

Cypress College
Student Equity Plan

October 2004

Prepared by:
Student Equity Plan Development Committee

Cypress College

Student Equity Plan

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Cypress College Student Equity Plan

District: North Orange County

College: Cypress College

President, Board of Trustees

Date

District Chancellor: _____

College President: _____

Academic Senate President: _____

Student Equity Coordinator: _____

Executive Summary

Cypress College is committed to the betterment of the citizens that reside in the North Orange County Community College District service area. The College maintains educational programs and student services that conform to the standards of Title 5 and enhances those programs and services as resources allow.

The Student Equity Plan is divided into several sections. Each section contains a brief summary of the campus-based research findings that address the identified success indicator. The summary is followed by the primary data that defines the success indicator and outlines the goals developed for addressing any deficiency. In addition, a specific plan is detailed that identifies each critical goal, the activities to address each goal, funding sources, and evaluation methods.

The college has initiated the Student Equity Plan with data gathered for 2002-03 and expects to restructure its plan, annually, based on individual year accomplishments. The key success indicators of Access, Course Completion (retention), English as a Second Language (ESL) and Basic Skills Completion and progress, Degree and Certificate Completion, and Transfer serve as the elements that provide the framework for the development of the plan. The focus of the plan is on students from the following groups: Asian/Pacific Islander, Black, Latino, and White. The numbers and proportions of students with disabilities and students of American Indian or Alaskan Native are very small and therefore, have not been included. However, the College will continue to monitor access for and success of these students to ensure an equitable focus.

Methodology

The campus identified a task force to initiate the dialogue to develop the Student Equity Plan. A format was agreed on and initial data were gathered from the Office of Institutional Research. The College President and Executive Vice-President were updated on several occasions and a presentation was made to the Management Team along with the Budget and Planning Committee, a shared governance committee. After the plan was fully drafted additional dialogue was generated with these groups and other constituent groups. The final document was sent to the President's Advisory Committee for review and approval. Although a full shared governance approach was desirable, time limitations prevented extensive review by each campus constituent group. During subsequent year updates, it is anticipated that more extensive review will be accomplished.

Access

The College compares favorably with the population demographics of North Orange County. Those students most underrepresented on the campus in comparison to North Orange County population statistics are Latino and White. The College operates an Enrollment Management Committee (5% MORE – Marketing, Outreach, Retention, and Enrollment) designed to address critical issues for student growth. Cypress College intends to devote resources to narrow the identified gap and improve the enrollment of Latino students. Incremental change strategies outlined in the access plan target an improvement objective of 2% annually.

Course Completion (Retention)

Like most community colleges, Cypress College offers a variety of educational options. These options are derived from the needs of the local college community and student body. Comparison with other local community colleges completion data may be important, but more important is the improvement of local completion statistics. At the present time several population groups fall below the 65% completion target. The College intends to place special emphasis on these areas by promoting the significance of course completion to instructional and counseling faculty. In addition, the college offers many support programs designed to promote student success. With additional marketing emphasis regarding these services, the college should be able to demonstrate improved successful course completion data.

Basic Skills and ESL Completion and Progress

Cypress College was disappointed to learn that rates of successful completion of basic skill courses were low. This area represents the most critical need of the campus. As the college student demographics continue to become more diverse, additional resources need to be channeled to improving the basic skills of special populations. Considerable emphasis has been devoted to outreach and bringing students into the college. As this trend continues it is likely these data will remain depressed until additional work in this area is completed and an institution-wide effort is launched. Although some students may be successful in completing the basic skills courses, the data indicate they do not perform well within the prescribed one-year time frame. Many colleges report a significant barrier to transfer is the completion of a transfer math course. Cypress College data confirm this barrier.

Degree and Certificate Completion

Most community colleges work diligently to increase the completion rates for degrees and certificates. As enrollment statistics vary, so will the completion rates for degrees and certificates. The modest target of 1% growth annually will enable the College to implement new first-year orientation strategies. The onset of enrollment and registration technology has depersonalized the matriculation process. Many students enroll without the guidance of college counselors. Each opportunity missed to intervene with a student can easily translate to lack of student motivation, poor connection with the college, misunderstanding of college practices, and limited student success. Early intervention has been proven beneficial at other colleges and Cypress College is planning to restructure its matriculation process to promote additional student success. As student success improves, it is likely the number of degree and certificate completions will improve.

