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Student Equity Plan

December 2015

CYPRESS COLLEGE STUDENT EQUITY PLAN

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Executive Summary

Introduction

The Cypress College motto, *Minds. Motivated.*, embodies the mission of the college, which reads:

Cypress College enriches students' lives by providing high quality education for transfer to four-year institutions, associate degrees, career technical education, and certificate coursework, as well as basic skills and opportunities for lifelong learning. The college is committed to promoting student learning and success, embracing diversity, and contributing to both the economic and social development of the surrounding community.

Expanding on the promise to our educational stakeholders, including students, staff, faculty, administration, and the community, the Student Equity (SE) Committee's mission asserts the College's dedication to "Identify, address, and reduce disparities in students' access and achievement, opening pathways to more equal opportunities for student success."

The Cypress College Student Equity Plan (SEP) is designed to locate and address disproportionate impact and identify the appropriate goals, objectives, and activities needed to counter inequities.

The Cypress College Student Equity Committee has grown to include more faculty and student support/staff representation per the requirements of the Chancellor's Office, and to ensure inclusiveness and representation from Student Equity stakeholders. The committee now consists of deans from Mathematics, Language Arts, and Counseling and Student Support Services, several faculty members, the Office of Institutional Research, several counselors, several student representatives, including the Student Trustee, who serves on the Board of Trustees, and several program directors and managers.

Target Groups & Goals

The Office of Institutional Research assessed student equity as required by student success legislation SB 1456 and Title 5 regulations. Following the SEP instructions for identifying target groups, the SE Committee identified several student groups who achieve success at significantly lower rates than those who are in the highest performing groups. Utilizing both proportionality indices and 80-percent indices, the team identified equity gaps in more than one measure among students who identify as African American/Black, Latino, foster youth, and veterans, and identified an equity gap in one measure among students who are men, Filipino, and students with a documented disability. In addition, the College has identified resources and strategies to address and monitor equity issues within the population groups (identified in the bullet points below) by utilizing the five SE success indicators. The following bulleted list identifies each indicator as well as the *goals* for each population group targeted for intervention in those categories:

- **Access**
 - Increase support to programs and services in order to decrease the enrollment gap from -6.6% to a gap no greater than -2% for male students who are underrepresented on campus when compared to the overall population.
 - Identify barriers to enrollment for Asian American/Pacific Islander (AAPI) students who are not adequately represented at Cypress College in comparison to the service area, decreasing the enrollment gap by 4%.
 - Increase support services to students between the ages of 25-49 to ensure access for non-traditional students (i.e. a student not transitioning from high school), decreasing the access gap by 3%.
- **Course Completion**
 - Improve course completion for African American, Pacific Island, and American Indian/Alaskan Native students, reducing the achievement gap by 3.3%, 4.2%, and 1.5% respectively.
- **ESL and Basic Skills Completion**
 - ESL: Determine strategies and solutions to increase proportional completion rates for students not receiving financial aid, male students, and students between the ages of 25-49, reducing the achievement gap by 4%, 4%, and 1.5% respectively.
 - Basic Skills Mathematics: Identify strategies and solutions to increase proportionality in completion for African American students, students with disabilities, and students between the ages of 25-49, reducing the achievement gap by 2.7%, 3.1%, and 2.4%, respectively.
 - Basic Skills English: Identify strategies and solutions to increase proportionality in completion for students between the ages of 20-24, 25-49, and Hispanic/Latino students, reducing the achievement gap by 1.3%, 7.1%, and 1.4%, respectively.
- **Degree and Certificate Completion**
 - Determine best practices for boosting degree and certificate completion rates for all students, with special attention given to AAPI students to eliminate the degree/certificate attainment gap for that population. Similarly, collaborate with academic divisions to reduce the achievement gap for male students by 1.8%, and by 2.8% for students between the ages of 20 – 24.
- **Transfer**
 - Identify barriers affecting the transfer rate of all students, specifically students with disabilities, and students between the age groups of 20-24 and 25-49, reducing the achievement gap by 4.2%, 4.3%, and -1.5%, respectively.

Activities of the 2015 - 2016 SEP

Revisiting the activities of the prior Equity Plan, the SEP Committee explored ways to increase research and inquiry to address disproportionate impact on specific student populations, increase collaboration with faculty and staff to support professional development opportunities that will foster student success, and increase support to programs that directly support students.

Additionally, using the feedback received from the Chancellor's Office regarding our 2014-15 plan, we determined activities for target populations not thoroughly highlighted in the previous plan, including: current or former foster youth, students with disabilities, low income students, and veterans.

The following activities display Equity funded initiatives for the 2015-2016 budgeted year:

Access

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
25-49 year olds	Proportionality	-6.6%, 2015	Gap no > than -2%	2017
Asian American/Pacific Islander	Proportionality	-5.9%, 2015	Gap no > than -2%	2017
Males	Proportionality	-5.1%, 2015	Gap no > than -2%	2017

**Note.* All three target populations displayed disproportionate impact utilizing the proportionality ratios for access.

Activities

- **A.1** Increase Outreach services to target populations utilizing multi-lingual, multi-racial, gender, and age diverse Student Ambassadors during key programs and promotional events, such as: Senior Day, high school visits, and community outreach activities.
- **A.2** Increase funding to Summer Boost program, which offers first-time students assessed into Basic Skills math and/or English a Summer refresher workshop that could lead to placement in the next level English or math class, 12 units guaranteed for Fall registration, priority registration, and guaranteed counselor contacts throughout the academic year.
- **A.3** Continue outreach to non-English speaking families and students by translation of key campus materials, collaboration with ESL department and Campus Communications on marketing through the Cypress College website and community outlets, and language specific breakout sessions during campus family nights/welcome back events.

Course Completion

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
Pacific Islander students	80-percent	-8.2%, Fall 2014	Gap no > than -4%	2017
African American students	80-percent	-7.3%, Fall 2014	Gap no > than -4%	2020
American Indian/Alaskan Native students	80-percent	-5.5%, Fall 2014	Gap no > than -4%	2017

*Note. There was no disproportionate impact utilizing the 80-percent index for course completion

Activities:

- **B.1 & B.2** Increase funding to culturally-themed programs that support students of color including Puente and Legacy, which has now joined the *Umoja* community.
- **B.3** Provide supplemental funding to the Library and Learning Resource Center (LLRC) to increase the number of Supplemental Instructors in various classes and specialized programs. The Veteran’s Resource Center will offer Supplemental Instruction services directly in their center as many veteran students view this area as a “safe space.” Per the Chancellor’s Office feedback, attention to the support offered to veterans is now clearly stated in this plan.
- **B.4** Provide Lending Libraries through several programs and divisions to relieve the financial burden that prevent low-income students from completing their degree/certificate goals. Collaboration with the Financial Aid office will assist in identifying students with a financial need. Per the Chancellor’s Office feedback, low-income students were a required target population that was not addressed in the 14-15 plan.

ESL and Basic Skills Completion

ESL Completion

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
Male Students	80-percent	-7.3%, 2008-2009 cohort	Gap no > than -3%	2017
Financial aid non-recipients	80-percent	-7.2%, 2008-2009 cohort	Gap no > than -3%	2017
25-29 year old students	80-percent	-4.5%, 2008-2009 cohort	Gap no > than -3%	2017

**Note. All three of the target populations displayed disproportionate impact, utilizing the 80-percent index for ESL completion.*

English Basic Skills Completion

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
25-49 year old students	80-percent	-14.1%, 2008-2009 cohort	Gap no > than -7%	2020
Hispanic students	80-percent	-3.4%, 2008-2009 cohort	Gap no > than -2%	2017
20-24 year old students	80-percent	-3.3%, 2008-2009 cohort	Gap no > than -2%	2017

**Note. Only 25-49 year old students had disproportionate impact on English basic skills completion utilizing the 80-percent index.*

Mathematics Basic Skills Completion

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
African-American students	80-percent	-8.7%, 2008-2009 cohort	Gap no > than -6%	2018
Students with disabilities	80-percent	-6.1%, 2008-2009 cohort	Gap no > than -3%	2018
25-49 year old students	80-percent	-5.4%, 2008-2009 cohort	Gap no > than -3%	2018

**Note. All target populations had disproportionate impact for mathematics basic skills completion utilizing the 80-percent index.*

Activities:

- C.1** Hire a new, full-time Learning Disability Specialist in the DSS Department to operate its Learning Disability program. Student Equity will supplement funding to the program allowing the LD Specialist to facilitate interactive workshops that engage students and assist with their academic progress. Per the Chancellor's Office feedback, attention to the support offered to students with disabilities is now clearly stated in this plan.
- C.2** Hire a new Student Services Specialist to schedule and implement testing services and accommodations for students with disabilities. DSS testing services is one of the most frequently used accommodations, and the number of students requiring this accommodation is increasing. Each year, DSS proctors over 2,500 exams; of these exams, over 650 are math exams.
- C.3** Expand the English Department's *ACCESS* program that allows faculty to educate students in their Basic Skills English 60 class on resources around campus. Students participate in campus tours, workshops, and exploration opportunities with their faculty to support relationship building, campus engagement and persistence.

- **C.4** Fund the College Success Factors Index (CSFI) instrument which measures the extent to which an individual has acquired and routinely demonstrates key skills associated with academic success in a college environment.

Degree/Certificate Completion

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
20-24 year old students	80-percent	-4.8%, 2008-2009 cohort	Gap no > than -2%	2018
Male students	80-percent	-3.8%, 2008-2009 cohort	Gap no > than -2%	2018
Asian students	80-percent	-2.1%, 2008-2009 cohort	No gap	2020

**Note. All three target populations had disproportionate impact for degree and certificate completion utilizing the 80-percent index.*

Activities

- **D.1** Continue participation in the M2C3 Consortium. In June 2015, Cypress College became a part of the M2C3 consortium co-directed by Dr. Frank Harris III and Dr. J. Luke Wood of San Diego State University. As a member of the consortium, Cypress College will have access to a vast clearinghouse of resources provided by M2C3. The collaborative frequently facilitates webinars on male students of color and creates virtual discussion boards to encourage dialogue on best practices. Cypress' collaboration with M2C3 will enhance professional development for faculty and staff, enable informed interventions for our current programs serving men of color, and inspire new initiatives addressing challenges facing these men. During the 2015 – 2016 academic year, M2C3 will host several professional development workshops, and a student panel to assist in our student equity efforts.
- **D.2** Expand Professional Development offerings. Professional Development Student Equity Series will focus on helping new faculty, continuing faculty, and staff with strategies to work effectively towards equity. Faculty and staff will participate in workshops geared toward creating cultural competency within an institutional setting. Sessions include: Working effectively with men/women of color, working with LGBTQ students, creating an equity-minded syllabus, and closing the achievement gap within your classroom.

