Student Equity Plan

November 2009

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Cypress College
Student Equity Plan

District: North Orange County   College: Cypress College

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President, Board of Trustees

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Date

District
Chancellor:_____

College President:_____

Academic Senate President:_____

Student Equity Coordinator:_____

Executive Summary

Cypress College is proud to serve the citizens that reside in the North Orange County Community College District service area as well as individuals from outside our service area who attend classes on our campus or online. The College maintains educational programs and student services that conform to the standards of the California Education Code and Title 5 of the California Code of Regulations and enhances those programs and services as resources allow.

The Cypress College Student Equity Plan (SEP) was initiated in 2004 using data from 2002-2003. Data pertaining to the key success indicators were gathered in subsequent years and made available to the campus community for review. The Plan is now due for updating, revision and adoption.

The 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 define each success indicator and the outlines for addressing current goals and objectives.

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 Plan. The Plan focuses on students from the following groups: Asian-Pacific Islanders, Hispanics, African-Americans, and White Non-Hispanics, as well as males and females. The numbers and proportions of students with disabilities and students in the groups of American Indian or Alaskan Native are very small and therefore were not included in the original plan. However, the College has continued to monitor access for and success of these students to ensure an equitable focus. Data on students with disabilities are included in this report.

Methodology
The Chairperson of the Student Equity Plan Committee was directed in fall 2008 to update the 2004 Plan. Since most members of the original SEP task force were no longer available, a new committee was formed with representation from faculty, management, classified staff and students. A format similar to that used in the development of the College's Strategic Plan was agreed on as the basis for establishing goals, objectives and action items to be included in the update. The Office of Institutional Research and Planning provided data from 2007-2008 and also completed an analysis comparing current data with that from 2002-2003. Updates were provided to some College constituents on several occasions as the Plan was being revised. After the SEP Update was drafted, additional dialogue was engaged in with participants and constituent groups. The final draft document was sent to the President's Advisory Committee for review and approval. The Board of Trustees will receive the document for final approval.

Comparison of Data
As a starting point for the update the SEP Committee reviewed the data from 2007-2008 and the report comparing them to data from 2002-2003. The main findings by success indicator are as follows:

Access
The College served fewer students overall and in all categories in 2007-2008 as compared to 2002-2003. However, the percentage of females increased in 2007 (surpassing the percentage of females in the service area), while the percentage of males dropped. The percentages of Hispanics and Asian-Pacific Islanders rose slightly while the percentage of African-Americans fell slightly. The percentage of White Non-Hispanics dropped, making this group less representative of the service area than in 2002-2003.

Course Completion (Retention)
In 2002-2003, several identified population groups fell below the 65% course completion target. The data indicate that in 2007-2008 all these specific groups, males, Hispanics and African-Americans, improved their course completion rates; however, these rates continued to fall below the target of 65%.

Basic Skills and ESL Completion and Progress
All gender and ethnic groups improved their performance in the two lowest levels of English, while at the highest level, performance dropped slightly. Similarly, for ESL, students in the five lowest course levels improved their performance, while completion and progress rates in the two highest levels decreased. Asian-Pacific Islanders improved their performance in six out of the seven levels of ESL. Results in the area of math continued to be disappointing. Females, Hispanics, African-Americans and White Non-Hispanics all performed worse in 2007-2008 at all three levels of basic skills math. Males and Asian-Pacific Islanders had mixed results.

Degree and Certificate Completion
The total number of degrees and certificates awarded in 2007-2008 increased over 2002-2003 numbers. There was an increase in both degrees and certificates awarded for males and Asian-Pacific Islanders in 2007-2008 and a decrease for African-Americans.

Transfer

The number of transfers to the University of California (UC) increased in 2007-2008 and the number of transfers to the California State University (CSU) decreased. Asian-Pacific Islanders increased their transfer numbers to both UC and CSU, while Hispanic students experienced increases in transfers to CSU, and held steady with transfers to UC as compared to 2002-2003. African-Americans increased their transfer numbers to CSU and had no transfers to UC. White Non-Hispanics had an increase in transfers to UC and a decrease to CSU.

Planned Actions

The College hopes to see improvements in all success indicators over the course of the next five years. Plans are underway to implement an Enrollment Management Plan, the Basic Skills Plan, new math skills assessments, and the federal STEM Grant that was awarded to the Science, Engineering and Mathematics Division. Other activities recommended in the Plan include the development of a readiness quiz and orientation for students enrolling in distance education classes, more support for basic skills math students and a mandatory student orientation. The SEP Committee will meet regularly to review progress and update action plans.