Transfer

The University of California and the California State University are dependent on students moving from community colleges into these institutions of higher education. Cypress College is surrounded with several local public universities (University of California, Irvine; California State University, Fullerton; and California State University, Long Beach). As Cypress College examines its local transfer data it is planning to promote the transition to the university system for all student groups. Special emphasis will be directed to those student groups with the lowest rates of transfer.

Cypress College is an institution with an excellent reputation in the community and with our surrounding educational partners. The success indicators identified in the Student Equity Plan, Access, Course Completion (retention), ESL and Basic Skills

Completion, Degree and Certificate Completion, and Transfer will need to become part of the reflective dialogue of the institution.

The college fully intends to address these success indicators and expects to demonstrate solid results.

Definition of Terms

1. Staff: This term refers to all classified, faculty, and administrative employees employed with the College.
2. Faculty: This term refers to teaching and counseling faculty.
3. Black: This term is used to refer to persons of African descent.

Cypress College

Student Equity Committee Membership

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Associated Students Representative

Kimberly Bartlett, Ph.D.
Director, Disabled Student Programs and Services

Renay Laguana
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Committee Chair

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Black Studies Learning Community Coordinator

Cypress College
Student Equity Plan

Success Indicators

Cypress College Student Equity Plan

Component: Access – The percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served

Cypress College continually strives to ensure that all members of the community have access to the classes, programs and services it offers. As the makeup of the North Orange County service area (Anaheim, Buena Park, Cypress, Garden Grove, La Palma, Los Alamitos, and Stanton) has changed over the years, Cypress College’s student body has remained reflective of the community’s demographics in most instances.

In 2002-2003, 46.2% of the student body was comprised of men and 53.6% was comprised of women. However, compared to the community at large, Cypress College served slightly more females and fewer males (Census 2000 data).

Enrollment at Cypress College in the 2002-2003 academic year also reflects the ethnic makeup of the overall community in several ways. Asian/Pacific Islanders and Black groups surpassed the percentages in the local service area while Latinos and Whites were underrepresented in the student body by 7.8 percentage points and 6.9 percentage points, respectively.

In order to improve access for underrepresented population groups, outreach efforts will be expanded, with the target group being Latino students. There is no evidence that indicates there are barriers to White students or that they are being underserved. A Weekend College will also be developed and implemented.

Access

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served

Component	Male	Female	Latino	Asian-Pacific Islander	Black	White	Total**
Cypress College 2005-06	42.5% n=8,060	57.5% n=10,888	26.0% n=4,934	28.8% n=5,461	5.8% n=1,091	31.1% n=5,911	100.0% n=18,992
Cypress College Service Area *	49.2% n=237,594	50.8% n=245,023	33.3% n=160,801	20.6% n=99,253	2.2% n=10,717	41.4% n=200,042	100.0% n=482,617

Goal 1: Increase access for students in an effort to mirror the population in the local service area

* Includes residents of Anaheim, Buena Park, Cypress, Garden Grove, La Palma, Los Alamitos, and Stanton age 18 and older (source: Census 2000)

** Number of students provided for selected group only; therefore, the total of these groups does not necessarily equal the total column

Source: Census 2000 and Chancellor's Office MIS

Cypress College Student Equity Plan

Component: Access – The percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served

Goal 1: Increase access for students in an effort to mirror the population in the local service area

Objective	Activities	Responsibility	Funding	Evaluation
1.1 To increase public knowledge about Cypress College	1.1a Increase information provided to local news media	1.1a PIO Officer	1.1a PFE funding	1.1a Review local publications and news networks
	1.1b Extend invitations to local community members to visit the campus	1.1b Faculty, support staff, and administrators	1.1b PFE, Title V, division budget, hospitality funds	1.1b Examine outreach reports, review individual activity reports, tally participants, review evaluations
	1.1c Cultivate the support of local community leaders	1.1c President, leadership team	1.1c Hospitality funds	1.1c Tally participants, review evaluations, foundation reports

Objective	Activities	Responsibility	Funding	Evaluation
1.2 To develop and market a weekend college	1.2a Develop a generic student educational plan	1.2a Instructional and counseling deans	1.2a Existing personnel funds	1.2a Review the plan document
	1.2b Market the plan to communities within the service area	1.2b PIO and administrative team	1.2b Existing personnel funds, marketing funds	1.2b Chart outreach efforts
	1.2c Recruit faculty	1.2c Instructional deans	1.2c Adjunct funds	1.2c Tally faculty members
	1.2d Enroll a cohort group of students	1.2d Admissions and records	1.2d Special funding	1.2d Tally students enrolled
	1.2e Identify appropriate student services	1.2e Executive Vice President	1.2e Overtime funds	1.2e Chart the contact hours

