts of disproportionately impacted students each year.

The Associated Student Government at Cuyamaca College supported the establishment of the Cross Cultural Center during the 2014-2015 academic year. The Office of Student Affairs sponsors a workshop series titled "Diversity Dialogs" which address equity issues for students, faculty, staff and administration to attend and participate. The ATD Pathways will collaborate with the Cross Cultural Center to support students who are disproportionately impacted and provide a "safe space" for students.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| F.2 | 1/4/2016-6/30/2016 | Pathway Development:<br>PT Faculty/PT Counselors -$153,900 (including benefits)<br>Peer Mentors (Hourly) -$30,906<br><br>Total -$184,806 | |

***Link to Goal***

The goal of this activity is to ensure that students enter the college and begin their pathway for success by enrolling in Math and English classes in their first term; as well as to improve course completion for the targeted populations, and to improve degree and certificate completion. Students who are a part of a learning community show an increase in course retention and success. Providing additional support to students will allow a greater number of students across a variety of subjects to utilize campus resources, thus supporting the goals of increased course completion.

***Evaluation***

The number of students served who are within the targeted population will be tracked by working with the Office of Research, Planning & Institutional Effectiveness. This data will be collected and reviewed on an annual basis. In addition to

the quantitative data collected, there will also be surveys conducted for both students and tutors to gain better insight into their experiences.

**F.3: (Achieving the Dream/Student Equity Staff Support)**

- ***Indicators/Goals to be affected by the activity***

| | | | |
|---|---|---|---|
| X | Access | X | Degrees and Certificate Completion |
| X | Course Completion | X | Transfer |
| X | ESL and Basic Skills Course Completion | | |

***Activity Type(s)***

| | | | | | |
|---|---|---|---|---|---|
| | Outreach | X | Student Equity Coordination/Planning | | Instructional Support Activities |
| | Student Services or other Categorical Program | | Curriculum/Course Development or Adaptation | | Direct Student Support |
| X | Research and Evaluation | | Professional Development | | |

***Target Student Group(s)*** & # of Each Affected*:

| ID | Target Group | # of Students Affected |
|---|---|---|
| F.3 | Hispanic/Latino | 2,880 |
| | African American | 513 |
| | Economically Disadvantaged | 5,779 |
| | Disabled Status | 779 |
| | Former Foster Youth | 29 |
| | Native Americans | 39 |
| | Veterans | 458 |
| | Males | 4,079 |

***Activity Implementation Plan***

The college will hire an administrator who will be responsible for the development of the Student Equity and the Student Success and Support Plan. The individual will support the research agenda identified by the college on an annual basis. This position will coordinate with the district's Research, Planning and Institutional Effectiveness Office the collection of quantitative and qualitative data of identified student groups. The position will also facilitate workshops and discussions surrounding the issues of equity and student success.

The college will also hire a research analyst who will assists in the design, implementation, analysis, and report preparation and dissemination of findings related to statistical, demographic and empirical studies used in all District needs and programs, including matriculation, accreditation, assessment, student success, retention and persistence, and other issues of institutional effectiveness.

| ID | Timeline(s) | Student Equity Funds | Other Funds** |
|---|---|---|---|
| F.3 | 1/4/2016-6/30/2016 | Sr. Dean, Student Success & Equity - $79,228<br>Research Analyst - $37,221<br>Total - $116,449 | Student Success and Support -$79,228<br>Student Success and Support -$37,221<br>Total -$116,449 |

***Link to Goal***

The position will support the achievement of all identified goals by providing data for disproportionately impacted students and an evaluation of the data. Also, the research analyst will assists in the design, implementation, analysis, and report preparation and dissemination of findings related to statistical, demographic and empirical studies used in all District needs and programs, including matriculation, accreditation, assessment, student success, retention and persistence, and other issues of institutional effectiveness which will inform the campus community.

***Evaluation***

These positons will be providing the data and evaluation of the data for the disproportionately impacted student groups on campus.

# Summary Budget

| 2015-16 Student Equity Plan Summary Budget |
|---|
| Grossmont Cuyamaca CCD |
| Cuyamaca College |

**Part I: Student Equity Funding**

*Enter whole numbers only*

| | |
|---|---|
| **Total 2015-16 College Student Equity Allocation** | $ 651,437 |
| **If applicable, for Multi-College Districts, Total 2015-16 Student Equity Allocation Reserved at the District Level** | $ 2,124,714 |
| **Part II: 2015-16 Planned Student Equity Expenditures** | **$ 651,437** |
| **Balance 2015-16 College Student Equity Allocation** | **$ 2,124,714** |

## 2014-15 Student Equity Plan Summary Budget.
## Part I: Funding
## Specific Entry Instructions

This completed budget worksheet is an attachment to and part of the college Student Equity Plan narrative.