Transfer

Transfer Completion

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
25-49 year old students	80-percent	-27.0%, 2008-2009 cohort	-20%	2020
Students with disabilities	80-percent	-17.0%, 2008-2009 cohort	-10%	2020
20-24 year old students	80-percent	-10.0%, 2008-2009 cohort	-5%	2020

**Note. All three target populations had disproportionate impact for transfer completion utilizing the 80-percent index.*

Activities:

- **E.1** Introduce an educational pathway for entering-students majoring in one of the sciences. The Science Institute will be tailored for historically underrepresented and underserved students and work in tandem with the STEM² program which offers counseling, Supplemental Instruction, transfer support to any 4-year university, and networking opportunities for participating students.
- **E.2** Provide funding to EOP&S support of low-income students to increase awareness of four-year university/colleges transfer options for students, and increase workshops tailored toward transfer preparation. Funding will also be used to increase services for, and training when working with, foster youth students that were not addressed in the previous SEP.
- **E.3** Provide funding for the STEM², which is designed to help students reach their potential by creating unique career, educational, scholarship, and transfer opportunities that will aid in their future successes in the vital fields of science, technology, engineering, and mathematics.

Other College or District-Wide Initiatives Affecting Several Indicators

Activities:

- **F.1** Continue funding of a full-time Special Project Director of Student Equity to plan, develop, direct, and manage the Cypress College Equity initiative; continue funding of a full-time Senior Research Analyst to support Student Equity research and inquiry; and fund a new, full-time position for a Student Equity Administrative Assistant to facilitate the day-to-day operations of the Equity Office.
- **F.2** Utilize Equity funding to support a new, full-time position of Special Project Coordinator for the Veteran's Resource Center (VRC). In the previous plan, the Chancellor's Office feedback identified a lack of attention given to the required target population.
- **F.3** Provide funding to the ASO to support their student groups tailored for the Equity plan's target populations such as the Black Student Union (BSU), Cypress College Veterans Organization (CCVO), the Gay-Straight Alliance (GSA) club and the Puente Club. An AAPI student club is also planned to roll out during the 2015-2016 academic year.
- **F.4** The Office of Student Equity will roll out its plans for a new project titled the *Equity Ally Project*. Cypress will begin this project with a Student Equity retreat to educate faculty, staff, and student leaders on the Equity initiative. The College will petition prominent Equity leaders and educators to lead the workshops, such as Drs. Frank Harris and J. Luke Wood, Co-Directors of M2C3, Dr. Veronica Neal, Director of Equity and Inclusion at DeAnza College, and James Gray, Community College of Aurora, Math Faculty and renowned speaker on the topic of equity in the classroom.

Expenditures	Classification	Totals
1000	Academic Salaries	\$43,406
2000	Non-Academic Salaries	\$395,816
3000	Employee Benefits	\$106,503
4000	Supplies and Materials	\$273,207
5000	Other Operating Expenditures	\$327,255
6000	Capital Outlay	\$16,020
7000	Other Outgo	\$0
Total		\$1,162,207

Planning Committee and Collaboration

The Student Equity Committee at Cypress College has grown as the initiative is coordinated with institution-wide planning. The purpose of the committee is to develop, implement, and evaluate the Equity plan on an ongoing basis. Additionally, the Equity committee informs the projects, programs, and activities that receive Equity funding. The spirit of cooperativeness and collaboration at Cypress College provide for a committee with representation from various departments and divisions on campus.

The campus plans to engage Dr. Veronica Neal, Director of the Office of Equity, Social Justice and Multicultural Education at DeAnza College in Cupertino, CA, with restructuring the Student Equity committee to ensure that the equity initiative is practiced through each academic division and student services department. Dr. Neal will provide tools and strategies to assist us in creating an Equity Council with a task force in each division and department, and Equity facilitators for that area. The facilitator will report at each division meeting with any pertinent information regarding Equity updates for their division/department. The goal is to cultivate a campus climate and culture of equitable opportunities leading to equal outcomes for all students.

Additionally, ongoing collaboration with our sister college, Fullerton College, as well as the School of Continuing Education provides for continued communication regarding best practices for expending Equity funding. Four percent of the North Orange County Community College District’s SE allocation will be used for district-wide activities representing \$46,791 of Cypress’ allotment.

The following table details the current Cypress College Student Equity Committee membership and their areas of service:

Student Equity Plan Committee Membership List

Member Name	Title	Organization(s), Program(s) or Role(s) Represented
Ashley Griffith	Special Project Director, Student Equity	Chair of Student Equity Committee
Celeste Phelps	Director, Disability Support Services	Former Chair of Student Equity Committee DSS Representative
Dr. Paul de Dios	Dean, Counseling, Student Development, and Admissions & Records	Administration/Management Representative
Philip Dykstra	Director, Research and Planning	Office of Institutional Research
Tom To	Manager, Student Success and Support Program (SSSP)	SSSP Representative
Keith Vescial	Faculty, English/Reading	Faculty Representative
Kristina Oganessian	Senior Research and Planning Analyst	Office of Institutional Research
Eileen Haddad	Senior Research and Planning Analyst	Office of Institutional Research
Deann Burch	Coordinator, Career Center	Career Center Representative
Eldon Young	Dean, Language Arts	Legacy Representative Management Representative
Dr. Richard Fee	Dean, Science, Engineering and Mathematics	Management Representative
Samantha Simmons	Faculty, English as a Second Language (ESL)	Faculty Representative
Lark Crumpler	Special Project Manager, Outreach	Outreach Representative
	Counselor	Counseling Representative
Dr. Elaine Lipiz-Gonzalez	Manager, Extended Opportunity Programs and Services (EOP&S)	EOP&S Representative CalWORKs Representative
Mary Forman	Faculty, English Professional Development Co-Coordinator	Faculty Representative Professional Development
Jennie Hurley	Counselor, Articulation	Faculty Representative
Tanya Washington	Student Trustee	Board of Trustee Representative Student Representative
Angel Rodriguez	Student	Puente Program Representative Student Representative
Chinh Pham	Director, Financial Aid	Financial Aid Representative

Contact Person/Student Equity Coordinator

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Access

Campus Based Research

The access section provides an overview of the population enrolled at Cypress College as well as information regarding the demographics of the city of Cypress and the surrounding community, which includes the cities of Cypress, Buena Park, Seal Beach, and West Anaheim. Cypress College attracts a diverse student population mostly from North Orange County.

Data Source

Cypress College population data were obtained from the College's fall 2014 database. The service area demographic data were obtained from the 2010 United States Census Bureau survey database as well as the 2012 American Community Survey database.

Methodology

Only proportionality indices are provided within this section to assess disproportionality within access. Proportionality was chosen as a means to assess disproportionate impact as opposed to the 80-percent index as some of the College's population comes from outside of the College's direct service area. Proportionality indices were calculated for all available variables in which data was available from both the college and the community: 1) gender (male, female, unknown), 2) ethnicity and race (American Indian or Alaskan Native, Asian, Black/African American, Hispanic, Multi-ethnic, White, and unreported), 3) age (19 or less, 20 – 24, 25 – 49, and 50+).

The Cypress College student population included students who enrolled in at least one course at Cypress College in fall 2014. Information on disability, veteran, foster youth, and financial aid status within the college, but not compared to the community, is also presented from fall 2014.

Data related to academic probation, progress probation, and academic dismissal per term were obtained from the College's internal data warehouse.

Gender

Table 1 presents the counts of Cypress College students in fall 2014, compared to the community demographics, and disaggregated by gender.

Table 1
Gender Representation Compared to the Service Area

Gender	Service Area	% of Area	Cypress College	% of College	Rate	Proportionality Index
Female	162631	51.1%	8852	54.9%	5.4%	1.07
Male	155866	48.9%	7058	43.8%	4.5%	0.89
Unknown	0	0.0%	218	1.4%	na	na
Total	318497	100.0%	16128	100.0%	5.1%	--

Source: Data Ferret, 2012 American Community Survey data (community geography consists of Cypress, Buena Park, Seal Beach, and West Anaheim).

Male students were underrepresented in the Cypress College population, when compared to the overall population. Within the college, males had disproportionate impact of access compared to females.

Ethnicity/Race

Table 2 presents the counts of Cypress College students in fall 2014, compared to the community demographics, and disaggregated by ethnicity/race.

Table 2
Ethnic and Racial Representation Compared to the Service Area

Ethnicity / Race	Service Area	% of Area	Cypress College	% of College	Rate	Proportionality Index
Am. Indian	142	0.3%	102	0.6%	71.8%	2.13
Asian/ PI	15054	31.5%	4131	25.6%	27.4%	0.81
Black	1376	2.9%	850	5.3%	61.8%	1.83
Hispanic	8779	18.4%	7429	46.1%	84.6%	2.51
M. Ethnic	1499	3.1%	na	na	na	na
White	20865	43.6%	3391	21.0%	16.3%	0.48
Unreported	87	0.2%	225	1.4%	258.6%	7.67
Total	47802	100.0%	16128	100.0%	33.7%	--

Source: American Fact Finder; 2010 Decennial Census (community geography consists only of Cypress, CA).

Considering the proportionality index, American Indian, Black/African American, and Hispanic students, along with students who did not report their ethnicity, had the most overrepresentation in the Cypress College population when compared to the service area. However, white and Asian American/Pacific Islander students did not have adequate representation in the college population when compared to the service area.

Age

Table 3 presents the counts of Cypress College students in fall 2014, compared to the community demographics, disaggregated by age.

Table 3
Age Representation Compared to the Service Area

Age	Service Area	% of Area	Cypress College	% of College	Rate	Proportionality Index
19 or less	78772	25.1%	3885	24.1%	4.9%	0.96
20-24	23740	7.6%	7249	44.9%	30.5%	5.94
25-49	107983	34.4%	4491	27.8%	4.2%	0.81
50+	103295	32.9%	503	3.1%	0.5%	0.09
Total	313790	100.0%	16128	100.0%	5.1%	--

Source: Data Ferret, 2012 American Community Survey data (community geography consists of Cypress, Buena Park, Seal Beach, and West Anaheim).

Students aged 20-24 only represented 7.6% of the service area's population, while representing 44.9% of the population in the college. Thus, students aged 25-49 and 50+ all had disproportionately less representation at the College when compared to the service area.

Disability Status

Table 4 presents the counts of Cypress College students in fall 2014, disaggregated by disability status.

Table 4
Cypress College Students' Disability Status

Disability Status	Fall 2014	% of Students
Yes	687	4.3%
No	15444	95.7%
Total	16131	100.0%

Information regarding representation of the disabled population within the community was not available. However, data from fall 2014 indicated that students with disabilities represented 4.3% of the population within the College.

Veteran Status

Table 5 presents the counts of Cypress College students in fall 2014, disaggregated by veteran status.

Table 5
Cypress College Students' Veteran Status

Veteran Status	Fall 2014	% of Students
Veteran	587	3.6%
Non-Vet.	15544	96.4%
Total	16131	100.0%

Information regarding representation of the veteran population within the community was not available. However, data from fall 2014 indicated that veteran students comprised 3.6% of the population within the College.

Financial Aid Status

Table 6 presents the counts of Cypress College students in fall 2014, disaggregated by financial aid status.

Table 6
Cypress College Students' Financial Aid Status

Financial Aid Status	Fall 2014	% of Students
Received	10723	66.5%
Did not receive	5408	33.5%
Total	16131	100.0%

Data indicates that for fall 2014, most Cypress College students did receive some form of financial aid.

Foster Youth Status

Table 7 presents the counts of Cypress College students in fall 2014, disaggregated by foster youth status.