Objective	Activities	Responsibility	Funding	Evaluation
1.3 To develop a marketing plan to target population groups where a gap exists between college and the service area data	1.3a Produce a multimedia presentation	1.3a PIO, 5% MORE Committee, Instructional Divisions	1.3a PFE, Title V, Division funds	1.3a Examine the presentation
	1.3b Visit local area high schools and adult schools	1.3b Counselors, EOPS staff	1.3b Existing personnel funds, EOPS funds	1.3b Review outreach reports
	1.3c Purchase promotional materials	1.3c PIO	1.3c PFE, Title V	1.3c Review inventory of materials
	1.3d Utilize the “Tell Us More About You” form to create a database	1.3d Outreach staff	1.3d PFE, Marketing funds	1.3d Examine the database

Target: Increase the Latino student population by 2%

sep2004-05

Cypress College Student Equity Plan

Component: Course Completion (Retention) – Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term

Cypress College offers a wide variety of courses including basic skills, transfer, and vocational education courses. All of these classes are taught in the Language Arts, Social Science, Fine Arts, Science/Engineering/Math, Business/Computer Information Systems, Physical Education, Vocational Education, and the Health Sciences Divisions. In reviewing the data from the primary demographic groups (Black, White, Asian/Pacific Islander, and Latino students) examined by the college the completion rate is based on successful completion in basic skills, transfer, and vocational education courses.

Overall, in 2002-03 male students had a course completion rate of 63.7% and female students 66.3%. Latino students have a success rate 62.0%; Asian/Pacific Islander, 67.7%; Blacks, 54.0%; and Whites, 67.9%. The campus's goal is to increase the course completion rate for those population groups that fall below 65%, and to expand the availability of support services on campus. The campus staff will accomplish these goals through professional development activities, diverse curriculum options, and awareness and notification to students and staff of available resources.

Course Completion (Retention)

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

All Courses	Male	Female	Latino*	Asian-Pacific Islander*	Black*	White*	Total*
2005-06	64.6% n=35,408	67.3% n=48,118	61.9% n=21,968	70.0% n=23,596	54.1% n=4,707	68.6% n=26,267	66.2% n=83,609

Goal 1: Increase the course completion rate among students whose overall success rate falls below 65%

Goal 2: Increase and expand the availability and use of support services for students

* Number of students provided for select groups only; therefore, the total of those groups do not necessarily equal the total column

Source: Chancellor's Office MIS Data Mart

Cypress College Student Equity Plan

Component: Course Completion (Retention) – Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term

Goal 1: Increase the course completion rate among students whose overall success rate falls below 65%

Objective	Activities	Responsibility	Funding	Evaluation
1.1 To provide faculty with resources to acquaint them with cultural differences	1.1a Purchase relevant materials and make bibliographies available to students, staff, and faculty	1.1a CIU, library	1.1a CIU, one time budget funding, Title V, PFE	1.1a Review check-out logs
	1.1b Sponsor cultural forums for students, staff, and faculty	1.1b CIU, faculty, special programs	1.1b PFE, CIU, Title V	1.1b Review event calendar
	1.1c Offer professional development workshops	1.1c Staff development	1.1c Staff development, PFE	1.1c Survey attendees
1.2 To create more learning community-style classes on the basic skills and transfer level	1.2a Identify courses in which students have low performing success rates	1.2a Learning Communities Coord., Div. Deans, Dept. Coord.	1.2a Existing personnel funds	1.2a Review list of linked courses offered
	1.2b Link or pair curriculum of identified courses	1.2b Learning Communities Coord., Div. Deans, Dept. Coord.	1.2b Existing personnel funds	1.2b Review course syllabi
1.3 To increase sensitivity to learning styles	1.3a Increase professional development workshops	1.3a Staff Development	1.3a Staff development	1.3a Survey attendees