**cell:**

F9 Enter your college's 2015-16 Student Equity Allocation. Due to legislative requirements, the CCCCO only calculates allocations by district. The district determines the amount allocated to each college. Colleges in multi-college districts will need to obtain their *college* allocation from the district office.

F12 Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in at least one of their colleges' plans, and also include related expenditures in the Summary Budget spreadsheet. If your college is 1) part of a mult-college district, and 2) the district has chosen to conduct and fund equity related activities at the district level, and 3) the district has decided to report those activities and expenditures as part of your college plan, enter the amount of the Student Equity allocation reserved at the District level to be used for those activities. Colleges will need to obtain this information from their district office.

F14 This cell will populate once the Part II Planned SE Expenditures section has been completed.

F17 This cell is the sum of: Total 2015-16 Student Equity Allocation plus Allocation Reserved at the District Level minus Part II: Planned SE Expenditures.

- 0 If all of the college 2015-16 Student Equity funds have been accounted for on this plan, then the balance should be zero.
- \+ If the balance is positive, then the planned expenditures do not fully expend the allocation. The college needs to review the planned expenditures and make necessary adjustments. If balance remains positive, then the funds must be returned to the Chancellor's Office.
- \- If the balance is negative, then then planned expenditures exceed the allocation available and the college needs to review the planned expenditures and make necessary adjustments. **The Summary Budget cannot be submitted if balance is negative.**

# Summary Evaluation

The evaluation of the goals identified in the Student Equity Plan will be facilitated by the Cuyamaca College Research Committee. The research committee produces a research agenda each spring. The Student Success and Equity committee will provide a request to the Research committee evaluating the goals set in the Student Equity Plan on an annual basis. The evaluation results will be presented to the Cuyamaca College Council and discussed with the committee to determine the success of the goals. The goals will be reviewed along with the institutional effectiveness targets and set at the annual Cuyamaca College Council retreat in the spring of each year. The student equity goals, student success and support plan goals, basic skills goals and districtwide strategic plan goals will all be integrated into the Achieving the Dream Initiative goal of mitigating disproportionate impact on identified student groups. The district Research Office produces an annual "Key Performance Indicators" report that identifies groups of students who are disproportionately impacted in the areas of Access, Course Completion, ESL and Basic Skills completion, Degree and/or Certificate completion and Transfer. This annual report will be utilized to continue the districtwide conversation around student success and completion and determine the goals in each area. The Research Committee charge and composition is below:

**RESEARCH COMMITTEE**

**Charge**

The Research Committee (RC) works to build and implement a culture of evidence and inquiry in which data are used to inform decision-making, to improve student learning and achievement, and to enhance institutional effectiveness through the process of continuous quality improvement. The RC is an important component of Cuyamaca's integrated planning processes: the RC will review research requests made through the planning processes as well as reviewing ad hoc requests placed by faculty and staff. In spring, the RC will produce the recommended college research agenda for the following year. The RC serves as a resource to the Cuyamaca College Council (CCC), the program review and planning bodies, and serves as a liaison to the district's Institutional Research and Planning Committee and office of Research, Planning & Institutional Effectiveness. The RC is also responsible for developing, assessing, and revising committee goals on an annual basis, and reporting the results to CCC.

**Meeting Schedule**

Second Wednesday, 8:30–10:00 a.m.

**Chair**

Administrative Co-Chair: Selected from the committee membership and appointed by the College President

Faculty Co-Chair: Selected from and elected by faculty committee membership

**Composition**

Administrators (2)
At-Large Faculty Representatives (3)
At-Large Classified Staff Representative
Classified Supervisor
Associated Students Representative
Representative from the District Office of Research, Planning & Institutional Effectiveness

## SUMMARY EVALUATION SCHEDULE AND PROCESS

The Research Committee (RC) is an important component of Cuyamaca's integrated planning processes: the Research Committee will review research requests made through the planning processes as well as reviewing ad hoc requests placed by faculty and staff. In spring, the RC will produce the recommended college research agenda for the following year. The RC serves as a resource to the Cuyamaca College Council (CCC), the program review and planning bodies, and serves as a liaison to the district's Institutional Research and Planning Committee and office of Research, Planning & Institutional Effectiveness. The RC is also responsible for developing, assessing, and revising committee goals on an annual basis, and reporting the results to CCC.