Definition of Terms

1. Staff: All classified, faculty and administrative employees of the College.

2. Faculty: Instructors, librarians and counselors.

3. African-Americans: Persons of African descent.

4. White Non-Hispanics: May also be identified as Caucasian, refers to persons with European ancestry.

5. Hispanics: Also identified as Latino, refers to persons of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture of origin.

6. Asian-Pacific Islanders: Persons having ancestry from West, North, Central, South, Southeast and East Asia and persons having ancestry from the Pacific Islands.

7. American Natives: Persons with ancestry from the indigenous peoples of North America in the region of the continental United States.

8. Alaskan Natives: Persons with ancestry from the indigenous peoples of Alaska.

9. Students with Disabilities: Cypress College students with one or more verified disabilities that limit activities of daily living and impose functional limitations in the academic setting.

Cypress College
Student Equity Committee Membership

Kimberly Bartlett, Ph.D.
Director, Disabled Students Program and Services (DSPS)
Committee Chairperson

Sonia Duran
Interim Manager, EOPS

Richard Fee
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Research Analyst, Office of Institutional Research and Planning

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Success Indicators

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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 continues to strive 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 relatively reflective of the community's demographics in most instances.

In 2007-2008, the student body was comprised of 42.5% men and 56.3% women. In terms of the ethnic makeup of the student body, percentages of Hispanics and African-Americans more closely reflected the service area demographics than they did in 2002-2003, while the percentages of Asian-Pacific Islanders continued to rise and the percentages of White Non-Hispanics dropped, making this group less reflective of the service area than in the previous target year.

In order to improve access for all population groups, the College will implement an enrollment management plan, increase recruitment for special programs, and develop a mandatory orientation program for first-year students.

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	Hispanic	Asian-Pacific Islander	African-American	White Non-Hispanic	Total**
Cypress College 2002-2003	*46.2%* N=10,704	*53.6%* n=12,426	*25.5%* n=5,903	*28.0%* n=6,489	*6.1%* n=1,425	*34.8%* n=8,055	*100.0%* *n=23,183*
Cypress College 2007-08	*42.5%* N=8,704	*56.3%* n=11,554	*27.4%* n=5,611	*28.8%* n=5,908	*5.8%* N=1,196	*28.1%* n=5,796	*100.0%* *n=20,502*
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=82,617*

Goal: Increase access for all students.

* 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

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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: Increase access for all students.

Objective	Activities	Responsibility	Funding	Evaluation
1.1: To develop an Enrollment Management Plan to improve student enrollment opportunities	1.1a: Acquire input and approval for plan from the Academic Senate, President's Advisory Council, and the President.	1.1a: Executive Vice President	1.1a: Not Applicable	1.1a: Annual College Review

Objective	Activities	Responsibility	Funding	Evaluation
1.2: Improve recruitment for Puente, Legacy, Honors, Teacher Preparation, Educational Interpreter and paraprofessional programs.	1.2a: Complete objectives indicated in special program' quality review reports.	1.2a: Deans of Language Arts and Social Sciences	1.2a: Grants, College One-Time Funding, and Existing Funding	1.2a: Program Review Spring 2011

Objective	Activities	Responsibility	Funding	Evaluation
1.3: Increase outreach to all students and Latino and low income students in particular.	1.3a: Complete objectives indicated in the College Cost Reduction and Access Act (CCRAA) Hispanic Serving Institutions (HSI) Program grant. *(Goal 1, Objective 1: "By September 2010, increase the total number of students in general, and Hispanic and low income students in particular, entering Cypress from local high schools by 7%. This will be done by outreach to high schools and special events.")*	1.3a: Dean, Science, Engineering and Mathematics	1.3a: CCRAA-HSI Science, Engineering and Mathematics (STEM) Grant from Federal Department of Education	1.3a: Spring 2010 Mid-Year Report

Objective	**Activities**	**Responsibility**	**Funding**	**Evaluation**
1.4: Institute a mandatory orientation by Fall 2010	1.4a: Develop procedures and schedule of orientations	1.4a: Manager, Matriculation; Dean, A&R; Dean, Counseling and Student Development	1.4a: Outreach/Marketing, Matriculation, Counseling, A&R	1.4a: Compare retention rates of first-year students who participate in mandatory orientations to those students who did not participate the previous year.