Target: Increase the course completion success rate by population group by 2%

Goal 2: Increase and expand the availability of support services for students

Objective	Activities	Responsibility	Funding	Evaluation
2.1 To increase knowledge of support services and special programs	2.1a Increase information provided to campus media	2.1a Deans, Program Coord., Dept. Chairs	2.1a Existing personnel funds	2.1a Review newspaper, tally website hits
	2.1b Extend invitations to English and math classes to visit support areas on campus	2.1b Faculty, instructional and support staff	2.1b Existing personnel funds	2.1b Review student use log
	2.1c Cultivate faculty support on campus	2.1c Deans, Dept. Chairs, Special Program Coord.	2.1c Existing personnel funds	2.1c Review scheduled meeting minutes
2.2 To create and advertise student success workshops	2.2a Identify areas of need for workshops	2.2a Student Service Council	2.2a Existing personnel funds, PFE, Title V	2.2a Review scheduled workshops
	2.2b Create a schedule for workshops	2.2b Student Service Council	2.2b Existing personnel funds, PFE, Title V	2.2b Tally attendance and review evaluations
	2.2c Develop follow-up effectiveness survey for students	2.2c Student Service Council	2.2c Existing personnel funds, PFE, Title V	2.2c Review evaluation forms
	2.2d Survey students who withdraw from classes	2.2d Student Service Council	2.2d Existing personnel funds	2.2d Examine survey data

Target: Increase the number of students served in student service areas by 2%

Cypress College

Student Equity Plan

Component: ESL and Basic Skills Completion – Ratio of the number of students by population group who complete a degree applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course

Many students enroll in basic skills classes at Cypress College each year. Data on the percentage of students who successfully complete a basic skills course in English, Math or ESL, and the next course in the sequence within one year, were tabulated for 2002-03.

In English, roughly 36% to 37% of all students successfully complete one course and move on to complete the next course in the sequence within one year. However, the success and progress rates were consistently higher for women than men. Smaller proportions of Blacks progressed to higher level English classes within a year (for example, 29.5% of Blacks progressed from English 58 to 60, compared to 37.2% of all students). Proportionately fewer Asian-Pacific Islander students progressed from English 57 to 58.

In ESL, the success and progress rates for all students ranged from 27.3% (ESL 83 to 184) to 52.4% (ESL 185 to 186). There do not appear to be consistent differences between genders in terms of success and progress through ESL courses. In some cases, women do better than men; in others the pattern is reversed. Latinos succeed and progress at lower rates than their Asian-Pacific Islanders in 5 of 8 portions of the sequence. There are many levels within the Cypress College ESL sequence of classes. Therefore, analyzing success and progress rates by gender and ethnicity creates small group sizes in some cases. Small group sizes make it more difficult to draw firm conclusions about the information. However, the College will continue to monitor performance in this area and develop appropriate plans if consistent patterns emerge over time. Also, it should be noted that students who complete the next sequenced course outside of the one year timeframe or those who complete an equivalent course at an alternate institution are counted as non-completers.

In math, the success and progress rates for all students ranged from 11.7% (Math 40 to transfer level math) to 18.3% (Math 20 to 30 or 40). Factors that may contribute to low progress include low successful course completion rates in math courses, and students that avoid or delay taking subsequent courses, in part because Math 20 is the highest course required for an associates degree at the College. The success and progress rates were consistently higher for women than men. In the transition from Math 15 to 20 and from Math 40 to transfer level math, smaller

proportions of Black and Latino students progressed to higher level math classes within a year. Proportionately fewer White students progress from Math 20 to 30 or 40, compared to all students.

The goal of increasing the success and progress rates of students in basic skills classes will be achieved by offering a variety of activities for students to participate. More tutoring and supplemental instruction will be provided, as will mentor programs and exposure to role models.

Basic Skills and ESL Completion and Progress (English)

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

The percentage of students who successfully (A,B,C,Cr) complete a basic skills English course, and the next course in the sequence within one year

English	Male	Female	Latino	Asian-Pacific Islander	Black	White	TOTAL**
English 57 to 58 (Fall '05 to Sp '06 & Su '06)	27.5%* n=80	39.1% n=87	24.1% n=83	51.5% n=33	25.0% n=16	36.4% n=22	33.5% n=167
English 58 to 60 (Fall '05 to Sp '06 & Su '06)	37.3% n=244	39.5% n=296	34.0% n=203	44.3% n=149	30.3% n=33	39.3% n=107	38.4% n=542
English 60 to 100 (Fall '05 to Sp '06 & Su '06)	32.8% n=354	35.4% n=447	29.3% n=287	45.0% n=189	26.7% n=45	33.0% n=212	34.2% n=801

Goal 1: Increase the completion and progress rate for students enrolled in Basic Skills English, ESL and basic Math classes

* "n" refers to total number of students enrolled in the first course of the two courses. Percentage refers to percent of the students in the first course who successfully completed the second course in the sequence.