The Student Equity Plan activities will reviewed and evaluated on an annual basis.

# Attachments

# 2015-16 Student Equity Plan Summary Budget
## for fiscal year July 1, 2015 - June 30, 2016

**District:** Grossmont Cuyamaca CCD
**College:** Cuyamaca College

**Multi-college districts that use any portion of the Student Equity allocation to conduct equity-related activities at the district level must incorporate a description of those activities into at least one of their colleges' plan narrative, and also include related expenditures in that college's Summary Budget spreadsheet.**
**Attach the completed Summary Budget to the Student Equity Plan narrative. Email a copy of the entire plan (narrative and budget spreadsheet) and send two printed copies of the entire plan (one with original signatures) by mail, postmarked no later than Monday, November 23, 2015.**

**Email to:**
studentequity@cccco.edu
**Mail to:**
Patty Falero, Student Services and Special Programs Division
California Community Colleges Chancellor's Office
1102 Q Street, Suite 4400
Sacramento, CA 95811-6539

For technical questions related to adding lines to the spreadsheet or other format or entry questions, contact:
Barbara Kwoka at bkwoka@cccco.edu

For questions related to allowable expenditures, contact:
Debra Sheldon - dsheldon@cccco.edu

**This workbook contains 3 protected spreadsheets in the following order:**

1 Do First
2 Part I: Student Equity Funding
3 Part II: Planned Student Equity Expenditures

**Basic instructions:**

You may enter data in spreadsheets 2-3. Use the tab key to move around in each spreadsheet. At the bottom of some of the spreadsheets (or the back of the page if printed) are Specific Entry for certain cells or Other Instructions. You will be able to enter whole numbers only (no cents).

If you need additional rows to complete your data entry in Part II, you can unlock the spreadsheet by entering the ***password*** **budget1516**, and add additional rows. ***However, care must be taken to insert rows in a way to ensure that the formulas in the totals and subtotals are correct and intact.*** Please contact Barbara Kwoka at bkwoka@cccco.edu with any questions about the spreadsheet format.

Yellow highlighted cells allow you to enter a value, either by selecting from a drop down list or typing in the cell.
Blue colored cells indicate a pre-populated cell and cannot be modified.
Gray colored cells indicate a formula and cannot be modified.

**To print entire workbook: Go to File, Print, Entire Workbook. Select double-sided. You do not need to include this instruction page with the plan.**

**2015-16 Student Equity Plan Summary Bu**
Grossmont Cuyamaca CCD
Cuyamaca College

## Part II: Planned Student Equity (SE) Expenditures

Report planned expenditures of the college Stduent Equity allocation by object code as defined by the California Community Colleges Budget and Accounting Manual (BAM). Although they appear in the CCC BAM, not all expenditures categories are eligible Student Equity expenditures. Eligible and ineligible expenditures for Student Equity funds are listed below. The Activity ID and the $ amounts to be reported under the categories: Outreach, Student Services & Categoricals, Research and Evaluation, SE Coordination & Planning, etc. must match the Activity ID and amount(s) reported for that activity in the Student Equity Plan narrative for each success indicator (Access, Course Completion, etc.).

BAM can be found at: http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalStandards/BudgetandAccountingManual.aspx

