

# Cuyamaca College's General Counseling: Access to Services and Persistence in 2021-2022

Report Prepared November 2022

Cuyamaca College's Counseling department served approximately 23% of all students enrolled at Cuyamaca College in the 2021-2022 academic year between July 1<sup>st</sup>, 2021 and June 30<sup>th</sup>, 2022 (2,906 of 12,427 students). In comparison, approximately 25% of all students enrolled at Cuyamaca College in the 2020-2021 academic year received counseling services between July 1<sup>st</sup>, 2020 and June 30<sup>th</sup>, 2021 (3,293 of 13,148 students).

Approximately 17% of all students attended at least one Counseling appointment in this timeframe (2,146 of 12,427 students), approximately 10% attended at least one drop-in Counseling session in this timeframe (1,261 of 12,427 students), and approximately 6% received E-Counseling services in this timeframe (740 of 12,427 students).

## Student Access to Services in 2021-2022 by Race/Ethnicity

In 2021-2022, the Counseling department served an overrepresentation of white students (49% compared to 43% college-wide), and this overrepresentation was evident across each Counseling session type (appointments, drop-ins, and E-Counseling). Conversely, the Counseling department served a slight underrepresentation of African-American/Black students (4%, compared to 6% college-wide) and Asian students (4% compared to 6% college-wide).

Compared to all students, students who attended at least one Counseling appointment reflected an underrepresentation of African-American/Black students and Asian students. Students who attended at least one drop-in Counseling session reflected an underrepresentation of Asian students, Hispanic/Latino/a students, and students who identify with two or more races or ethnicities. Students who received E-Counseling services reflected an underrepresentation of African-American/Black students and Hispanic/Latino/a students.

Race/Ethnicity	All Students		Appointment		Drop-In		E-Counseling		Any Counseling	
	#	%	#	%	#	%	#	%	#	%
African-American/Black	728	6%	87	4%	58	5%	20	3%	119	4%
Asian	758	6%	83	4%	51	4%	43	6%	130	4%
Hispanic/Latino/a	4,566	37%	808	38%	413	33%	252	34%	1,052	36%
Native American	67	1%	3	<1%	4	<1%	2	<1%	6	<1%
Pacific Islander	36	<1%	5	<1%	2	<1%	3	<1%	5	<1%
White	5,378	43%	1,019	47%	669	53%	377	51%	1,413	49%
Two or more	695	6%	115	5%	46	4%	36	5%	145	5%
Unknown/non-respondent	199	2%	26	1%	18	1%	7	1%	36	1%
<b>Total</b>	<b>12,427</b>	<b>100%</b>	<b>2,146</b>	<b>100%</b>	<b>1,261</b>	<b>100%</b>	<b>740</b>	<b>100%</b>	<b>2,906</b>	<b>100%</b>

### Student Access to Services in 2021-2022 by Gender

The Counseling department served a proportion of female students (57%) and male students (42%) that was similar to the college-wide proportions of female students (58%) and male students (41%).

Gender	All Students		Appointment		Drop-In		E-Counseling		Any Counseling	
	#	%	#	%	#	%	#	%	#	%
Female	7,150	58%	1,239	58%	716	57%	443	60%	1,657	57%
Male	5,151	41%	893	42%	536	43%	295	40%	1,232	42%
Unknown/non-respondent	126	1%	14	1%	9	1%	2	<1%	17	1%
<b>Total</b>	<b>12,427</b>	<b>100%</b>	<b>2,146</b>	<b>100%</b>	<b>1,261</b>	<b>100%</b>	<b>740</b>	<b>100%</b>	<b>2,906</b>	<b>100%</b>

### Student Access to Services in 2021-2022 by Age

The Counseling department served an underrepresentation of students under 20 years old (23% compared to 26% college-wide), and an overrepresentation of students age 20-24 years old (37% compared to 34% college-wide).