Table 7
Cypress College Students' Foster Youth Status

Foster Youth Status	Fall 2014	% of Students
Yes	58	0.36%
No	16073	99.64%
Total	16131	100.0%

Data indicates that for fall 2014, less than one percent of students identified as foster youth.

Academic/Progress Probation and Disqualification

Probation and Dismissal

Table 8 presents the counts for students, beginning in 2008-2009 and spanning until 2014-2015, placed on probation and dismissed.

Table 8
Academic/Progress Probation and Dismissal by term

Term	Progress Probation Count	Academic Probation Count	Progress & Academic Probation Count	Dismissal Count
Fall 2008	751	1602	122	0
Spring 2009	458	1100	23	1192
Fall 2009	699	1712	119	0
Spring 2010	388	1098	14	1152
Fall 2010	526	1363	68	0
Spring 2011	339	1091	17	831
Fall 2011	445	1231	50	0
Spring 2012	284	900	7	598
Fall 2012	371	1130	40	0
Spring 2013	321	1014	12	617
Fall 2013	387	1317	37	0
Spring 2014	286	1077	9	675
Fall 2014	418	1425	34	0
Spring 2015	353	1124	12	712

At Cypress College, students can be placed on probation during any term; however, students are only dismissed in the spring semesters. The data indicate that the number of students being placed on any type of probation or dismissal has decreased from fall 2008. In spring 2012, the College had its lowest number of students being placed on all types of probation and pending dismissal. From that point on, the number of students being placed on probation and dismissed has slightly increased; however, when compared to Fall 2008, the College still has fewer students facing probation or dismissal overall.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: ACCESS

GOAL A.

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

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
25-49 year olds	Proportionality	-6.6%, 2015	Gap no > than -2%	2017
Asian American/Pacific Islander	Proportionality	-5.9%, 2015	Gap no > than -2%	2017
Males	Proportionality	-5.1%, 2015	Gap no > than -2%	2017

*Note. All three target populations displayed disproportionate impact utilizing the proportionality ratios for access.

ACTIVITIES: A. ACCESS

A.1 – Outreach Program

- *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	Affected
A.1	Students ages 25-49	4,491
	AAPI/Pacific Islander	4,131
	Males	7,058

- *Activity Implementation Plan*

The Outreach Manager facilitates the Student Ambassador Program, manages the campus Welcome Center, coordinates campus tours, and acts as the liaison between the K-12 local school community and Cypress College. On campus, this manager leads Outreach Advisory meetings while maintaining the campus outreach calendar, which centralizes all campus outreach activities and informs campus staff and faculty of all outreach events.

The Student Ambassador Program consists of 16 Cypress College students who provide a credible resource for the prospective, new, and continuing students at Cypress College. Sharing their experiences and tips, they support all students while staffing the Welcome Center, visiting 33 high schools on a monthly basis, participating in high school college fairs, conducting campus tours, and regularly delivering presentations to continuing education students through the SCE locations, all within the NOCCCD boundaries.

In addition to direct communication with prospective students, Ambassadors share marketing material (flyers, brochures, booklets) to educate these high school seniors throughout the year about Cypress College and its matriculation process. This program occurs throughout the academic year, from January through December.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	January 2016 - Ongoing	\$57,165 – Outreach/Supplies/Promotional Items \$77,835 – Outreach Manager Pay	\$50,000 (SSSP) – Student Ambassador Program

Total = \$185,000 (including salary and insurance/benefits)

- ***Link to Goal***

GOAL:

Identify barriers to enrollment and matriculation for various target groups

The Student Ambassador Program will help close the gap and identify barriers to enrollment for all students, especially the targeted populations of male students who are underrepresented on campus, of Asian American/Pacific Islander students who are not adequately represented on campus, and will increase support services to African American and the Hispanic/Latino students who are highly represented when compared to the service area.

- ***Evaluation (completed by Research office)***

In spring 2015, the Institutional Research and Planning office at The College conducted an analysis of literature related to student outreach which lead to the expansion of the Student Ambassador Program. The Institutional Research and Planning office will continue to monitor and evaluate the Student Ambassador Program by tracking enrollment trends longitudinally to monitor disproportionate impact on access to enrollment, with special attention given to measuring the growth of the African American, Asian, and Pacific Islander populations within the College. Similarly, the number of high school students reached through outreach, the number of enrollment applications received, and enrollment trends will also continue to be tracked to properly and holistically assess progress with regard to increasing access to higher education for the populations mentioned above.

A.2 – Summer Boost Program Supplemental Funding

● ***Activity Type(s)***

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

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

ID	Target Group	# of Students Affected
A.2	AAPI/Pacific Island Students	Approximately 350 - 400
	Males	
	Graduating High School Seniors	
	First Generation Students	
	Low-Income Students	

● ***Activity Implementation Plan***

Cypress College initiated a pilot program with the Anaheim Joint Union High School District to foster achievement for incoming freshmen. The Summer Boost program, which began in summer 2014, ensures access to critical courses such as English and Math for students that participate in the program and meet certain benchmarks such as assessment, orientation, and development of an educational plan.

Student Equity will support the outreach efforts of the Summer Boost program, including specific activities such as transporting high school students to Cypress College to participate in assessment activities. The goal for summer 2016 is to double the number of students participating.

The following tables summarize the demographics of 173 Summer Boost students for the fall 2015 semester.

Table 1. Ethnicity of fall 2015 Summer Boost Students

	N	Percent
American Indian or Alaskan Native	1	0.6%
Asian or Pacific Islander	55	31.8%
Black Non-Hispanic	6	3.5%
Hispanic	86	49.7%
White Non-Hispanic	24	13.9%
Decline to State	1	0.6%
Total	173	100.0%

Table 2. Highest Parental Education Level of fall 2015 Summer Boost Students

	N	Percent
Graduate Degree	10	5.8%
Bachelors Degree	24	13.9%
Associate Degree	12	6.9%
Some College/No Degree	35	20.2%
High School Diploma	51	29.5%
No High School Diploma	40	23.1%
No Response	1	0.6%
Total	173	100.0%

Table 3. Gender of fall 2015 Summer Boost Students

	N	Percent
Female	114	65.9%
Male	56	32.4%
Not Reported	3	1.7%
Total	173	100.0%

Table 4. Educational Goals of fall 2015 Summer Boost Students

	N	Percent
Assoc Degree & Trnsfr to Univ	124	71.7%
Transfer to University Only	21	12.1%
Associate Degree Only	3	1.7%
Vocational Certificate Only	4	2.3%
Discover Career Plans & Goals	2	1.2%
Complete HS Diploma or GED	1	0.6%
Improve English Reading & Mat	1	0.6%
Maintain Certificate/License	1	0.6%
4-yr taking courses for 4-yr	1	0.6%
Undecided on Goal	15	8.7%
Total	173	100.0%

Table 5. Financial Aid Status of fall 2015 Summer Boost Students

	N	Percent
Yes	132	76.3%
No	41	23.7%
Total	173	100.0%

Expanded offerings of the program, made possible by equity funding include:

- Funding for transportation to transport high school seniors to Cypress College on Saturday to complete assessment test and orientation for the program.
- Additional outreach and promotional materials to increase awareness of the program.
- Support personnel to assist with the day-to-day function of the program.

ID	Timeline(s)	Student Equity Funds	Other Funds**
A.2	Summer 2016 (Cohort 2)	\$15,000	\$20,000 (Approximate) - SSSP

Total = \$35,000

- **Link to Goal**

GOAL:

Identify barriers to access for AAPI students and male students

The Summer Boost program allows students the opportunity to place in a higher level English and/or math courses after they complete the summer prep course. This placement will encourage students to persist towards a degree/certificate. Various ethnic groups will benefit from the offerings of the Summer Boost program.

- **Evaluation**

The Institutional Research and Planning office will track cohorts of Summer Boost students with regard to their course enrollments, success and retention rates, and their persistence. As the program continues to expand, summer boost students will also be compared with a matched-sample of students based demographic characteristics with regard to unit completion, success, retention, and persistence. The current evaluation survey instrument will also be heavily expanded and modified due to projected program growth. Additionally, the survey will measure areas which include, but are not limited to, student satisfaction with the program, recommendations for expansion as well as improvement, and the lasting impact on students. The cumulative number of semesters students saved from placing at a higher level as opposed to their original placement will also be tracked.

A.3 – Translation of Campus Materials

- **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
A.3	AAPI Students	5,000
	Hispanic/Latino Students	8,000

- **Activity Implementation Plan**

Cypress College provides services to students from diverse backgrounds and cultures. To ensure that we are engaging families of students, as well as non-English speaking students, we will continue the translation of pertinent campus materials – such as financial aid pamphlets and brochures – to streamline the enrollment and matriculation process. Collaboration with the Language Arts department is needed to produce translated materials.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.3	January, 2016 - ongoing	\$6,000 – Translated Materials \$9,000 – Faculty Professional Expert Pay	\$0

Total = \$15,000 (including salary and insurance/benefits)

- **Link to Goal**

Access GOAL:

Identify barriers to enrollment for Asian American/Pacific Islander students

Asian American/Pacific Islander students represent a large demographic at Cypress College, with various dialects spoken within this group. Outreach and student support materials reflective of students', and their families, primary language will be created. Additionally, as Cypress is recognized as a Hispanic Serving Institution (HSI), materials will also be translated in Spanish to assist those students and their families.

- **Evaluation**

Outreach activities, including dissemination of translated campus materials, will continue to be tracked. As this activity has the potential to positively impact access indicators, the Institutional Research and Planning office will continue to track enrollment patterns for Hispanic, Asian, and Pacific Islander students to attempt to measure the impact of the translation of outreach and support materials. Enrollment patterns for these specific ethnic sub-groups will be examined prior to translation of materials as well as after the translation of materials to both obtain a stable baseline of enrollment trends and to compare future enrollment trends to this established baseline.

Success Indicator: Course Completion

The course completion section refers to the ratio of the number of for credit course enrollments, by population sub-groups, completed with grades of A, B, C, or credit compared to the number of course enrollments in specific population sub-groups on the census day of the Fall 2014 term.

Data Source

Data were obtained from the CCCCO Data Mart. More specifically, information on gender, age group, ethnicity, DSS, Veterans, CalWORKs, CARE, EOPS, and foster youth were obtained from the Data Mart.

Methodology

Equity ratios assessing course completion were calculated by dividing the percentage of successful course grades earned from a subgroup by the percentage of enrollments for the same sub-groups. Similarly, 80-percent indices were also calculated by choosing the group with the highest success rate (as well as adequate group size) as the reference group, and all other success rates were compared to their respective reference groups to obtain the 80-percent indices. This allows the College to have two comprehensive measures for disproportionate impact.

The successful enrollment outcome numerator included grades of A, B, C, P, IA, IB, IC, and IPP. The enrollment count denominator included all A, B, C, D, F, P, NP, I, IPP, INP, FW, W, and DR grades.

Data on low income students was not available through the CCCCO Data Mart; thus information on CalWORKs, CARE, and EOPS students supplemented this lack of information. Similarly, information on foster youth students also supplemented this section.