| BAM Codes | Classification | | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/ Course Dev. & Adaptation | Professional Development | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1000 | **Academic Salaries: Position Title(s)** | **# of Hours** | | | | | | | | | | |
| | Sr. Dean, Stu. Success & Equity | **0.50** | **F.3** | $ 13,949 | $ 13,949 | $ - | $ 13,949 | $ - | $ - | $ 13,949 | $ - | 55,796 |
| | Hrly Faculty | | **F.2** | $ 21,250 | $ 21,250 | $ - | $ - | $ 21,250 | $ - | $ 21,250 | $ - | 85,000 |
| | Hrly Counseling | | **F.2** | $ 16,666 | $ 16,667 | $ - | $ - | $ - | $ - | $ - | $ 16,667 | 50,000 |
| | First Year Experience Hrly Counseling | | **B.2** | $ 8,772 | $ - | $ - | $ - | $ - | $ - | $ - | $ 8,772 | 17,544 |
| | UP! Program Hrly Counseling | | **A.4** | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 6,579 | 6,579 |
| | Veteran's Transition Hrly Counseling | | **B.4** | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 7,018 | 7,018 |
| | Transfer Readiness | | **E.5** | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 8,772 | 8,772 |
| | Math Pathways-Coordinaton | | **B.1** | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 8,772 | 8,772 |
| | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | **Subtotal** | $ 60,637 | $ 51,866 | $ - | $ 13,949 | $ 21,250 | $ - | $ 35,199 | $ 56,580 | **$ 239,481** |
| 2000 | **Classified and Other Nonacademic Salaries: Position Title(s)** | **# of Hours** | **Activity ID** | **Outreach** | **Student Services & Categoricals** | **Research and Evaluation** | **SE Coordination & Planning** | **Curriculum/Cours e Dev. & Adptation** | **Professional Development** | **Instructional Support** | **Direct Student Support** | **Total** |
| | Research Analyst | **0.50** | **F.3** | $ - | $ - | $ 26,212 | $ - | $ - | $ - | $ - | $ - | 26,212 |
| | Embedded Tutors | | **B.5** | $ - | $ 4,673 | $ - | $ - | $ - | $ - | $ 9,346 | $ 4,673 | 18,692 |
| | Extended STEM Tutoring | | **B.6** | $ - | $ - | $ - | $ - | $ - | $ - | $ 18,692 | $ - | 18,692 |
| | Writing Center Tutoring | | **C.3** | $ - | $ - | $ - | $ - | $ - | $ - | $ 18,692 | $ - | 18,692 |
| | ATD Peer Mentors | | **F.2** | $ - | $ 10,100 | $ - | $ - | $ - | $ - | $ 10,100 | $ 10,100 | 30,300 |
| | Tutoring Center Specialist | **0.48** | **B.6** | $ - | $ - | $ - | $ - | $ - | $ - | $ 17,100 | $ - | 17,100 |
| | Tutoring Center Specialist | **0.48** | **C.3** | $ - | $ - | $ - | $ - | $ - | $ - | $ 17,100 | $ - | 17,100 |
| | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | **Subtotal** | $ - | $ 14,773 | $ 26,212 | $ - | $ - | $ - | $ 91,030 | $ 14,773 | **$ 146,788** |