** number of students provided for selected groups only; therefore, the total of those groups do not necessarily equal the total column

Basic Skills and ESL Completion and Progress (ESL)

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

The percentage of students who successfully (A,B,C,Cr) complete a basic skills ESL course, and the next course in the sequence within one year

ESL	Male	Female	Latino	Asian-Pacific Islander	Black	White	TOTAL**
ESL 80 to 81 (Fall '05 to Sp '06 & Su '06)	40.0% n=5	60.0% n=10	50.0% n=2	58.3% n=12	- n=0	0.0% n=1	53.3% n=15
ESL 81 to 82 (Fall '05 to Sp '06 & Su '06)	41.7% n=12	43.8% n=16	0.0% n=7	55.0% n=20	- n=0	100.0% n=1	42.9% n=28
ESL 82 to 83 (Fall '05 to Sp '06 & Su '06)	31.3% n=16	57.1% n=28	44.4% n=9	46.4% n=28	100.0% n=1	100.0% n=2	47.7% n=44

* "n" refers to total number of students enrolled in the first course of the two courses. Percentage refers to percent of successful completion of the second course in the sequence.

** number of students provided for selected groups only; therefore, the total of those groups do not necessarily equal the total column

Basic Skills and ESL Completion and Progress (ESL)-continued

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

The percentage of students who successfully (A,B,C,Cr) complete a basic skills ESL course, and the next course in the sequence within one year

ESL	Male	Female	Latino	Asian-Pacific Islander	Black	White	TOTAL**
ESL 83 to 184 (Fall '05 to Sp '06 & Su '06)	38.9%* n=18	41.3% n=46	26.7% n=15	47.5% n=40	25.0% n=4	50.0% n=2	40.6% n=64
ESL 184 to 185 (Fall '05 to Sp '06 & Su '06)	32.4% n=34	34.0% n=53	33.3% n=18	35.6% n=59	33.3% n=3	33.3% n=6	34.1% n=88
ESL 185 to 186 (Fall '05 to Sp '06 & Su '06)	54.8% n=42	53.6% n=69	50.0% n=20	55.1% n=78	66.7% n=3	71.4% n=7	54.1% n=111
ESL 186 to ENGL 60 or 100 (Fall '05 to Sp '06 & Su '06)	43.1% n=51	31.3% n=67	12.5% n=24	43.2% n=74	33.3% n=6	44.4% n=9	36.4% n=118

* "n" refers to total number of students enrolled in the first course of the two courses. Percentage refers to percent of successful completion of the second course in the sequence.

** number of students provided for selected groups only; therefore, the total of those groups do not necessarily equal the total column

Basic Skills and ESL Completion and Progress (Math)

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

The percentage of students who successfully (A,B,C,Cr) complete a basic skills Math course, and the next course in the sequence within one year

Math	Male	Female	Latino	Asian-Pacific Islander	Black	White	TOTAL**
Math 15 to 20 (Fall '05 to Sp '06 & Su '06)	14.2%* n=176	18.2% n=302	16.5% n=182	25.7% n=70	15.4% n=39	14.4% n=139	16.7% n=478
Math 20 to 30 or 40 (Fall '05 to Sp '06 & Su '06)	13.4% n=402	16.5% n=589	14.7% n=368	13.7% n=183	14.9% n=47	17.3% n=312	15.2% n=992
Math 40 to Transfer Level Math (Fall '05 to Sp '06 & Su '06)	10.9% n=348	11.7% n=445	6.7% n=238	14.7% n=190	3.9% n=26	13.5% n=260	11.4% n=793

* "n" refers to total number of students enrolled in the first course of the two courses. Percentage refers to percent of successful completion of the second course in the sequence.

** number of students provided for selected groups only; therefore, the total of those groups do not necessarily equal the total column

Source: Chancellor's Office MIS

Cypress College Student Equity Plan

Component: ESL and Basic Skills Completion – Ratio of the number of students by population group who complete a degree applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course

Goal 1: Increase the completion and progress rates for students enrolled in Basic Skills English, ESL, and Basic Math classes.