Gender

Table 9 presents the course enrollments in fall 2014, disaggregated by gender.

Table 9
Course Completion Rates by Gender

Gender	Fall 2014	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
Female	23787	55.3%	17192	56.2%	72.3%	1.02	1.00
Male	18693	43.5%	13026	42.6%	69.7%	0.98	0.96
Unknown	539	1.3%	384	1.3%	71.2%	1.00	0.99
Total	43019	100.0%	30602	100.0%	71.1%	--	--

Male students were slightly underrepresented in the completion rate (proportionality index = .98), when compared to the overall cohort. However, no disproportionate impact is observed by gender.

Ethnicity/Race

Table 10 presents the course enrollments of students in fall 2014, disaggregated by ethnicity/race.

Table 10
Course Completion Rates by Ethnicity/Race

Ethnicity / Race	Fall 2014	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
Am. Indian	93	0.2%	61	0.2%	65.6%	0.92	0.85
Asian	9999	23.2%	7717	25.2%	77.2%	1.08	1.00
Black	1936	4.5%	1235	4.0%	63.8%	0.90	0.83
Hispanic	19092	44.4%	12873	42.1%	67.4%	0.95	0.87
M. Ethnic	1563	3.6%	1070	3.5%	68.5%	0.96	0.89
P. Islander	194	0.5%	122	0.4%	62.9%	0.88	0.81
White	8861	20.6%	6595	21.6%	74.4%	1.05	0.96
Unreported	1281	3.0%	929	3.0%	72.5%	1.02	0.94
Total	43019	100.0%	30602	100.0%	71.1%	--	--

Overall, Asian students displayed the highest completion rates (77.2%, $n = 7717$). None of the racial or ethnic groups had disproportionate impact.

Age

Table 11 presents the course enrollments of students in fall 2014, disaggregated by age.

Table 11
Course Completion Rates by Age

Age	Fall 2014	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
19 or less	13730	31.9%	9729	31.8%	70.9%	1.00	0.94
20-24	18495	43.0%	12709	41.5%	68.7%	0.97	0.91
25-49	9753	22.7%	7378	24.1%	75.6%	1.06	1.00
50+	1041	2.4%	786	2.6%	75.5%	1.06	1.00
Total	43019	100.0%	30602	100.0%	71.1%	--	--

Students aged 25-49 had the highest course completion rates (75.6%, $n = 7378$). None of the other age groups had disproportionate impact when compared to students aged 25-49.

Disability Status

Table 12 presents the course enrollments of students in fall 2014, disaggregated by disability status.

Table 12
Course Completion Rates by Disability Status

Disability Status	Fall 2014	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
Yes	1583	3.7%	1162	3.8%	73.4%	1.03	1.00
No	41436	96.3%	29440	96.2%	71.0%	1.00	0.97
Total	43019	100.0%	30602	100.0%	71.1%	--	--

Similarly proportionate amounts of students with disabilities and non-disabled students successfully completed courses.

Special Populations

Table 13 presents the course enrollments of CalWORKs, CARE, and EOPS students in fall 2014, disaggregated by special population status.

Table 13
Course Completion Rates by Special Population Status

Special Population Status	Fall 2014	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
Yes	2817	6.5%	2166	7.1%	76.9%	1.08	1.00
No	40202	93.5%	28436	92.9%	70.7%	0.99	0.92
Total	43019	100.0%	30602	100.0%	71.1%	--	--

Similarly proportionate amounts of special populations of students successfully completed courses when compared to the general population.

Veteran Status

Table 14 presents the course enrollments of students in fall 2014, disaggregated by veteran status.

Table 14
Course Completion Rates by Veteran Status

Veteran Status	Fall 2014	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
Veteran	891	2.1%	678	2.2%	76.1%	1.07	1.00
Non-Vet.	42128	97.9%	29924	97.8%	71.0%	1.00	0.93
Total	43019	100.0%	30602	100.0%	71.1%	--	--

Veteran students displayed higher course completion rates overall (76.1%, $n = 678$). No evidence of disproportionate impact exists on completion rates by veteran status.

Foster Youth

Table 15 presents the course enrollments of students in fall 2014, disaggregated by foster youth status.

Table 15
Course Completion Rates by Foster Youth Status

Foster Youth Status	Fall 2014	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
Foster Youth	68	0.2%	46	0.2%	67.6%	0.95	0.95
Non-F.Y.	42950	99.8%	30556	99.8%	71.1%	1.00	1.00
Total	43018	100.0%	30602	100.0%	71.1%	--	--

Non-foster youth students had higher course completion rates (71.1%, $n = 30,556$). However, no disproportionate impact existed with regard to foster youth status on completion rates.

Course Completion Comparison

Table 16 presents the three students groups which experienced the greatest gaps with regard to course completion rates.

Table 16
Course Completion Gap Comparison

Equity Gap	Student Group	% Gap	Decimal Gap	Initial cohort	Students Lost
Largest Gap	Pacific Islander	8.2%	.082	194	15.9
Second Largest	African American	7.3%	.073	1936	141.3
Third Largest	A. Indian/ Alaskan Native	5.5%	.055	93	5.1

Despite there not being any disproportionate impact within course completion, some small equity gaps are observed. More specifically, Pacific Islander, African American, and American

Indian/Alaskan Native students all had over a 5% gap when compared to the average course completion rate of 71.1%.

GOALS, ACTIVITIES, FUNDING AND EVALUATION: COURSE COMPLETION

GOAL B.

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

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
Pacific Islander students	80-percent	-8.2%, Fall 2014	-4%	2017
African American students	80-percent	-7.3%, Fall 2014	-4%	2020
American Indian/Alaskan Native students	80-percent	-5.5%, Fall 2014	-4%	2017

**Note. There was no disproportionate impact utilizing the 80-percent index for course completion*

ACTIVITIES: B. COURSE COMPLETION

B.1 – Puente Program Direct Student Support

- **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
B.1	Hispanic/Latino	32

- **Activity Implementation Plan**

The Puente Program is a university preparation/transfer program serving California's educationally underrepresented students (The Puente Project). The Cypress College program has accepted 32 students (beyond recommended capacity) this year and their funded activities will help support the transfer goals of the students. Additional funding will enhance the Puente Program and increase the number of Hispanic/Latino students who complete their associate degree and transfer to four-year institutions. Three of the proposed activities from equity funding involve tours to California universities with the goal of inspiring and promoting transfer. Other activities promote family support of higher education and incorporation of mentor support.

Expanded offerings of the program, made possible by equity funding include:

- A Southern California universities tour of California State University, San Marcos, University of California, San Diego, and the University of San Diego. Students will see all three systems of higher education on this tour.
- Funding of a student worker to assist with the daily operations of the Puente Program and offer support to counselors, faculty and students within the program. The student worker is a former Puente student entering his second year at Cypress College.
- Textbooks will be provided for students in the Counseling 150 (College Development) course in the Puente program.
- Participation of *Day of the Dead* cultural celebration in Downtown Los Angeles; tour of Olvera Street; and a visit to *Homeboy Industries* which provides, "hope, training, and support to formerly gang-involved and previously incarcerated men and women allowing them to redirect their lives and become contributing members of our community."

ID	Timeline(s)	Student Equity Funds	Other Funds**
B.1	January 2016 - December 2016	\$14,480 – Puente Supplies and Materials \$5,520 – Puente Student Worker	\$5,000 (General funds)

Total = \$25,000 (including salary and benefits for Student Worker)

● ***Link to Goal***

Course Completion:

Identify barriers to course completion for Hispanic/Latino students.

Increased funding will support the college's goal of closing the achievement gap and fulfilling multiple goals, specifically geared towards educationally disadvantaged Hispanic/Latino students. As the program is limited to the number of students it can serve by the regulations from Puente headquarters, Cypress will conduct qualitative and quantitative research into the necessity to expand the program allowing for the admittance of two cohorts per year; the increase in cohort size will double the number of students affected.

● **Evaluation**

The Institutional Research and Planning Office will continue to evaluate each Puente Program cohort based on course-based success and retention rates, as well as by measuring semester to semester persistence rates within the students’ first year in the program. Similarly, Puente students’ success, retention, and persistence rates will continue to be compared to demographically matched groups which have similar course taking patterns. For the field trip portion of the program, a previously created survey will be adapted to assess the effectiveness of the university tours with regard to promoting transfer, increasing students’ access to four-year California universities as part of their potential educational path, and increasing students’ knowledge related to transferring to a four-year university. The Program evaluation may also be expanded to survey mentors regarding their perceptions of students’ experiences within the program.

B.2 – Legacy Program Direct Student Support

● **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(s)	# of Students Affected
B.2	African American	20 - 40

● **Activity Implementation Plan**

Legacy Program is to provide students with a strong academic program, instructional resources, and motivational support that will facilitate their progression toward transferring to four-year institutions. With its basic skills and transfer level holistic curriculum and interactive activities that emphasize the African American experience in the United States, the Legacy Program is geared specifically toward student populations who are underrepresented in higher academia.

Expanded offerings of the program, made possible by equity funding include:

- Additional research to gain insight on strategies to increase enrollment of underprivileged students, particularly African Americans.
- Increase in outreach materials to support Legacy enrollment

- Funding of two SI Leaders to provide academic support services for students. Students will gain knowledge about forming effective study groups, developing essential study skills and learning strategies to be successful at Cypress College and beyond.
- Funding for Legacy faculty and students to participate in the *Umoja* community's annual conference.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.2	Ongoing	\$14,480 – Legacy Supplies and Materials \$5,520 – Legacy Student Worker	\$6,000 (General funds)

Total = \$26,000

● ***Link to Goal***

GOAL:

Identify barriers to course completion for African American students

Increased funding will support the college's goal of closing the achievement gap and fulfilling multiple goals through an academic program geared specifically towards African American students. Cypress will conduct qualitative and quantitative research to determine strategies for expanding the program, and increasing recruitment efforts.

● ***Evaluation***

The Institutional Research and Planning Office will continue to evaluate each incoming Legacy Program cohort with regard to course-based success and retention rates, as well as by measuring students' persistence rates within the students' first year in the program. Similarly, Legacy students' success, retention, and persistence rates will continue to be compared to demographically matched groups with similar course taking patterns. The evaluation will also include focus groups with current students as a holistic measure of students' perceived strengths of the program as well as extended longitudinal cohort tracking to assess students' degree completion and transfer rates over time. The success of the SI program will be assessed by comparing course-based success and retention rates before and after SI implementation.

B.3 – LLRC Supplemental Instruction

• **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(s)	# of Students Affected
B.3	African American Students	1,936
	American Indian/Alaskan Native	93
	Pacific Islander	194
	All Students Enrolled in Math & English Courses Offering SI and All Students Seeking Tutoring	3,000 +

• **Activity Implementation Plan**

Funding for Instructional Support Services, including tutoring within the Learning Resources Area. Last year a study was done through the Institutional Research Office. This study found that 44% of the tutoring appointments in the Learning Resource Center were English support. Specifically students are seeking help in English 100 (College Writing) and English 060 (College Writing Preparation). This shows a gap in the knowledge and skills for Cypress College students. The populations utilizing the tutoring services show that the LRC serves a very diverse set of students; 42% were Hispanic, 34% Asian and 5% black. Therefore, the activities of the tutorial services have a direct correlation to improving the completion rates for these students in their courses.