**2015-16 Student Equity Plan Summary Bu**
Grossmont Cuyamaca CCD
Cuyamaca College

## Part II: Planned Student Equity (SE) Expenditures

| 3000 | Employee Benefits | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adptation | Professional Development | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Sr. Dean, Stu. Success & Equity | F.2 | $ 5,858 | $ 5,858 | $ - | $ 5,858 | $ - | $ - | $ 5,858 | $ - | 23,432 |
| | Hrly Faclty | F.2 | $ 2,975 | $ 2,975 | $ - | $ - | $ 2,975 | $ - | $ 2,975 | $ - | 11,900 |
| | Research Analyst | F.1 | $ - | $ - | $ 11,009 | $ - | $ - | $ - | $ - | $ - | 11,009 |
| | Hrly Counseling | F.2 | $ 2,333 | $ 2,333 | $ - | $ - | $ - | $ - | $ - | $ 2,334 | 7,000 |
| | ATD-Peer Mentors | F.2 | $ - | $ 202 | $ - | $ - | $ - | $ - | $ 202 | $ 202 | 606 |
| | First Year Experience Hrly Coun. | B.2 | $ 1,228 | $ - | $ - | $ - | $ - | $ - | $ - | $ 1,228 | 2,456 |
| | UP! Program Hrly Counseling | A.4 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 921 | 921 |
| | Veteran's Transition Hrly Coun. | B.4 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 982 | 982 |
| | Transfer Readiness | E.5 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 1,228 | 1,228 |
| | Math Pathways-Coordinaton | B.1 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ 1,228 | 1,228 |
| | Tutoring Center Specialist | B.6 | $ - | $ - | $ - | $ - | $ - | $ - | $ 3,933 | $ - | 3,933 |
| | Tutoring Center Specialist | C.3 | $ - | $ - | $ - | $ - | $ - | $ - | $ 3,933 | $ - | 3,933 |
| | Embedded Tutors | B.5 | $ - | $ 327 | $ - | $ - | $ - | $ - | $ 654 | $ 327 | 1,308 |
| | Extended STEM Tutoring | B.6 | $ - | $ - | $ - | $ - | $ - | $ - | $ 1,308 | $ - | 1,308 |
| | Writing Center Tutoring | C.3 | $ - | $ - | $ - | $ - | $ - | $ - | $ 1,308 | $ - | 1,308 |
| | | Subtotal | $ 12,394 | $ 11,695 | $ 11,009 | $ 5,858 | $ 2,975 | $ - | $ 20,171 | $ 8,450 | **$ 72,552** |
| **4000** | **Supplies & Materials** | **Activity ID** | **Outreach** | **Student Services & Categoricals** | **Research and Evaluation** | **SE Coordination & Planning** | **Curriculum/Course Dev. & Adptation** | **Professional Development** | **Instructional Support** | **Direct Student Support** | **Total** |
| | Textbook Lending Programs-EOPS | B.3 | | | $ - | $ - | $ - | $ - | | $ 2,500 | 2,500 |
| | Student Equity Book Grant | C.5 | $ - | $ 10,000 | $ - | $ - | $ - | $ - | $ - | $ 10,000 | 20,000 |
| | First Year Experience Materials | A.2 | $ 5,000 | $ - | $ - | $ - | $ - | $ - | $ - | $ - | 5,000 |
| | DREAMS | A.3 | $ 1,000 | $ 2,000 | $ - | $ - | $ - | $ - | $ - | $ 7,000 | 10,000 |
| | UP! Programs | A.4 | $ 500 | $ 2,000 | $ - | $ - | $ - | $ - | $ - | $ - | 2,500 |
| | Textbook Lending Program-History | A.5 | $ - | $ - | $ - | $ - | $ - | $ - | $ 2,025 | $ 2,025 | 4,050 |
| | Cuyamaca STEM-Ecosystem | E.5 | $ - | $ - | $ - | $ - | $ - | $ - | $ 5,000 | $ 5,000 | 10,000 |
| | | Subtotal | $ 6,500 | $ 14,000 | $ - | $ - | $ - | $ - | $ 7,025 | $ 26,525 | **$ 54,050** |
| **5000** | **Other Operating Expenses and Services** | **Activity ID** | **Outreach** | **Student Services & Categoricals** | **Research and Evaluation** | **SE Coordination & Planning** | **Curriculum/Course Dev. & Adptation** | **Professional Development** | **Instructional Support** | **Direct Student Support** | **Total** |
| | ATD Travel & Conferences | F.1 | $ - | $ - | $ - | $ - | $ - | $ 50,000 | $ - | $ - | 50,000 |
| | Professional Dev & CORA Training | F.1 | $ - | $ - | $ - | $ - | $ - | $ 58,566 | $ - | $ - | 58,566 |
| | Math Pathways Travel | B.1 | $ - | $ - | $ - | $ - | $ - | $ 15,000 | $ - | $ - | 15,000 |
| | Veteran's Transition Program | B.4 | $ - | $ 1,000 | $ - | $ - | $ - | $ - | $ - | $ 1,000 | 2,000 |
| | Ed. Experience: Museum of Tolerand | C.4 | $ - | $ - | $ - | $ - | $ - | $ - | $ 1,500 | $ 1,500 | 3,000 |
| | Cuyamaca STEM-Allied Health | E.3 | $ - | $ - | $ - | $ - | $ - | $ - | $ 5,000 | $ 5,000 | 10,000 |
| | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | Subtotal | $ - | $ 1,000 | $ - | $ - | $ - | $ 123,566 | $ 6,500 | $ 7,500 | $ 138,566 |

| 2015-16 Student Equity Plan Summary Bu |
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| Grossmont Cuyamaca CCD |
| Cuyamaca College |

**Part II: Planned Student Equity (SE) Expenditures**

| 6000 | Capital Outlay | Activity ID | Outreach | Student Services & Categoricals | Research and Evaluation | SE Coordination & Planning | Curriculum/Course Dev. & Adptation | Professional Development | Instructional Support | Direct Student Support | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | **Subtotal** | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| **7000** | **Other Outgo** | **Activity ID** | **Outreach** | **Other Student Services** | **Research and Evaluation** | **SE Coordination & Planning** | **Curriculum/Course Dev. & Adptation** | **Professional Development** | **Instructional Support** | **Direct Student Support** | **Total** |
| | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | - |
| | **Subtotal** | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| | **Grand Total** | | $ 79,531 | $ 93,334 | $ 37,221 | $ 19,807 | $ 24,225 | $ 123,566 | $ 159,925 | $ 113,828 | $ 651,437 |

| 2015-16 Student Equity Plan Summary Bu |
| --- |
| Grossmont Cuyamaca CCD |
| Cuyamaca College |