Objective	Activities	Responsibility	Funding	Evaluation
1.1 To provide more peer assisted learning (PAL) tutoring, study skills workshops, and supplemental instruction (SI)	1.1a Recruit tutors for basic skills English, Math, and ESL classes	1.1a Division Deans, Department Coordinators	1.1a Existing personnel funds, Title V	1.1a Track number of tutors recruited
	1.1b Develop more PAL, study skills groups, and SI groups for basic skills classes	1.1b PAL and SI Coordinator, instructional faculty	1.1b PFE, Foundation, Title V	1.1b Track number of SI and PAL, and study skill groups
	1.1c Collaborate with Teaching Prep Program to recruit tutors in math and English	1.1c Social Science Division Dean, Teacher Prep Coord.	1.1c Existing personnel funds, cash allocation, Title V, PFE	1.1c Maintain and review recruitment data
	1.1d Purchase tutorial software in math and English for use by students in Basic Skills and ESL classes	1.1d Instructional Deans, Director of Academic Computing	1.1d Academic Computing, one-time funding	1.1d Review inventories and invoices
	1.1e Track usage of tutorial software by students	1.1e Lab managers	1.1e Existing personnel funds	1.1e Review sign-out logs

Objective	Activities	Responsibility	Funding	Evaluation
1.2 To provide more personal support services to students enrolled in basic skills classes	1.2a Recruit mentors from among faculty, staff, and students for students	1.2a Instructional and Student Service Deans	1.2a Existing personnel funds	1.2a Track number of mentors recruited

Objective	Activities	Responsibility	Funding	Evaluation
	1.2b Develop a speakers' series, bring in successful community leaders	1.2b CIU/Diversity Committee	1.2b Existing personnel funds, PFE	1.2b Maintain a schedule of speakers and track attendance
	1.2c Recruit speakers and develop a calendar of engagements	1.2c CIU/Diversity Committee, Instructional Deans, Associated Students, Title V, Puente Program	1.2c Existing personnel funds, Title V, PFE	1.2c Review calendar
	1.2d Offer presentations by speakers	1.2d CIU/Diversity Committee, Instructional Deans, Associated Students, Title V, Puente Program	1.2d Title V, PFE, CIU/Diversity Committee, Associated Students	1.2d Exit evaluations
	1.2e Deliver presentations to basic skills classes regarding campus student support services	1.2e Counseling faculty, support service personnel	1.2e Existing personnel funds	1.2e Track presentations

Target: Increase overall completion rates by 3%

sep2004-05

Cypress College Student Equity Plan

Component: Degree and Certificate Completion – Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal

Cypress College maintains an enrollment of approximately 13,000 students. Enrollment data is influenced by variation in local economics, statewide and neighboring fiscal restraints, and population shifts in North Orange County. Other factors may also have an impact on college enrollment. The college maintains over 50 associate degree programs and 100 certificate programs. Students enroll in degree and certificate programs based on interests, skills, abilities, and aptitudes.

In 2002-03, 624 students received the Associate degree. Of those students completing the degree requirements, 71% were female and 29% were male. The greatest number of students completing the degree requirements was White 43%, followed by Latino students 25%, Asian/Pacific Islander students 19%, and Black students 5%. For these population groups the data closely parallels the ethnic breakdown of the student body. Similar data is reported for certificate completion.

The College intends to allocate resources to increase the overall number of students receiving Associate degrees and vocational certificates. Furthermore, improvement in matriculation services and career services will enhance this effort. Goals and objectives will target these needs.

Degree and Certificate Completion

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

Degrees	Male	Female	Latino	Asian-Pacific Islander	Black	White	Total*
Cypress College 2005-06	33.7% n=220	66.1% n=431	24.4% n=159	21.8% n=142	4.0% n=26	44.8% n=292	100.0% n=652

Certificates	Male	Female	Latino	Asian-Pacific Islander	Black	White	Total*
Cypress College 2005-06	48.7% n=290	51.3% n=306	27.2% n=162	24.7% n=147	5.7% n=34	37.2% n=222	100.0% n=596

Goal 1: Increase the total number of students receiving degree or certificates based on the special population groups

Goal 2: Improve matriculation services to students from special population groups

Goal 3: Increase the utilization of the Career Planning Center by students from special population groups

* number of students provided for selected groups only; therefore, the total of those groups do not necessarily equal the total column

Source: Chancellor's Office MIS

Cypress College Student Equity Plan

Component: Degree and Certificate Completion – Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal

Goal 1: Increase the total number of students receiving degrees or certificates based on the special population groups

Objective	Activities	Responsibility	Funding	Evaluation
1.1 To market graduation information to students in each academic and vocational discipline	1.1a Recruit staff to deliver/provide marketing information	1.1a Division deans, counseling faculty A&R personnel	1.1a Existing personnel funds	1.1a Examine division/department meeting minutes
	1.1b Train instructional faculty	1.1b Division deans	1.1b Existing personnel funds	1.1b Review sign-in sheets
	1.1c Deliver information and presentations	1.1c Instructional faculty, staff	1.1c Existing personnel funds	1.1c Chart presentations through attendance records

Objective	Activities	Responsibility	Funding	Evaluation
1.2 To establish an information booth	1.2a Locate suitable facility	1.2a Deans, faculty	1.2a PFE, existing personnel funds	1.2a View designated location
	1.2b Allow for walk-in meetings	1.2b Faculty	1.2b Existing personnel funds	1.2b Chart student attendance

Target: Increase graduation (degree or certificate) statistics by 1%

Goal 2: Improve matriculation services to students from special population groups.