The LLRC is not a line item on the Institution’s budget and must request funding each year to support the programs and services they offer. The now defunct Title V grant previously funded many of the SI and tutoring services offered.

Expanded offerings to the program made possible by equity funding include:

- Provision of Supplemental Instruction during the summer term.
- Increase number of courses offering Supplemental Instruction.
- SI for Basic Skills English and Basic Skills math students.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.3	January 2016–December 2016	\$5,000 – Promotional Material to Promote Services \$10,000 – Supplemental Instructors	\$50,000 (SSSP)

Total: \$65,000 (including salary and benefits for Supplemental Instructors)

- **Link to Goal**

Identify barriers to course completion for AAPI, African American, and American Indian/Alaskan Native students

The additional funding provided to the LLRC will increase the number of hours that tutors can be employed to support English and math tutoring sessions. Additionally, the LLRC will offer SI to courses that previously did not benefit from the services. Equity funding allowed for SI services to be offered during the summer 15 semester, an opportunity not previously afforded to students during summer. SI during the winter intercession is also possibility with the assistance in funding for the program.

- **Evaluation**

The money allocated through Equity will help the LRC to offer tutorial appointments for students. In order to evaluate the effectiveness of the tutorial services department, there will be surveys of students (this will also be in the next cycle of SLO assessment).

B.4 – Books and Supplies Voucher Program

- **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(s)	# of Students Affected
B.4	AAPI	20 – 100 (Legacy, STEM ² , Health Science Students)
	African American	20 – 100 (Legacy, STEM ² , Health Sciences Students)
	American Indian/Alaskan Native	1 – 60 (Health Science, STEM ² Students)
	Hispanic/Latino	30 – 150 (Legacy, Puente, Health Science Students)

● **Activity Implementation Plan**

The Lending Library is a direct student support service for Cypress College students who need assistance with textbooks. Students apply to the Lending Library program within each department/divisions offering the program, such as the Health Sciences division and STEM2. Students interested in participating must complete a demographic questionnaire and application with their department/division representative.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.4	Spring, Summer, Fall 2016	\$50,000	0

Total = \$50,000

● **Link to Goal**

GOAL:

Identify barriers to course completion for AAPI, African American, and American Indian/Alaskan Native students

Students with an identified need are eligible to participate in the lending library through the Health Sciences Access for Success book loan program created through Student Equity funding, as well as the STEM² program. Additional lending libraries exist within our culturally-themed programs, Legacy and Puente. Collaboration with the Financial Aid department will be used to determine financial-need for students applying for the program.

- *Evaluation*

The demographics of students who use the lending library will be assessed and analyzed to determine how to better serve specific disproportionately impacted sub-groups of students who utilize the service. Similarly, course based success rates for these students will also be tracked for the courses in which they receive textbook support. Course taking patterns of students who utilize the voucher program will be analyzed to further support and provide materials for students in frequently enrolled divisions and departments. Further analyses may be adapted from evaluations of existing lending libraries.

Success Indicator: ESL and Basic Skills Completion

ESL and basic skills completion refers to the ratios of the numbers of students who complete a degree applicable course, disaggregated by population group, and compared to the number of students who completed a final ESL or basic skills course.

Data Source

The ESL and basic skills completion data were obtained from the California Community College Chancellor's Office Data-on Demand database.

Methodology

Both ESL and basic skills completion proportionality indices were calculated by dividing the percentage of for credit basic skills students who completed a degree applicable course either in ESL, English, or math by the percentage of those students who began their course sequence in basic skills. Moreover, 80-percent indices are also provided by using the group with the highest completion rate as the reference group to compare all other sub-groups to, in order to assess disproportionate impact. Data for ESL, English basic skills, and math basic skills are presented separately within this report.

The denominator, or the percentage of the cohort/population subgroup, includes students who began the sequence of ESL, English, or math courses in basic skills in the 2008-2009 school year.

The numerator, or the percentage of the cohort/population subgroup, includes students who earned a successful grade (A, B, C, or P) in a degree-applicable ESL, English, or math course at a California Community College within six years of the initial basic skills course.

Both proportionality indices as well as 80-percent indices were calculated for the following variables in this section: 1) gender (male, female, unknown), 2) ethnicity and race (American Indian or Alaskan Native, Asian, Black/African American, Filipino, Hispanic, Pacific Islander, White, unreported), 3) age (19 or less, 20 – 24, 25 – 49, and 50+), 4) disability status, and 5) financial aid status.

Data on foster youth and veterans for the 2008-2009 cohort are not applicable due to the small sample size.

ESL Completion

Gender

Table 17 presents the counts and completion rates of students in the 2008-2009 cohort who took an ESL course, disaggregated by gender.

Table 17
ESL Completion Rates by Gender

Gender	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
Female	87	63.5%	49	70.0%	56.3%	1.10	1.00
Male	48	35.0%	21	30.0%	43.8%	0.86	0.78
Unknown	2	1.5%	0	0.0%	0.0%	0.00	na
Total	137	100.0%	70	100.0%	51.1%	--	--

Male students were disproportionately underrepresented in the completion rates (proportionality index = .86), when compared to the overall cohort. This indicates disproportionate impact of gender on ESL completion.

Ethnicity/Race

Table 18 presents the counts and completion rates of students in the 2008-2009 cohort who took an ESL course, disaggregated by ethnicity/race.

Table 18
ESL Completion Rates by Ethnicity/Race

Ethnicity / Race	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
Am. Indian	0	0.0%	0	0.0%	na	na	na
Asian	89	65.0%	50	71.4%	56.2%	1.10	na
Black	4	2.9%	0	0.0%	0.0%	0.00	na
Filipino	5	3.6%	4	5.7%	80.0%	1.57	na
Hispanic	20	14.6%	5	7.1%	25.0%	0.49	na
P. Islander	0	0.0%	0	0.0%	na	na	na
White	9	6.6%	4	5.7%	44.4%	0.87	na
Unreported	10	7.3%	7	10.0%	70.0%	1.37	na
Total	137	100.0%	70	100.0%	51.1%	--	--

Due to small sample sizes for the 2008-2009 cohort, only completion rates and proportionality indices are presented. Conclusions cannot be drawn regarding disproportionate impact, due to the small sample sizes.

Age

Table 19 presents the counts and completion rates of students in the 2008-2009 cohort who took an ESL course, disaggregated by age.

Table 19
ESL Completion Rates by Age

Age	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
19 or less	33	24.1%	22	31.4%	66.7%	1.30	1.00
20-24	25	18.2%	12	17.1%	48.0%	0.94	0.72
25-49	73	53.3%	34	48.6%	46.6%	0.91	0.70
50+	6	4.4%	2	2.9%	33.3%	0.65	na
Total	137	100.0%	70	100.0%	51.1%	--	--

Students aged 19 or less displayed the highest completion rates in ESL courses (66.7%, $n = 22$). However, both 20-24 as well as 25-49 year old students had disproportionately lower ESL completion rates when compared to students 19 or younger (Indices = .72, .70; respectively).

Disability Status

Table 20 presents the counts and completion rates of students in the 2008-2009 cohort who took an ESL course, disaggregated by disability status.

Table 20
ESL Completion Rates by Disability Status

Disability Status	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
Yes	1	0.7%	0	0.0%	0.0%	na	na
No	136	99.3%	70	100.0%	51.5%	1.01	na
Total	137	100.0%	70	100.0%	51.1%	--	--

Because only one student identified as disabled, disproportionate impact analyses cannot be conducted. Completion rates are presented.

Economic Status

Table 21 presents the counts and completion rates of students in the 2008-2009 cohort who took an ESL course, disaggregated by economic status.

Table 21
ESL Completion Rates by Economic Status

Economic Status	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
Disadvant.	80	58.4%	45	64.3%	56.3%	1.10	1.00
Non-dis.	57	41.6%	25	35.7%	43.9%	0.86	0.78
Total	137	100.0%	70	100.0%	51.1%	--	--

Disproportionate impact is observed with regard to non-disadvantaged students achieving lower ESL completion rates when compared to disadvantaged students (Index = .78).

ESL Comparison

Table 22 presents the three students groups which experienced the greatest gaps with regard to ESL completion rates.

Table 22
ESL Completion Gap Comparison

Equity Gap	Student Group	% Gap	Decimal Gap	Initial cohort	Students Lost
Largest Gap	Male Students	7.3%	.073	48	3.5
Second Largest	Financial Aid Non-Recipients	7.2%	.072	57	4.1
Third Largest	25-29 year olds	4.5%	.045	73	3.3

The average ESL completion rate for the 2008-2009 cohort was 51.1%. This cohort was not expanded upon to include multiple years to remain consistent with other sections of the report. For this cohort, small sample sizes inhibited the College from including racial and ethnic groups into the completion analysis. Thus, male students, financial aid non-recipients, and 25-49 year old students all displayed the lowest ESL completion rates when compared to the average.

English Basic Skills Course Completion

Gender

Table 23 presents the counts and completion rates of students in the 2008-2009 cohort who took an English basic skills course, disaggregated by gender.

Table 23
English Basic Skills Completion Rates by Gender

Gender	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
Female	719	53.9%	491	55.3%	68.3%	1.03	1.00
Male	598	44.8%	383	43.1%	64.0%	0.96	0.94
Unknown	18	1.3%	14	1.6%	77.8%	1.17	na
Total	1335	100.0%	888	100.0%	66.5%	--	--

Male students were slightly underrepresented in the completion rate (proportionality index = .96), when compared to the overall cohort. However, no disproportionate impact exists with regard to gender on English basic skills course completion.

Ethnicity/Race

Table 24 presents the counts and completion rates of students in the 2008-2009 cohort who took an English basic skills course, disaggregated by ethnicity/race.

Table 24
English Basic Skills Completion Rates by Ethnicity/Race

Ethnicity / Race	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
Am. Indian	6	0.4%	6	0.7%	100.0%	1.50	na
Asian	174	13.0%	120	13.5%	69.0%	1.04	0.94
Black	75	5.6%	52	5.9%	69.3%	1.04	0.94
Filipino	99	7.4%	69	7.8%	69.7%	1.05	0.95
Hispanic	452	33.9%	285	32.1%	63.1%	0.95	0.86
P. Islander	19	1.4%	12	1.4%	63.2%	0.95	0.86
White	352	26.4%	228	25.7%	64.8%	0.97	0.88
Unreported	158	11.8%	116	13.1%	73.4%	1.10	1.00
Total	1335	100.0%	888	100.0%	66.5%	--	--

Overall, students who did not report their ethnicity/race displayed the highest completion rates by sample size (73.4%, $n = 116$), while American Indian or Alaskan Native students displayed the highest completion rates not taking sample size into account (100.0%, $n = 6$). None of the racial or ethnic groups displayed disproportionate impact.

Age

Table 25 presents the counts and completion rates of students in the 2008-2009 cohort who took an English basic skills course, disaggregated by age.