Compared to all students, students who attended at least one Counseling appointment reflected an underrepresentation of students under 20 years old, and an overrepresentation of students age 20-24 years old. Students who attended at least one drop-in Counseling session reflected a slight underrepresentation of students age 25-29 years old. Students who received E-Counseling services reflected an underrepresentation of students under 20 years old, and an overrepresentation of students age 20-24 years old.

Age	All Students		Appointment		Drop-In		E-Counseling		Any Counseling	
	#	%	#	%	#	%	#	%	#	%
<20 years old	3,241	26%	499	23%	325	26%	147	20%	665	23%
20-24 years old	4,189	34%	825	38%	442	35%	280	38%	1,077	37%
25-29 years old	1,657	13%	263	12%	142	11%	100	14%	354	12%
30-49 years old	2,550	21%	422	20%	276	22%	165	22%	617	21%
50+ years old	790	6%	137	6%	76	6%	48	6%	193	7%
<b>Total</b>	<b>12,427</b>	<b>100%</b>	<b>2,146</b>	<b>100%</b>	<b>1,261</b>	<b>100%</b>	<b>740</b>	<b>100%</b>	<b>2,906</b>	<b>100%</b>

## Student Fall-to-Spring Persistence in 2021-2022

Students who received Counseling in 2021-2022 were more likely to persist from Fall 2021 to Spring 2022 at Cuyamaca College (75%), compared to all students (56%). However, African-American/Black students, Asian students, Native American students, and Pacific Islander students who received any Counseling experienced equity gaps in persistence compared to white students. African-American/Black students who received any Counseling experienced a 18 percentage point gap in persistence compared to white students (59% compared to 77%, respectively); Asian students who received any Counseling experienced a 13 percentage point gap in persistence compared to white students (64% compared to 77%, respectively); Native American students experienced a 27 percentage point gap in persistence compared to white students (50% compared to 77%, respectively); and Pacific Islander students experienced an 17 percentage point gap in persistence compared to white students (60% compared to 77%, respectively).

Students who attended at least one Counseling appointment were more likely to persist from Fall 2021 to Spring 2022 (78%), compared to all students (56%). However, African-American/Black students, Asian students, and Pacific Islander students who attended at least one Counseling appointment experienced equity gaps in persistence compared to white students.

Students who attended at least one drop-in Counseling session were more likely to persist from Fall 2021 to Spring 2022 (78%), compared to all students (56%). However, African-American/Black students, Asian students, Hispanic/Latino/a, Native American, and Pacific Islander students who attended at least one drop-in session experienced equity gaps in persistence compared to white students.

Students who received E-Counseling services were more likely to persist from Fall 2021 to Spring 2022 (75%), compared to all students (56%). However, African-American/Black students, Native American students, Pacific Islander students, and who identify with two or more races or ethnicities who received E-Counseling services experienced equity gaps in persistence compared to white students.

Race/Ethnicity	All Students		Appointment		Drop-In		E-Counseling		Any Counseling	
	Cohort	Persisted	Cohort	Persisted	Cohort	Persisted	Cohort	Persisted	Cohort	Persisted
African-American/Black	479	48%	71	59%	43	56%	15	73%	94	59%
Asian	435	48%	64	63%	39	64%	30	80%	100	64%
Hispanic/Latino/a	2,872	53%	644	78%	324	77%	206	74%	827	75%
Native American	46	39%	1	100%	3	33%	2	50%	4	50%
Pacific Islander	26	50%	5	60%	2	50%	3	67%	5	60%
White	3,499	61%	853	79%	556	81%	317	76%	1,154	77%
Two or more	416	51%	95	81%	32	88%	31	71%	117	78%
Unknown/non-respondent	116	53%	20	80%	16	88%	7	86%	30	80%
<b>Total (Enrolled in Fall 2021)</b>	<b>7,889</b>	<b>56%</b>	<b>1,753</b>	<b>78%</b>	<b>1,015</b>	<b>78%</b>	<b>611</b>	<b>75%</b>	<b>2,331</b>	<b>75%</b>