**Part II: Planned Student Equity (SE) Expenditures**

## Student Equity Plan 2015-16 Budget
## Part II: Planned SE Expenditures
## Other Instructions

**A complete list of eligible and ineligible uses of student equity funds is available on the CCCCO website at http://extranet.cccco.edu/Divisions/StudentServices/StudentEquity.aspx.** Funding listed for specific activities in the plan narrative, must also be entered into the Summary Budget spreadsheet. Equity funds are intended to augment programs or services for students. Districts and colleges cannot use equity funds to supplant funding for programs, positions or services funded from another source, prior to the availability of equity funds in the 2014-15 FY. Multi-college districts who choose to conduct and fund student equity related activities at the district level must incorporate a description of those activities in one or several of their college's plans, and also include related expenditures in the Summary Budget spreadsheet for that college or colleges. The spreadsheet has a separate signature page from the narrative that requires the signature of the district chief business officer and the district chancellor or chief executive officer, since districts are the legal fiscal agent for student equity funds.

**Eligible expenditures:**

1. Targeted outreach to potential student groups and communities identified in the Student Equity Plan as being from disproportionately impacted groups, including targeted publications and outreach materials.
2. Student services and student services categorical programs that directly support improved outcomes on success indicators for target populations prioritized in the Student Equity Plan.
3. Research and evaluation related to improving student equity.
4. Hiring a student equity program coordinator and staff directly supporting and implementing student equity activities.
5. Support for student equity planning processes.
6. Food and beverages for equity-related planning meetings, professional development or student gatherings.
7. Professional development, including funding of consultants to educate faculty and staff on the effects of inequities and strategies to reduce them; methods for detecting and researching inequities and their effects on college programs and local communities; improving the use of data, and effective practices and methods for addressing and improving outcomes for under-served students.
8. Developing or adapting academic or career-related programs, curriculum and courses to improve student equity outcomes.
9. Providing embedded tutoring, counseling support for learning communities, and other instructional support services that do not generate FTES.
10. In-State travel in support of student equity. Out-of-state travel for college employees or students will be considered on a case-by-case basis, with prior approval from the Chancellor's Office.
11. Computers and related peripherals to be used primarily by students, excluding large scale technology projects.
12. Other Direct Student Support including books, miscellaneous supplies and materials for students, student transportation, and child care.

**Ineligible Expenditures:**

1. Construction, maintenance or purchase of buildings -- Student Equity funds may not be used for the construction, remodeling, renovation, maintenance or purchase of buildings.
2. Gifts -- Public funds, including Student Equity funds, may not be used for gifts or monetary awards of any kind.
3. Stipends for Students -- Student Equity funds cannot be used to pay stipends to students for participation in student equity activities.
4. Computers and related technology to be used primarily by faculty and staff, office supplies and furniture – Student Equity funds cannot be used for purchasing computers for use by employees, office supplies or furniture (desks, chairs, bookcases, etc.)
5. Other Administrative, Faculty or Staff Salaries and Benefits -- Student Equity funds cannot be used to pay for any staff or administrative overhead costs that do not directly support Student Equity described in the college's approved plan, such as budget office staff, business office staff, etc.
6. Political or Professional Dues, Memberships, or Contributions – Student Equity funds cannot be used for these fees or expenses.
7. Rental of Off-Campus Space -- Student Equity funds may not be to pay for off-campus space.
8. Legal and Audit Expenses -- Student Equity funds may not be used to pay for legal or audit expenses.
9. Indirect Costs -- Student Equity funds may not be used to pay for indirect costs, such as heat, electricity, or janitorial services.
10. Unrelated Travel Costs -- Student Equity funds may not be used for the cost of travel not directly related to Student Equity activities or functions.
11. Vehicles -- Student Equity funds may not be used to purchase or lease vehicles.
12. Clothing -- Student Equity funds may not be used to purchase clothing such as jackets, sweatshirts, tee shirts, or graduation regalia (with the exception of required work uniforms for students).
13. Courses -- Student Equity funds may not be used to pay for the delivery of courses, including tutoring and supplemental instruction that generate FTES.
14. Unrelated Research -- Student Equity funds may not be used for institutional research that is not directly related to evaluating or improving Student Equity outcomes.
15. Supplanting -- Student Equity funds may not be used to supplant general or state categorical (restricted) district funds expended on Student Equity activities prior to the availability of Student Equity funding beginning in FY 2014-15. Any direct student support provided should supplement, not supplant any services provided to students currently participating in college categorical programs and any other federal, state, and county programs.