Table 25
English Basic Skills Completion Rates by Age

Age	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
19 or less	867	64.9%	614	69.1%	70.8%	1.06	1.00
20-24	269	20.1%	170	19.1%	63.2%	0.95	0.89
25-49	187	14.0%	98	11.0%	52.4%	0.79	0.74
50+	12	0.9%	6	0.7%	50.0%	0.75	na
Total	1335	100.0%	888	100.0%	66.5%	--	--

Students aged 19 or less displayed the highest completion rates in basic skills courses (70.8%, $n = 614$). However, 25-49 year old students had disproportionately lower English basic skills completion rates when compared to students 19 or younger.

Disability Status

Table 26 presents the counts and completion rates of students in the 2008-2009 cohort who took an English basic skills course, disaggregated by disability status.

Table 26
English Basic Skills Completion Rates by Disability Status

Disability Status	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
Yes	63	4.7%	41	4.6%	65.1%	0.98	0.98
No	1272	95.3%	847	95.4%	66.6%	1.00	1.00
Total	1335	100.0%	888	100.0%	66.5%	--	--

Equally proportionate amounts of students with and without disabilities completed basic skills courses.

Economic Status

Table 27 presents the counts and completion rates of students in the 2008-2009 cohort who took an English basic skills course, disaggregated by economic status.

Table 27

English Basic Skills Completion Rates by Economic Status

Economic Status	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
Disadvant.	813	60.9%	544	61.3%	66.9%	1.01	1.00
Non-dis.	522	39.1%	344	38.7%	65.9%	0.99	0.98
Total	1335	100.0%	888	100.0%	66.5%	--	--

Equally proportionate amounts students completed basic skills courses, regardless of economic status.

English Basic Skills Comparison

Table 28 presents the three students groups which experienced the greatest gaps with regard to English basic skills completion rates.

Table 28

English Basic Skills Gap Comparison

Equity Gap	Student Group	% Gap	Decimal Gap	Initial cohort	Students Lost
Largest Gap	25-49 year olds	14.1%	.141	187	26.4
Second Largest	Hispanic	3.4%	.034	452	15.4
Third Largest	20-24 year olds	3.3%	.033	269	8.9

The average English basic skills completion rate for the 2008-2009 cohort was 66.5%. Only one group, 25-49 year old students, had disproportionate impact with regard to completion. Hispanic and 20-24 year old students had much lower percentage gaps when compared to the average and did not lose as many students.

Math Basic Skills Course Completion

Gender

Table 29 presents the counts and completion rates of students in the 2008-2009 cohort who took a math basic skills course, disaggregated by gender.

Table 29

Math Basic Skills Completion Rates by Gender

Gender	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
Female	1065	55.1%	365	58.1%	34.3%	1.05	1.00
Male	842	43.6%	256	40.8%	30.4%	0.94	0.89
Unknown	26	1.3%	7	1.1%	26.9%	0.83	na
Total	1933	100.0%	628	100.0%	32.5%	--	--

Male students were slightly underrepresented in the completion rate (proportionality index = .94), when compared to the overall cohort. However, no disproportionate impact of gender on math basic skills course completion exists for the 2008-2009 cohort.

Ethnicity/Race

Table 30 presents the counts and completion rates of students in the 2008-2009 cohort who took a math basic skills course, disaggregated by ethnicity/race.

Table 30

Math Basic Skills Completion Rates by Ethnicity/Race

Ethnicity / Race	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
Am. Indian	10	0.5%	3	0.5%	30.0%	0.92	na
Asian	168	8.7%	64	10.2%	38.1%	1.17	0.92
Black	122	6.3%	29	4.6%	23.8%	0.73	0.58
Filipino	109	5.6%	45	7.2%	41.3%	1.27	1.00
Hispanic	746	38.6%	219	34.9%	29.4%	0.90	0.71
P. Islander	23	1.2%	3	0.5%	13.0%	0.40	na
White	544	28.1%	186	29.6%	34.2%	1.05	0.83
Unreported	211	10.9%	79	12.6%	37.4%	1.15	0.91
Total	1933	100.0%	628	100.0%	32.5%	--	--

Overall, Filipino students had the highest completion rates by sample size (41.3%, $n = 45$). Compared to Filipino students, Black/African American and Hispanic students all had disproportionately lower completion rates. Thus, this indicates an equity gap in achievement.

Age

Table 31 presents the counts and completion rates of students in the 2008-2009 cohort who took a math basic skills course, disaggregated by age.

Table 31
Math Basic Skills Completion Rates by Age

Age	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
19 or less	965	49.9%	359	57.2%	37.2%	1.15	1.00
20-24	525	27.2%	150	23.9%	28.6%	0.88	0.77
25-49	424	21.9%	115	18.3%	27.1%	0.83	0.73
50+	19	1.0%	4	0.6%	21.1%	0.65	na
Total	1933	100.0%	628	100.0%	32.5%	--	--

Students aged 19 or less displayed the highest completion rate in basic skills courses (37.2%, $n = 359$). However, 20-24 and 25-49 students all had disproportionately lower math basic skills completion rates when compared to students 19 or younger. This indicates an equity gap in completion rates by age.

Disability Status

Table 32 presents the counts and completion rates of students in the 2008-2009 cohort who took a math basic skills course, disaggregated by disability status.

Table 32
Math Basic Skills Completion Rates by Disability Status

Disability Status	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
Yes	129	6.7%	34	5.4%	26.4%	0.81	0.80
No	1804	93.3%	594	94.6%	32.9%	1.01	1.00
Total	1933	100.0%	628	100.0%	32.5%	--	--

Students who identified as having a disability had disproportionately lower completion rates when compared to students without disabilities (Index = .80). Thus, this indicates an equity gap in math basic skills completion for students with disabilities.

Economic Status

Table 33 presents the counts and completion rates of students in the 2008-2009 cohort who took a math basic skills course, disaggregated by economic status.

Table 33
Math Basic Skills Completion Rates by Economic Status

Economic Status	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Completion Rate	Proportionality Index	80-Percent Index
Disadvant.	1258	65.1%	392	62.4%	31.2%	0.96	0.89
Non-dis.	675	34.9%	236	37.6%	35.0%	1.08	1.00
Total	1933	100.0%	628	100.0%	32.5%	--	--

Equally proportionate amounts students completed math basic skills courses, regardless of economic status.

Math Basic Skills Comparison

Table 34 presents the three students groups which experienced the greatest gaps with regard to math basic skills completion rates.

Table 34
Math Basic Skills Gap Comparison

Equity Gap	Student Group	% Gap	Decimal Gap	Initial cohort	Students Lost
Largest Gap	African-American	8.7%	.087	122	10.6
Second Largest	Students with disabilities	6.1%	.061	129	7.9
Third Largest	25-49 year olds	5.4%	.054	424	22.9

Overall, all three of these groups in the 2008-2009 cohort had disproportionate impact with regard to math basic skills completion rates. While other groups had lower completion rates, the sample sizes for those groups were not large enough to draw conclusions from. Because the initial cohorts for these groups were smaller than most, retaining slightly more students could have made large differences in the data with regard to diminishing disproportionate impact.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

ESL Completion

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
Male Students	80-percent	-7.3%, 2008-2009 cohort	-3%	2017
Financial aid non-recipients	80-percent	-7.2%, 2008-2009 cohort	-3%	2017
25-29 year old students	80-percent	-4.5%, 2008-2009 cohort	-3%	2017

*Note. All three of the target populations displayed disproportionate impact, utilizing the 80-percent index for ESL completion.

English Basic Skills Completion

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
25-49 year old students	80-percent	-14.1%, 2008-2009 cohort	-7%	2020
Hispanic students	80-percent	-3.4%, 2008-2009 cohort	-2%	2017
20-24 year old students	80-percent	-3.3%, 2008-2009 cohort	-2%	2017

*Note. Only 25-49 year old students had disproportionate impact on English basic skills completion utilizing the 80-percent index.

Mathematics Basic Skills Completion

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
African-American students	80-percent	-8.7%, 2008-2009 cohort	-6%	2018
Students with disabilities	80-percent	-6.1%, 2008-2009 cohort	-3%	2018
25-49 year old students	80-percent	-5.4%, 2008-2009 cohort	-3%	2018

*Note. All target populations had disproportionate impact for mathematics basic skills completion utilizing the 80-percent index.

ACTIVITIES: C. ESL AND BASIC SKILLS COURSE COMPLETION

C.1 - Disability Support Services – Learning Disabilities Specialist

• *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(s)	# of Students Affected
C.1	Students with disabilities	900

• *Activity Implementation Plan*

Cypress College Disability Support Services will develop and implement a Learning Disabilities Program which will include:

- Employing a full-time Learning Disabilities Specialist.
- Administering LD assessments.
- Creating, developing, and implementing special courses to address disproportionate educational success for students with disabilities.
- Creating and facilitating workshops (study strategies, etc.).
- Compensatory strategy check-in appointments with students.
- Collaboration with math and English faculty.
- Collaboration with other student service programs (i.e. EOPS, Transfer Center, etc.)
- Collaboration with ESL faculty to ensure that students whose second language is English are given opportunities to receive learning disability services including assessment in their primary language, if appropriate.

A student who understands his/her limitations, strengths, receives instructional support, and is utilizes compensatory strategies is much better prepared and equipped for college which leads to college success. DSS currently serves 900+ students and is mandated by state and federal government to provide assistance to students with verified disabilities. By providing a comprehensive and much-needed Learning Disabilities program, DSS will offer consistency and continuity for students with disabilities.

Students with learning disabilities is DSS’ largest population group.

Year	LD population
2010-2011	21.14%
2011-2012	19.91%
2012-2013	21.22%
2013-2014	25.74%
2014-2015	23.74%

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.1	July 2016	\$10,000	\$100,000 (general college fund – salary and benefits)

Total = \$10,000

• **Link to Goal**

ESL and Basic Skills Completion GOAL:

(Math) – Identify strategies and solutions to increase proportionality in completion for students with disabilities.

Transfer GOAL:

Identify barriers affecting the transfer rate of all students, specifically – students with disabilities.

The Cypress College Student Equity Plan identifies and addresses the disparities existing for students with disabilities. Students with disabilities are disproportionately impacted in the areas of basic skills math completion (24% completion rate) and transfer (25% transfer rate). Providing a comprehensive LD Program with an emphasis in basic skills math will allow students with disabilities equal opportunities to complete courses and transfer to 4-year universities.

- **Evaluation**

Student demographics will be analyzed to compare the demographics of DSS students compared to the overall College population in order to better serve the population of DSS students. Students who visit the DSS office will have the opportunity to evaluate the services they received at the close of the visit through an online survey, and results from that survey will be tracked over time to assess the effectiveness of the DSS office and testing accommodations. Success and retention rates of DSS students in math courses will continue to be tracked for trends, with specific emphasis on basic skills math courses.

C.2 – Disability Support Services – Student Services Specialist

- **Activity Type(s)**

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

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

ID	Target Group(s)	# of Students Affected
C.2	Students with disabilities	900

- **Activity Implementation Plan**

DSS will hire a new full-time (12 month) Student Services Specialist (SSS) to coordinate, including scheduling and implementing, testing accommodations for students with disabilities who are eligible for testing accommodations. DSS testing services is the most frequently used accommodation at Cypress College and the number of students requiring this accommodation is increasing at a steady rate. Every year, DSS proctors over 2,500 exams, and of these exams, over 650 are math exams. Federal and state disability laws require colleges to provide accommodations, such as testing accommodations, to students with disabilities in order to guarantee equal opportunities. Students with disabilities rely on testing accommodations to

support course success, specifically in math, leading to successful degree completion and/or transfer.