Objective	Activities	Responsibility	Funding	Evaluation
2.1 To revise the campus orientation program	2.1a Standardize the orientation program	2.1a Dean of Counseling, counseling faculty	2.1a Existing personnel funds	2.1a Review the revised orientation
	2.1b Require first semester SEP	2.1b Counseling faculty	2.1b Existing personnel funds	2.1b Review the collected SEPs

Objective	Activities	Responsibility	Funding	Evaluation
	2.1c Block registration of students until completion of assessment and orientation	2.1c A&R staff	2.1c Existing personnel funds	2.1c Record the frequency of students blocked from registration
	2.1d Enroll students in COUN 140 C – Educational Planning	2.1d Counseling faculty	2.1d Existing personnel funds, extended day funds	2.1d Examine enrollment data
	2.1e Create an exception practice	2.1e Matriculation Manager, counseling faculty	2.1e Matriculation funds, existing personnel funds	2.1e Examine the exceptional case records

Objective	Activities	Responsibility	Funding	Evaluation
2.2 To improve assessment completion statistics	2.2a Require basic skills assessment for all students	2.2a Matriculation Manager, counseling faculty	2.2a Existing personnel funds	2.2a Examine assessment data
	2.2b Expand assessment schedule	2.2b Matriculation Manager	2.2b Matriculation funds, PFE	2.2b Review the expanded schedule
	2.2c Increase high school assessments	2.2c Student Services Specialist, assessment technicians	2.2c Matriculation funds, PFE	2.2c Tabulate students
	2.2d Provide on campus (CC) high school assessments through CC provided transportation	2.2d Matriculation Manager, EVP, Budget Finance Director	2.2d Matriculation funds, PFE , existing personnel funds	2.2d Tabulate students

Objective	Activities	Responsibility	Funding	Evaluation
2.3 To assign students to a Cypress College (CC) counselor	2.3a Work with the Banner student team and A&R staff	2.3a Dean of Counseling, Department Coordinator	2.3a Existing personnel funds, hourly funds	2.3a Examine meeting notes
	2.3b Notify students of their assigned counselor	2.3b Counseling support staff	2.3b Existing personnel funds, hourly funds	2.3b Examine the Banner data base

Objective	Activities	Responsibility	Funding	Evaluation
	2.3c Increase counselor hours of availability	2.3c Dean of Counseling, Department Coordinator	2.3c Adjunct counseling funds, PFE	2.3c Review expanded hour schedule
	2.3d Schedule student appointments	2.3d Counseling support staff	2.3d Existing personnel funds, PFE hourly funds	2.3d Examine the student accounting and record system (SARS)

Target: Increase participation of students from special population groups in the campus matriculation program by 3%

Goal 3: Increase the utilization of the Career Planning Center (CPC) by students from the special population groups

Objective	Activities	Responsibility	Funding	Evaluation
3.1 To market the CPC to students	3.1a Encourage faculty to provide extra credit for visits to the CPC	3.1a Faculty	3.1a Existing personnel funds	3.1a Submit report form
	3.1b Distribute promotional items to students	3.1b CPC staff	3.1b PFE	3.1b Examine inventory of items
	3.1c Move cancelled classes to the CPC	3.1c Division deans, instructional faculty, support staff	3.1c Existing personnel funds	3.1c Examine attendance records
	3.1d Increase the hours of operation of the CPC	3.1d Career Center Coordinator	3.1d PFE, Adjunct hourly funds	3.1d Review SARS schedule

Target: Provide career information, assessment, and referral to increase the declaration of a major by students by 3%

Cypress College Student Equity Plan

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

Like most community colleges, Cypress College provides several options for students after completion of their studies. The College maintains a complete curriculum that provides options for students to transfer to four-year universities.

Data on transfers of Cypress College students to the University of California and California State University were obtained for 2002-03. Unlike other indicators, no data are available on transfers for gender groups.

The rates of transfer of Cypress College students to four-year universities show large variation by ethnic group. In 2002-03, 65.7% of students transferring to the University of California were Asian/Pacific Islander, followed by 17.7% who were White, 13.5% who were Latino and 1.0% who were Black.