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Component: 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***

Cypress College offers a wide variety of courses in the areas of basic skills, transfer, and vocational education. All of these classes are taught in the Language Arts, Social Science, Fine Arts, Science/Engineering/Math, Business/Computer Information Systems, Physical Education, Career Technical Education, and the Health Sciences Divisions. Data from the primary demographic groups (African-American, White Non-Hispanic, Asian-Pacific Islander, and Hispanic students) was examined by the College to determine successful completion rates in basic skills, transfer, and vocational education courses.

Overall, in 2007-08 male students had a course completion rate of 64.8%, while female students had a completion rate of 67.3%. Hispanic students had a success rate of 62.3%; Asian-Pacific Islanders, 71.2%; African-Americans, 55.5%; and White Non-Hispanics, 67.8%. While males, Hispanics and African-Americans all improved their completion rates in 2007 over 2002 levels, they continued to be below 65% in their success rates, the goal established in the 2004-05 SEP.

The College's goal is to increase the course completion rate for all groups by identifying the factors that lead to student success and expanding support services on campus.

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

All Courses	Male	Female	Hispanic*	Asian-Pacific Islander*	African-American*	White Non-Hispanic*	Total*
2002-03	*63.7%* **n=39,298**	*66.3%* **n=52,007**	*62.0%* **n=23,141**	*67.7%* **n=26,102**	*54.0%* **n=6,019**	*67.9%* **n=31,194**	*65.2%* *n=91,379*
2007-08	*64.8%* **n=39,316**	*67.3%* **n=51,070**	*62.3%* **n=24,841**	*71.2%* **n=25,936**	*55.5%* **n=5,588**	*67.8%* **n=25,709**	*66.3%* *n=91,331*

Goal: Increase the course completion rate among all 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

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Component: 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**

Goal: Increase the course completion rate among all students.

Objective	Activities	Responsibility	Funding	Evaluation
1.1: Identify, develop and utilize Student Learning Outcomes (SLO) in the instructional areas.	1.1a: Implement a continuous cycle to develop, evaluate and monitor SLO's for all courses and instructional programs	1.1a: SLO Coordinator and Committee	1.1a: General College Funds	1.1a: Spring 2011 Institutional Self-Study

Objective	Activities	Responsibility	Funding	Evaluation
1.2: Identify and implement factors that lead to student success.	1.2a: Initiate a review (with significant faculty participation) of factors affecting student success in all courses that includes consideration of curriculum, pedagogy, class size and out-of-class support.	1.2a: Executive Vice President; Director, Institutional Research and Planning	1.2a: General College Funds	1.2a: Review progress in Fall 2011
	1.2b: Evaluate existing math assessment test validity/reliability; review math assessment tests used at other colleges; revise and evaluate new placement vehicles for course placement.	1.2b: Matriculation Officer; Coordinator, Math Department	1.2b: Basic Skills Initiative	1.2b: Validation beginning in Spring 2010

	1.2c: Improve the STEM course success and persistence rates of underrepresented students by: -Adding a dedicated counselor to serve STEM students -Establishing faculty and peer mentoring -Establishing a STEM tutor training program and STEM Supplemental Instruction program	1.2c: Dean, Science, Engineering and Mathematics	1.2c: CCRAA-HSI Science, Technology, Engineering, and Mathematics (STEM) Grant from Federal Department of Education	1.2c: Spring 2010 Mid-Year Report

Objective	Activities	Responsibility	Funding	Evaluation
1.3 Improve student success rates in distance education (DE) courses.	1.3a: Work with Academic Computing to develop an online course readiness quiz for students interested in distance education; and create an online student orientation for distance education with information about successful DE student characteristics, skill levels, and responsibilities, and frequently asked questions.	1.3a: Distance Education Coordinator; Instructional Designer; Academic Computing Staff	1.3a: General College Funds	1.3a: Complete quiz by Fall 2010 and orientation by Fall 2011

Objective	Activities	Responsibility	Funding	Evaluation
1.4 Improve faculty effectiveness in distance education.	1.4a: Develop faculty workshops focused on current and evolving distance learning technologies.	1.4a: Instructional Designer	1.4a: General College Funds	1.4a: Complete and implement by Fall 2011.