Additionally, this position will support the student equity effort for students with disabilities. DSS will be creating a Learning Disability Program supporting basic skills math students. This position will assist and support the LD program.

Semester	Total Exams Administered	Math Exams
Fall 2013	1,199	322
Spring 2014	1,412	360
Fall 2014	1,326	307
Spring 2015	1,654	363

This will be a full-time, permanent position supported with categorical funding (Student Equity and DSS). This position begins October 19, 2015 and will continue indefinitely.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
C.2	October 19, 2015 -Ongoing	\$34,532	\$34,532

Total = \$69,064 per year (including salary and insurance/benefits)

• **Link to Goal**

ESL and Basic Skills Completion GOAL:

(Math) – Identify strategies and solutions to increase proportionality in completion for students with disabilities.

Transfer GOAL:

Identify barriers affecting the transfer rate of all students, specifically – students with disabilities.

The Cypress College Student Equity Plan identifies and addresses the disparities existing for students with disabilities. Students with disabilities are disproportionately impacted in the areas of basic skills math completion (26% completion rate) and transfer (25% transfer rate). Providing comprehensive testing accommodations will allow students with disabilities equal opportunities to show what they know and understand. Accommodations support basic skills course completion and transfer.

● **Evaluation**

As examined on a semester by semester basis, the evaluation of the total number of exams administered in total as well as the number of mathematics exams will continue to be tracked to measure trends with regard to increasing capacity within the DSS office. Student demographics will also be analyzed to compare the demographics of DSS students compared to the overall College population in order to better serve the population of DSS students. Students who visit the DSS office will have the opportunity to evaluate the services they received at the close of the visit through an online survey, and results from that survey will be tracked over time to assess the effectiveness of the DSS office and testing accommodations. Success and retention rates of DSS students in math courses will continue to be tracked for trends, with specific emphasis on basic skills math courses.

C. 3 - English 60 ACCESS Program

● **Activity Type(s)**

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	X	Professional Development		

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

ID	Target Group	# of Students Affected
C.3	Students Ages 25-49	187
	Hispanic/Latino	452
	Students Ages 20-24	269
	All Students Enrolled	Approximately 2,000 Per Semester

● **Activity Implementation Plan**

Through the Basic Skills English 60 ACCESS program, the English department provides extended, broad reaching support for student success, including, but not limited to transfer. The focus is to empower students by incorporating strategies within the classroom assignments for recognizing and achieving academic and personal goals. The ACCESS program is designed to educate students with available campus resources crucial for their progression, as well as engage them with critical thinking about their own ability to succeed. The program requires early classroom engagement and interaction that supports student persistence, and fosters relationship building between students and faculty.

Approximately 1,000 student are enrolled in English 60 each semester. The goal is to train instructors prior to the start of each semester and continue to implement and improve materials each semester thereafter.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.3	Ongoing	\$14,642 – Supplies/Materials/Student Planners/Training Workshop \$4,358 – Faculty Professional Expert Pay	\$0

Total = \$19,000 (including salary and insurance/benefits for Professional Expert pay)

● **Link to Goal**

English Basic Skills Completion GOAL:

Identify barriers to Basic Skills English course completion for target population students and all students enrolled in English 60.

The ACCESS program provides students and faculty with the opportunity to explore the student support services that are crucial to student success. This program links instruction and student services ensuring student success at the academic, social and personal level. In addition, this activity will build the rapport between faculty and students as they explore student services together thus increasing engagement for both groups.

● **Evaluation**

A pre-survey and post-survey have been designed and expanded to help assess the effectiveness of the ACCESS program. The pre-survey will assess students’ baseline familiarity with student support services on campus which include but are not limited to special programs, tutoring centers, and counseling centers. The post-survey will serve as a measure for comparison regarding students’ familiarity and use of support services. Thus, students’ familiarity and use of student support services on campus is expected to increase as a direct result of the ACCESS program.

C.4 – College Success Factors Index (CSFI)

- **Activity Type(s)**

	Outreach	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
C.4	Various	900

- **Activity Implementation Plan**

The CSFI is a pilot program designed to help Basic Skills students to become better students. CSFI is a survey instrument currently being used in developmental math and English courses. A counselor is designated to provide 1:1 counseling appointment to assist students with the interpretation of the CSFI as well as to provide intervention strategies to assist students in those identified areas that can hinder student success. Counselors often refer students to career counseling, disability services, tutoring resources, financial aid, time management and study skills workshops. Approximately 900 students in developmental math and English classes take the CSFI annually.

ID	Timeline(s)	Student Equity Funds	Other Funds**
C.4	Ongoing	\$16,020 – CSFI Instrument	\$38,650 – Counselors Per Semester (SSSP)

Total = \$93,320

- **Link to Goal**

GOAL:

Identify strategies and solutions to increase proportionality in completion.

The CSFI instrument will be useful tool to conduct inquiry into the obstacles preventing students from completing Basic Skills courses.

- *Evaluation*

In spring 2015, the Institutional Research and Planning office conducted a study regarding the effectiveness of the CSFI program and found that taking the CSFI has a significant positive impact on students' success rates in their English classes. However, when the intervention is coupled with one or two counseling sessions with a dedicated CSFI counselor, their chances for success in their basic skills English course significantly increase at a higher rate. Success rates for students who take the CSFI will continue to be compared to students who do not to establish the continued effectiveness of the instrument in conjunction with participating with counseling sessions surrounding students' success. Achievement gaps between students of differing ethnicities per course for math, English, English/Reading, and ESL courses, including basic skills courses, will also be assessed.

Success Indicator: Degree and Certificate Completion

Data on degree and certificate completion were obtained from the California Community College Chancellor’s Office Data-on-Demand database.

Methodology

Degree and certificate ratios were calculated by dividing the percentage of for credit students who received a degree or certificate by the percentage of all students in the 2008-2009 cohort.

The denominator, or percentage of the cohort, included population subgroups who attempted a for credit course for the first time during the 2008-2009 school year. The numerator, or percentage of the outcome, included cohort members who either earned a degree or certificate at any California Community College during the 6 year period.

Both proportionality and 80-percent indices were calculated for the available database variables: 1) gender (male, female, unknown), 2) ethnicity and race (American Indian or Alaskan Native, Asian American, Black/African American, Filipino, Hispanic, Pacific Islander, White, and unreported), 3) age (19 or less, 20 – 24, 25 – 49, and 50+), 4) Disability status (yes or no), and 5) financial aid status (yes or no).

Data on foster youth and veterans for the 2008-2009 cohort are not applicable due to the small sample size.

Gender

Table 35 presents the counts and percentages of students in the 2008-2009 cohort as well as those students in the cohort who either obtained a degree or certificate, disaggregated by gender.

Table 35
Degree and Certificate Completion by Gender

Gender	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Degree Rate	Proportionality Index	80-Percent Index
Female	1078	52.3%	234	61.9%	21.7%	1.18	1.00
Male	963	46.7%	140	37.0%	14.5%	0.79	0.67
Unknown	22	1.1%	4	1.1%	18.2%	0.99	na
Total	2063	100.0%	378	100.0%	18.3%	--	--

Male students were underrepresented in the degree outcome (Index = 0.67), when compared to the overall cohort. Moreover, male students had disproportionately lower degree and certificate completion rates, indicating an equity gap.

Ethnicity/Race

Table 36 presents the counts and percentages of students in the 2008-2009 cohort as well as those students in the cohort who either obtained a degree or certificate, disaggregated by ethnicity/race.

Table 36
Degree and Certificate Completion by Ethnicity/Race

Ethnicity / Race	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Degree Rate	Proportionality Index	80-Percent Index
Am. Indian	8	0.4%	0	0.0%	0.0%	0.00	na
Asian	345	16.7%	56	14.8%	16.2%	0.89	0.76
Black	89	4.3%	15	4.0%	16.9%	0.92	0.79
Filipino	151	7.3%	30	7.9%	19.9%	1.08	0.93
Hispanic	613	29.7%	99	26.2%	16.2%	0.88	0.75
P. Islander	24	1.2%	2	0.5%	8.3%	0.45	na
White	570	27.6%	122	32.3%	21.4%	1.17	1.00
Unreported	263	12.7%	54	14.3%	20.5%	1.12	0.96
Total	2063	100.0%	378	100.0%	18.3%	--	--

Almost all racial and ethnic groups displayed disproportionate impact when compared to White students which served as the group with the highest degree or certificate attainment rate (21.4%, $n = 122$). Thus, this indicates an equity gap in the degree attainment ratio for all ethnicities and races aside from White, Filipino, and students of unknown ethnicities.

Age

Table 37 presents the counts and percentages of students in the 2008-2009 cohort as well as those students in the cohort who either obtained a degree or certificate, disaggregated by age.

Table 37
Degree and Certificate Completion by Age

Age	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Degree Rate	Proportionality Index	80-Percent Index
19 or less	1729	83.8%	322	85.2%	18.6%	1.02	0.94
20-24	170	8.2%	23	6.1%	13.5%	0.74	0.68
25-49	151	7.3%	30	7.9%	19.9%	1.08	1.00
50+	13	0.6%	3	0.8%	23.1%	1.26	na
Total	2063	100.0%	378	100.0%	18.3%	--	--

Overall, 20-24 year old students had disproportionately lower degree or certificate attainment rates when compared to students aged 25-29.

Disability Status

Table 38 presents the counts and percentages of students in the 2008-2009 cohort as well as those students in the cohort who either obtained a degree or certificate, disaggregated by disability status.

Table 38
Degree and Certificate Completion by Disability Status

Disability Status	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Degree Rate	Proportionality Index	80-Percent Index
Yes	121	5.9%	21	5.6%	17.4%	0.95	0.94
No	1942	94.1%	357	94.4%	18.4%	1.00	1.00
Total	2063	100.0%	378	100.0%	18.3%	--	--

No disproportionate impact existed with regard to disability status on degree and certificate attainment.

Economic Status

Table 39 presents the counts and percentages of students in the 2008-2009 cohort as well as those students in the cohort who either obtained a degree or certificate, disaggregated by economic status.

Table 39
Degree and Certificate Completion by Economic Status

Economic Status	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Degree Rate	Proportionality Index	80-Percent Index
Disadvantaged	1453	70.4%	265	70.1%	18.2%	1.00	0.98
Non-dis.	610	29.6%	113	29.9%	18.5%	1.01	1.00
Total	2063	100.0%	378	100.0%	18.3%	--	--

No disproportionate impact existed with regard to economic status on degree and certificate attainment.

Degree and Certificate Completion Comparison

Table 40 presents the three students groups which experienced the greatest gaps with regard to degree and certificate completion rates.