More students transferred to California State University. White students had the highest number of transfers (33.3%), followed by Asians/Pacific Islanders (27.6%), Latinos (20.8%) and Blacks (3.6%).

To increase transfers overall, Cypress College will provide students with more opportunities to meet with counselors and acquire the information they need to prepare for transfer. More transfer fairs, workshops and tours of the Transfer Center will also be provided. To improve transfers for those groups of students with the lowest number of transfers, outreach efforts and support services will be increased.

Transfer

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

Transfer	Latino	Asian-Pacific Islander	Black	White	Total*
University of California 2005-06	13.1% n=16	46.7% n=57	1.6% n=2	21.3% n=26	100.0% n=122

Transfer	Latino	Asian-Pacific Islander	Black	White	Total*
California State University 2005-06	23.3% n=122	25.1% n=131	3.8% n=20	34.8% n=182	100.0% n=523

Goal 1: Increase the transfers to UC and CSU for all students

Goal 2: Increase transfers for those student groups with the lowest number of transfers

Source: University of California
CSU Analytical Studies Division

Cypress College Student Equity Plan

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

Goal 1: Increase the transfers to UC and CSU for all students

Objective	Activities	Responsibility	Funding	Evaluation
1.1 To provide more information on transfer requirements and procedures to students	1.1a Develop a special presentation on transfer for orientation sessions	1.1a Dean of Counseling and Student Development, Counselors	1.1a Division funds, Title V	1.1a Review presentation
	1.1b Provide monthly transfer workshops for students	1.1b Transfer Center staff	1.1b Division funds, Title V	1.1b Keep records of workshop attendance
	1.1c Create a Transfer Center brochure	1.1c Transfer Center staff, PIO	1.1c Division funds	1.1c Review brochure
	1.1d Update information in transfer towers each semester	1.1d Transfer Center staff	1.1d Division funds	1.1d Check on towers twice each semester

Objective	Activities	Responsibility	Funding	Evaluation
1.2 To sponsor activities that promote transfer	1.2a Hold at least three transfer fairs on campus	1.2a Transfer Center staff, PIO, Counseling Division	1.2a Division funds	1.2a Keep records of dates and participants
	1.2b Coordinate class tours of the Transfer Center	1.2b Transfer Center staff	1.2b Existing personnel funds	1.2b Keep records of tours
	1.2c Coordinate tours to local universities	1.2c Transfer Center staff	1.2c Division funds	1.2c Keep records of tours
	1.2d Offer application development workshops twice each semester	1.2d Transfer Center staff	1.2d Division funds	1.2d Maintain lists of participants

Target: Increase the number of transfers by 5%

Goal 2: Increase transfers for those student groups with the lowest number of transfers

Objective	Activities	Responsibility	Funding	Evaluation
2.1 To provide transfer-related outreach and support services to special populations	2.1a Provide presentations on transfer to groups of students in EOPS, DSPS, Puente Program, Black Studies Program, and International Students Program	2.1a Transfer Center staff	2.1a Division funds	2.1a Maintain records of presentations
	2.1b Develop and e-mail calendar of transfer-related events to target groups	2.1b Transfer Center staff	2.1b Division funds	2.1b Review calendars and e-mail lists
	2.1c Sponsor minority group speakers to talk about the benefits of attaining four-year and advanced degrees	2.1c CIU/Diversity Committee, Black Studies, Puente Program, EOPS, DSPS, International Students Program	2.1c One-time funding, Department and Program funds, Title V	2.1c Maintain calendar of speakers and lists of attendees
	2.1d Coordinate transfer application workshops for special populations (one per semester)	2.1d Transfer Center staff	2.1d Division funds, Title V	2.1d Keep records of workshops

Target: Increase the number of transfers for the targeted groups by 5%

Cypress College

Student Equity Plan

Overall Evaluation

The effectiveness of the Cypress College Student Equity Plan is both formative and summative. Each plan component identifies a formative evaluation method that will help to guide future program activities. These evaluation methods were conceived to be simple, yet effective and realistic. The summative evaluation plan will rest with the Office of Institutional Research in consultation with the Student Equity Coordinator. Each goal identifies a specific target. These targets were developed to allow incremental progress. Some of the student success indicators report marginal achievement. The Student Equity Plan will be reviewed and updated annually. Each year additional data will help guide or supplement the development of future goals and objectives. Essentially, the college intends to allocate resources to the success indicators and impart a college-wide effort to demonstrate improvement.