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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_

A significant number of students enroll in basic skills classes at Cypress College each year. Data on the percentages of students who successfully complete an ESL course or a basic skills course in English or math, and the next course in the sequence within one year, were tabulated for 2007-08.

In English, roughly 36% to 44% of all students successfully completed one course and moved on to complete the next course in the sequence within one year. All gender and ethnic groups improved their performance at the two lowest levels of English in 2007 as compared to 2002. However, the success and progress rates were slightly lower at the highest level of English.

In ESL, the success and progress rates for all students ranged from 40% to 51%. All groups improved their performance in the five lowest levels of ESL in 2007, while in the two highest levels success rates decreased. Asian-Pacific Islanders improved their performance in six out of seven levels of ESL when compared to 2002 data. It should be noted that because of the many levels within the Cypress College ESL sequence of classes, analyzing success and progress rates by gender and ethnicity generates small group sizes in some cases. These small numbers make it more difficult to draw firm conclusions from the data. 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 roughly 10% to 17%. Performance rates dropped for all groups from 2002 to 2007. Females, Hispanics, African-Americans and White Non-Hispanics all did worse at all three levels of math in 2007; results were mixed for males and Asian-Pacific Islanders.

The goal of increasing the success and progress rates of students in basic skills classes will be achieved by implementing the Basic Skills Plan, increasing support services, implementing the Distance Education Plan, realigning and reorganizing the Math Learning Center, and engaging in a variety of other initiatives and strategies.

Basic Skills and ESL Completion and Progress (English)

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

English	Male	Female	Hispanic	Asian-Pacific Islander	African-American	White Non-Hispanic	TOTAL**
English 57 to 58 (Fall '02 to Sp '03 & Su '03)	*31.1%*** *N=74*	*40.6%* *n=101*	*36.0%* *n=75*	*29.5%* *n=44*	*0.0%* *N=8*	*50.0%* *n=42*	*36.6%* *n=175*
English 57 to 58 (Fall '07 to Sp '08 & Su '08)	*35.5%*** *n=107*	*53.5%* *N=101*	*40.8%* *n=98*	*37.7%* *n=53*	*52.0%* *n=25*	*52.6%* *n=19*	*44.0%* *n=209*
English 58 to 60 (Fall '02 to Sp '03 & Su '03)	*31.1%* *n=289*	*42.1%* *n=359*	*38.6%* *n=251*	*43.1%* *n=144*	*29.5%* *n=44*	*33.3%* *n=174*	*37.2%* *n=648*
English 58 to 60 (Fall '07 to Sp '08 & Su '08)	*35.9%* *n=281*	*44.6%* *N=354*	*40.1%* *n=252*	*48.2%* *n=137*	*36.4%* *n=44*	*36.3%* *n=135*	*40.9%* *n=641*
English 60 to 100 (Fall '02 to Sp '03 & Su '03)	*33.4%* *n=359*	*39.0%* *n=498*	*33.4%* *n=296*	*40.0%* *n=230*	*32.0%* *n=50*	*38.9%* *n=252*	*36.6%* *n=857*
English 60 to 100 (Fall '07 to Sp '08 & Su '08)	*34.7%* *n=372*	*36.8%* *N=457*	*33.9%* *n=330*	*41.7%* *n=168*	*29.1%* *n=55*	*36.7%* *n=199*	*36.2%* *n=840*

Goal: 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)

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

ESL	Male	Female	Hispanic	Asian-Pacific Islander	African-American	White Non-Hispanic	TOTAL**
ESL 80 to 81 (Fall '02 to Sp '03 & Su '03)	*33.3%* **N=12**	*32.0%* **N=25**	*40.0%* **n=10**	*28.0%* **n=25**	*NA* **n=0**	*NA* **n=0**	*32.4%* **n=37**
ESL 80 to 81 (Fall '07 to Sp '08 & Su '08)	*16.7%* **n=6**	*58.3%* **N=12**	*50.0%* **n=4**	*36.4%* **n=11**	*100.00%* **n=1**	*NA* **n=0**	*44.4%* **n=18**
ESL 81 to 82 (Fall '02 to Sp '03 & Su '03)	*36.8%* **N=19**	*44.4%* **N=27**	*57.1%* **n=14**	*36.4%* **n=22**	*50.0%* **n=2**	*50.0%* **n=2**	*41.3%* **n=46**
ESL 81 to 82 (Fall '07 to Sp '08 & Su '08)	*50.0%* **N=14**	*46.2%* **N=13**	*16.7%* **n=6**	*46.7%* **n=15**	*NA* **n=0**	*100.0%* **n=2**	*48.13%* **n=27**
ESL 82 to 83 (Fall '02 to Sp '03 & Su '03)	*36.6%* **N=41**	*33.3%* **N=33**	*15.4%* **n=13**	*39.2%* **n=51**	*50.0%* **n=2**	*33.3%* **n=3**	*35.1%* **n=74**
ESL 82 to 83 (Fall '07 to Sp '08 & Su '08)	*52.0%* **N=25**	*50.0%* **N=24**	*62.5%* **n=8**	*50.0%* **n=36**	*0.0%* **n=2**	*50.0%* **n=2**	*51.0%* **n=49**

*   "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.

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

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

ESL	Male	Female	Hispanic	Asian-Pacific Islander	African-American	White Non-Hispanic	TOTAL**
ESL 83 to 184 (Fall '02 to Sp '03 & Su '03)	*32.1%** n=28	*24.5%* n=49	*15.8%* N=19	*30.6%* n=49	*50.0%* n=2	*33.3%* n=3	*27.3%* n=77
ESL 83 to 184 (Fall '07 to Sp '08 & Su '08)	*29.2%** n=24	*47.4%* N=38	*33.3%* N=9	*42.6%* n=47	*NA* n=0	*50.0%* n=4	*40.3%* n=62
ESL 184 to 185 (Fall '02 to Sp '03 & Su '03)	*22.9%* n=48	*47.2%* n=53	*32.1%* N=28	*38.8%* n=67	*NA* n=0	*0.0%* n=4	*35.6%* n=101
ESL 184 to 185 (Fall '07 to Sp '08 & Su '08)	*44.1%* n=34	*44.7%* N=38	*50.0%* N=18	*42.0%* n=50	*66.7%* n=3	*33.3%* n=3	*44.0%* n=75
ESL 185 to 186 (Fall '02 to Sp '03 & Su '03)	*57.4%* n=47	*49.4%* n=77	*44.8%* N=29	*58.0%* n=88	*0.0%* n=3	*NA* n=0	*52.4%* n=124
ESL 185 to 186 (Fall '07 to Sp '08 & Su '08)	*56.6%* n=53	*44.1%* N=68	*19.0%* N=21	*55.0%* n=80	*100.0%* n=3	*75.0%* n=8	*49.6%* n=121
ESL 186 to ENGL 60 or 100 (Fall '02 to Sp '03 & Su '03)	*35.5%* n=31	*50.0%* n=60	*45.5%* N=33	*42.9%* n=49	*100.0%* n=1	*66.7%* n=3	*45.1%* n=91
ESL 186 to ENGL 60 or 100 (Fall '07 to Sp '08 & Su '08)	*27.9%* n=43	*50.0%* N=62	*23.3%* N=30	*42.9%* n=61	*33.3%* n=3	*25.0%* n=4	*41.1%* n=107

*   "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)

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

Math	Male	Female	Hispanic	Asian-Pacific Islander	African-American	White Non-Hispanic	TOTAL**
Math 15 to 20 (Fall '02 to Sp '03 & Su '03)	*15.0%* n=240	*20.3%* n=375	*15.2%* N=237	*25.5%* n=110	*12.8%* n=47	*20.5%* n=185	*18.3%* n=616
Math 15 to 20 (Fall '07 to Sp '08 & Su '08)	*12.4%* n=177	*19.2%* N=276	*15.1%* N=185	*21.5%* n=65	*9.5%* n=42	*20.0%* n=125	*16.6%* n=458
Math 20 to 30 or 40 (Fall '02 to Sp '03 & Su '03)	*12.5%* n=432	*18.6%* n=635	*16.1%* N=347	*19.5%* n=205	*16.2%* n=74	*14.8%* n=386	*16.1%* n=1,067
Math 20 to 30 or 40 (Fall '07 to Sp '08 & Su '08)	*12.0%* n=426	*15.0%* N=588	*13.3%* N=377	*16.1%* n=180	*10.6%* n=66	*12.9%* n=288	*13.8%* n=1,021
Math 40 to Transfer Level Math (Fall '02 to Sp '03 & Su '03)	*9.8%* n=409	*13.4%* n=455	*10.4%* N=278	*11.2%* n=223	*8.8%* n=34	*13.6%* n=280	*11.7%* n=864
Math 40 to Transfer Level Math (Fall '07 to Sp '08 & Su '08)	*10.2%* n=402	*10.5%* N=468	*7.3%* N=287	*13.3%* n=203	*7.5%* n=40	*12.7%* n=260	*10.3%* n=878

*   "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

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Component: ESL and Basic Skills Completion – **The percentage of students who successfully (A, B, C, Cr) complete a basic skills course and the next course in the sequence within one year**

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

Objective	Activities	Responsibility	Funding	Evaluation
1.1: Develop and implement annual Basic Skills plan.	1.1a: Discuss and make decisions on ways to improve student success in Basic Skills courses.	1.1a: Basic Skills Initiative Committee	1.1a: Basic Skills Initiative	1.1a: Annual college review

Objective	Activities	Responsibility	Funding	Evaluation
1.2: Develop a Summer Bridge Program linking math, English and counseling for incoming developmental students.	1.2a: Recruit students and develop a schedule of classes and complementary activities.	1.2a: Dean, Counseling & Student Development; Dean, Student Services	1.2a: Basic Skills Initiative and EOPS	1.2a: Review by Dean, Student Services in Fall 2009

Objective	Activities	Responsibility	Funding	Evaluation
1.3: Offer new ESL Reading class.	1.3a: Publicize class, encourage student enrollment, and schedule class at an optimum time.	1.3a: Dean, Language Arts; Coordinator, ESL Department	1.3a: Existing College Funds	1.3a: Implement in Spring 2010

Objective	Activities	Responsibility	Funding	Evaluation
1.4: Develop three computerized reading classrooms.	1.4a: Seek funding, acquire and install equipment.	1.4a: Dean, Language Arts; Coordinator, Reading Department	1.4a: Basic Skills Initiative (possibly); College One-Time Funding (possibly)	

Objective	Activities	Responsibility	Funding	Evaluation
1.5: Provide comprehensive academic support mechanisms, including the use of trained tutors.	1.5a: Continue to assign instructors to the Math Learning Center as part of load.	1.5a: Dean, Science, Engineering and Mathematics; Executive Vice President	1.5a: General College Funds (2009-10); Title V Grant (projected)	1.5a: Review faculty loads each academic year.

Cypress College
Student Equity Plan

Component: Degree and Certificate Completion *– Ratio of the number of students by population group who received a degree or certificate in the 2007-2008 academic year*

Cypress College maintains an annual enrollment of approximately 13,000 students. Enrollment data is influenced by variations in the local, state and national economy and population shifts in North Orange County, as well as other factors. 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 2007-08, 722 students received the Associate degree. Of those students completing the degree requirements, 67% were female and 32% were male. The largest group of students completing the degree requirements was White Non-Hispanics (38%), followed by Asian-Pacific Islanders (28%), Hispanics (24%) and African-Americans (4%).

In terms of certificate completion, more males (51%) received certificates than females (49%). White Non-Hispanics earned the highest percentage of certificates with 33%, followed by Asian-Pacific Islanders (30%), Hispanics (25%) and African-Americans (4%).

The College will continue to work towards increasing the overall number of students receiving associate degrees and vocational certificates. This goal will be achieved with support from a variety of programs and activities.

Degree and Certificate Completion

Ratio of the number of students by population group who received a degree or certificate in the 2007-2008 academic year

Certificates	Male	Female	Hispanic	Asian-Pacific Islander	African-American	White Non-Hispanic	Total*
Cypress College 2002-03	*33.0%* **N=164**	*67.0%* **n=329**	*28.0%* **n=140**	*19.0%* **n=95**	*7.0%* **n=34**	*39.0%* **n=194**	*100.0%* **n=495**
Cypress College 2007-08	*50.5%* **N=255**	*48.70%* **n=246**	*24.8%* **n=125**	*29.7%* **n=150**	*4.4%* **n=22**	*33.1%* **n=167**	*100.0%* **N=505**

Degrees	Male	Female	Hispanic	Asian-Pacific Islander	African-American	White Non-Hispanic	Total*
Cypress College 2002-03	*29.0%* **N=182**	*71.0%* **n=440**	*25.0%* **n=153**	*19.0%* **n=120**	*5.0%* **n=32**	*43.0%* **n=268**	*100.0%* **n=624**
Cypress College 2007-08	*32.3%* **N=233**	*67.2%* **n=485**	*23.80%* **n=172**	*28.3%* **n=204**	*3.7%* **n=27**	*37.7%* **n=272**	*100.0%* **N=722**

Goal: Increase the total number of students receiving degrees or certificates.

* 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 received a degree or certificate in the 2007-2008 academic year**

Goal: Increase the total number of students receiving degrees or certificates.

Objective	Activities	Responsibility	Funding	Evaluation
1.1: Provide students with assistance in applying for certificate programs.	1.1a: Provide counselors to make presentations in CTE classes, review student transcripts for eligibility, and assist students with the process of completing their award applications.	1.1a: Dean, Career Technical Education & Economic Development	1.1a: Perkins IV Grant	1.1a: Perkins IV Grant Reports

Objective	Activities	Responsibility	Funding	Evaluation
1.2: Provide assistance to students in planning to meet degree requirements.	1.2a: Advise students on the recent changes in the General Studies and Liberal Arts degrees, including areas of emphasis, so that they can plan appropriately.	1.2a: Dean, Counseling & Student Development	1.2a: Not applicable	1.2a: Number of degrees awarded beginning in 2012
	1.2b: Through the Career Center, continue to provide workshops, newsletters, information on colleges, majors and careers, and skill assessment to assist students in making choices regarding degrees and certificates.	1.2b: Coordinator, Career Center; Dean, Counseling and Student Development	1.2b: Counseling Budget	1.2b: Career Center Quality Review (2010)

<div align="center">Cypress College
Student Equity Plan</div>

__Component: Transfer__ – Ratio of the number of former Cypress College students by population group who transferred to the University of California (UC) or the California State University (CSU) during the 2007-2008 academic year

Data on transfers of Cypress College students to the University of California and California State University were obtained for 2007-08 (no data available on transfers to other four-year colleges and universities).   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 2007-08, 67% of students transferring to the University of California were Asian-Pacific Islanders, followed by 15% who were White Non-Hispanic, 11% who were Hispanic and none who were African-American. Thirty percent of Cypress College students transferring to California State University were White Non-Hispanic, 28% were Asian-Pacific Islander, 24% were Hispanic, and 4% were African-American.

The College will continue to strive toward increasing transfer rates to the UC and CSU by offering support services and activities through the Transfer Center and other departments and programs.

Transfer

Ratio of the number of former Cypress College students by population group who transferred to the University of California (UC) or the California State University (CSU) during the 2007-2008 academic year

Transfer	Hispanic	Asian-Pacific Islander	African-American	White Non-Hispanic	Total*
University of California 2002-03	*13.5%* **n=13**	*65.7%* **N=63**	*1.0%* **n=1**	*17.7%* **n=17**	*100.0%* *N=96*
University of California 2007-08	*11.0%* **N=13**	*67.0%* **N=79**	*0.0%* **n=0**	*15.3%* **N=18**	*100.0%* *n=118*

Transfer	Hispanic	Asian-Pacific Islander	African-American	White Non-Hispanic	Total*
California State University 2002-03	*20.8%* **n=131**	*27.6%* **N=174**	*3.6%* **n=22**	*33.3%* **n=210**	*100.0%* *n=630*
California State University 2007-08	*23.7%* **n=147**	*28.2%* **N=175**	*4.3%* **n=27**	*30.0%* **N=186**	*100.0%* *n=621*

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

Source: CEPC (California Postsecondary Education Commission) Student Profiles, 2003

Cypress College
Student Equity Plan

<u>Component: Transfer</u> – Ratio of the number of former Cypress College students by population group who transferred to the University of California (UC) or the California State University (CSU) during the 2007-2008 academic year

Goal: Increase transfers to UC and CSU for all students.

Objective	Activities	Responsibility	Funding	Evaluation
1.1: Increase the probability of students being accepted for transfer into four-year universities.	1.1a: Implement guaranteed and priority transfer agreements with four-year colleges and universities for honors students.	1.1a: Dean, Social Sciences	1.1a: Not applicable	1.1a: Review yearly College data on transfers.

Objective	Activities	Responsibility	Funding	Evaluation
1.2: Increase students' awareness of opportunities at California universities.	1.2a: Sponsor bus tours to UC and CSU schools for students through the Puente and Legacy programs as well as the Transfer Center.	1.2a: Dean, Language Arts; Director, Transfer Center	1.2a: State, Special Program and College Funds	1.2a: Track transfer rates for students who participate in bus tours.
	1.2b: Continue to provide transfer fairs and workshops.	1.2b: Director, Transfer Center	1.2b: Counseling Division	1.2b: Maintain calendar of events and attendance records.

Disability: ***Ratio of the number of students by population group and disability status in the 2007-08 academic year***

Disability data were not included in the 2004 Student Equity Plan due to the relatively small number of students who identify themselves as having a disability.   In 2007-2008 the Disabled Students Program and Services (DSPS) reported serving 576 students with disabilities, or approximately 3% of the total student population. Of these students the percentages of males, females and Hispanics were close to the percentages in the non-disabled student population. However, there were disproportionately fewer Asian-Pacific Islander students with disabilities as compared to non-disabled students (9.9% vs. 29.3%) and more African-American (12.2% vs. 5.7%) and White Non-Hispanic (38% vs. 27.9%) students with disabilities than non-disabled.

According to data tabulated by the State Chancellor's Office, students with disabilities have higher success rates in Basic Skills math and English courses and lower success rates in ESL classes when compared to the general population. They are also awarded more degrees and certificates than non-disabled students, but have lower rates of transfer preparedness and transfers.

The College will continue to monitor the progress and success of students with disabilities in yearly reviews of DSPS data.

Disability

Ratio of the number of students by population group and disability status in the 2007-08 academic year

Disability Status	Male	Female	Hispanic	Asian-Pacific Islander	African-American	White Non-Hispanic	Total*
Disabled 2007-08	*41.8%* N=241	*57.3%* N=330	*26.2%* N=151	*9.9%* n=57	*12.2%* N=70	*38.0%* n=219	*100.0% n=576*
Not Disabled 2007-08	*42.5%* n=8,504	*56.3%* n=11,275	*27.4%* N=5,485	*29.3%* n=5,864	*5.7%* N=1,135	*27.9%* n=5,582	*100.0% n=20,020*

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

	ALL STUDENTS			DSPS STUDENTS		
	Total Students	% of All		Total Students	%of All	% of Group
ESL						
Attempted	419	2.15		7	1.67	1.24
Successful	314	1.61		3	0.96	0.53
English						
Attempted	2,183	11.18		125	5.73	22.08
Successful	1,378	7.06		76	5.52	13.43
Math						
Attempted	1,247	6.39		147	11.79	25.97
Successful	668	3.42		69	10.33	12.19
Academic Success						
Degree	633	3.24		27	4.27	4.77
Certificate	201	1.03		12	5.97	2.12
Transferred	1,572	8.05		24	1.53	4.24
Transferred Prepared	2,862	14.65		67	2.34	11.84

Goal 1: Increase access to DSPS for students with disabilities.
Goal 2: Increase the persistence, retention and course completion rates for students with disabilities using 2008-2009 data as the baseline.

Source: Chancellor's Office MIS Data Mart

Cypress College
Student Equity Plan

Component: Disability – Ratio of the number of students by population group and disability status in the 2007-2008 academic year

Goal 1: Increase access to DSPS for students with disabilities.

Objectives	Activities	Responsibility	Funding	Evaluation
1.1: Increase the awareness of DSPS to prospective and current students.	1.1a: Engage in more recruitment activities in the community and on campus.	1.1a: Director, DSPS	1.1a: Not applicable	1.1a: Review yearly MIS data

Goal 2: Increase the persistence, retention and course completion rates for students with disabilities using 2008-2009 data as the baseline.

Objectives	Activities	Responsibility	Funding	Evaluation
2.1: Develop and implement a system for tracking persistence, retention, and course completion rates for students with disabilities.	2.1: Work with the Office of Institutional Research and Planning to develop system.	2.1: Director, DSPS	2.1: Not Applicable	2.1: Implement in Fall 2009.

Objectives	Activities	Responsibility	Funding	Evaluation
2.2: Make students and college staff aware of DSPS accommodations and services.	2.2: Give presentations in the classroom and at Division and Department meetings; participate in outreach events.	2.2: Director, DSPS	2.2: Not Applicable	2.2: Review MIS data.