Table 40

Degree and Certificate Gap Comparison

Equity Gap	Student Group	% Gap	Decimal Gap	Initial cohort	Students Lost
Largest Gap	20-24 year olds	4.8%	.048	170	8.16
Second Largest	Male students	3.8%	.038	963	36.59
Third Largest	Asian students	2.1%	.021	345	7.25

Overall, the average degree and certificate completion rate for the 2008-2009 cohort was 18.3%. All three groups noted above displayed disproportionate impact with regard to degree and certificate completion. Moreover, 20-24 year old students displayed the lowest relative award rate per sample size.

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

GOAL D.

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

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
20-24 year old students	80-percent	-4.8%, 2008-2009 cohort	-2%	2018
Male students	80-percent	-3.8%, 2008-2009 cohort	-2%	2018
Asian students	80-percent	-2.1%, 2008-2009 cohort	No gap	2020

*Note. All three target populations had disproportionate impact for degree and certificate completion utilizing the 80-percent index.

ACTIVITIES: D. DEGREE AND CERTIFICATE COMPLETION

D.1 – Minority Male Community College Collaborative (M2C3) Workshops

● **Activity Type(s)**

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	X	Professional Development		

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

ID	Target Group(s)	# of Students Affected
D.1	Male Students	963

● **Activity Implementation Plan**

As a member of the consortium, Cypress College will have access to a vast clearinghouse of resources provided by M2C3. The collaborative frequently facilitates webinars on male students of color and creates virtual discussion boards to encourage dialogue on best practices. Cypress’ collaboration with M2C3 will enhance professional development for faculty and staff, enable informed interventions for our current programs serving men of color, and inspire new initiatives addressing challenges facing these men. During the 2015 – 2016 academic year, M2C3 will host several professional development workshops, and a student panel to assist in our student equity efforts.

The Collaborative will provide three workshops during the 2015-2016 year, which consist of:

- Faculty Strand – Teaching and Engaging Minority Male Students
- Staff Strand – Creating Conditions that Foster Engagement Among College Men of Color
- Student Strand – The Effects of Racial Microaggressions on the Success of College Men of Color

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
D.1	November 2015 – February 2016	\$10,000	\$0

Total - \$10,000

● **Link to Goal**

GOAL:

Increase degree and certificate completion for all students, especially those identified as target populations

Collaboration with M2C3 will support Cypress College in maintaining a culturally-responsive climate at all levels of service, while promoting diversity and inclusion between faculty, staff and students.

● **Evaluation**

The effectiveness and usefulness of the three workshops provided by M2C3 will be evaluated utilizing a survey that will be created by the Institutional Research office. The number of faculty and staff that attend the three workshops will also be tracked. The number of new interventions and initiatives inspired from this collaboration will also be tracked and each new intervention and/or initiative will also be evaluated. The College is scheduled to send out a climate survey to all employees which will provide a baseline regarding cultural responsiveness and diversity within the classrooms, and the climate survey will be repeated in the following years to measure improvement with regard to these areas.

D.2 – Professional Development Funding

● *Activity Type(s)*

Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
Student Services or other Categorical Program	X	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.2	AAPI Students	520
	African American Students	89
	American Indian/Alaskan Native	8
	Hispanic/Latino	613
	Female Students	1078
	Male Students	963
	Students with Disabilities	121
	Veterans	587
	White Students	570

● *Activity Implementation Plan*

Professional Development within Student Equity is needed in order to implement Student Equity goals of increasing student retention, persistence, transfer, and success of underserved students. By increasing the number of activities, speakers, and conferences offered, Professional Development will be able to educate a greater number of faculty and staff on these issues. Their enhanced knowledge and skill set in the classroom and across the counter will filter down to impact student success across the campus. Professional Development is targeting full time faculty, adjunct, and classified staff for these activities with the estimated number of participants served to be about 100-150 individuals.

Student Equity Workshops Include:

- Student Support Services
- Mental Health Resources- Utilizing Kognito Software
- Supporting Students with Disabilities
- Working Effectively with Male Minority Students
- The Green Zone: Working with Veterans
- Active Learning Strategies for Diverse Learners
- Working Effectively with LBGTQ Students
- Working Effectively with Female Minority Students

- Working with Students with Autism
- Designing an Effective Syllabus
- Closing the Achievement Gap

ID	Timeline(s)	Student Equity Funds	Other Funds**
D.2	January 2016 - Ongoing	\$70,000	\$35,000

Total - \$105,000

● ***Link to Goal***

GOAL:

Determine how to increase degree and certificate completion rates for all students, with special attention given to AAPI students, male students

Professional Development activities will be focused on helping staff and faculty to understand the needs and practices that work to support specific target populations identified in Cypress College Student Equity Plan. Students will be served by having faculty and staff who are more aware of the challenges they face and the tools needed to help them address their particular needs.

● ***Evaluation***

Each Student Equity workshop will be briefly evaluated through the use of surveys that will be created. The workshops will be evaluated by attendees, and they will be evaluated based on the applicability, usefulness, and meaningfulness of the topics for each attendee. Moreover, the number of attendees for all workshops over time will be tracked to identify trends with regard to workshop attendance. The number of one time funding requests related to professional development activities and student equity workshops will also be tracked to measure cultural change across the campus.

Transfer

Data Source

Data on transfer rates were obtained from the California Community College Chancellor’s Office Data Mart.

Methodology

Transfer ratios were calculated by dividing the percentage of first-time students in 2008-2009 who transferred to a four-year institution by the percentage of those cohort students who could have transferred.

The denominator, or percentage of the cohort, refers to the percentage of a population sub-group who were first-time freshmen in the 2008-2009 school year, who completed 12 or more credit units at any California Community College, and attempted a transfer level course either in math or English.

The numerator, or percentage of the outcome, refers to the percentage of the population subgroup who transferred to a four-year institution within six years.

Both proportionality and 80-percent indices were calculated for all available variables: 1) gender (male, female, unknown), 2) ethnicity and race (American Indian or Alaskan Native, Asian, Black/African American, Filipino, Hispanic, Pacific Islander, White, and unreported), 3) age (19 or less, 20 – 24, 25 – 49, and 50+), 4) Disability status (yes or no), and 5) financial aid status (yes or no).

Data on foster youth and veterans for the 2008-2009 cohort are not applicable due to the small sample size.

Gender

Table 41 presents the counts and percentages of students in the 2008-2009 cohort as well as those students in the cohort who transferred to a four-year institution, disaggregated by gender.

Table 41
Transfer Ratio by Gender

Gender	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Transfer Rate	Proportionality Index	80-Percent Index
Female	770	54.0%	310	52.2%	40.3%	0.97	0.94
Male	643	45.1%	276	46.5%	42.9%	1.03	1.00
Unknown	14	1.0%	8	1.3%	57.1%	1.37	na
Total	1427	100.0%	594	100.0%	41.6%	--	--

Female students were slightly underrepresented in the transfer outcome (proportionality index = .97), when compared to the overall cohort. However, no disproportionate impact exists with regard to gender within the transfer ratio.

Ethnicity/Race

Table 42 presents the counts and percentages of students in the 2008-2009 cohort as well as those students in the cohort who transferred to a four-year institution, disaggregated by ethnicity/race.

Table 42
Transfer Ratio by Ethnicity/Race

Ethnicity / Race	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Transfer Rate	Proportionality Index	80-Percent Index
Am. Indian	3	0.2%	1	0.2%	33.3%	0.80	na
Asian	252	17.7%	155	26.1%	61.5%	1.48	1.00
Black	48	3.4%	19	3.2%	39.6%	0.95	0.64
Filipino	119	8.3%	44	7.4%	37.0%	0.89	0.60
Hispanic	375	26.3%	129	21.7%	34.4%	0.83	0.56
P. Islander	20	1.4%	5	0.8%	25.0%	0.60	na
White	421	29.5%	163	27.4%	38.7%	0.93	0.63
Unreported	189	13.2%	78	13.1%	41.3%	0.99	0.67
Total	1427	100.0%	594	100.0%	41.6%	--	--

White students represented the largest proportion of students in the cohort (29.5%, $n = 421$). All racial and ethnic groups displayed disproportionate impact when compared to Asian students which served as the group with the highest transfer rate. Thus, this indicates an equity gap in transfer ratio for all ethnicities and races aside from Asian students.

Age

Table 43 presents the counts and percentages of students in the 2008-2009 cohort as well as those students in the cohort who transferred to a four-year institution, disaggregated by age.

Table 43
Transfer Ratio by Age

Age	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Transfer Rate	Proportionality Index	80-Percent Index
19 or less	1232	86.3%	550	92.6%	44.6%	1.07	1.00
20-24	95	6.7%	30	5.1%	31.6%	0.76	0.71
25-49	89	6.2%	13	2.2%	14.6%	0.35	0.33
50+	11	0.8%	1	0.2%	9.1%	0.22	na
Total	1427	100.0%	594	100.0%	41.6%	--	--

Both 20-24 as well as 25-49 year old students had disproportionately lower transfer rates when compared to students aged 19 or younger.

Disability Status

Table 44 presents the counts and percentages of students in the 2008-2009 cohort as well as those students in the cohort who transferred to a four-year institution, disaggregated by disability status.

Table 44
Transfer Ratio by Disability Status

Disability Status	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Transfer Rate	Proportionality Index	80-Percent Index
Yes	69	4.8%	17	2.9%	24.6%	0.59	0.58
No	1358	95.2%	577	97.1%	42.5%	1.02	1.00
Total	1427	100.0%	594	100.0%	41.6%	--	--

Students with disabilities represented a disproportionately small number of students (2.9%, $n = 17$) when compared to their representation within the transfer cohort (4.8%, $n = 69$). Moreover, students with disabilities display disproportionate impact within the transfer metric. This indicates that an equity gap exists for students with disabilities when examining transfer status.

Financial Aid Status

Table 45 presents the counts and percentages of students in the 2008-2009 cohort as well as those students in the cohort who transferred to a four-year institution, disaggregated by financial aid status.

Table 45

Transfer Ratio by Financial Aid Status

Financial Aid Status	Cohort 2008-2009	% of Cohort	Outcome Count	% of Outcome	Transfer Rate	Proportionality Index	80-Percent Index
Recipient	854	59.8%	343	57.7%	40.2%	0.96	0.92
Non-recipient	573	40.2%	251	42.3%	43.8%	1.05	1.00
Total	1427	100.0%	594	100.0%	41.6%	--	--

Financial aid recipients were slightly underrepresented in the transfer outcome (proportionality index = .96), when compared to the overall cohort.

Transfer Ratio Comparison

Table 46 presents the three students groups which experienced the greatest gaps with regard to transfer rates.

Table 46

Transfer Gap Comparison

Equity Gap	Student Group	% Gap	Decimal Gap	Initial cohort	Students Lost
Largest Gap	25-49 year olds	27.0%	.27	89	24.03
Second Largest	Students with disabilities	17.0%	.17	69	11.73
Third Largest	20-24 year olds	10.0%	.10	95	9.50

Overall, the average transfer rate for the 2008-2009 cohort was 41.6%. All three groups noted above displayed disproportionate impact with regard to transfer rates. Moreover, a large 27% gap in transfer was noted when examining 25-49 year old students.

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:

Transfer Completion

Target Population(s)	Methodology	Current gap*, year	Goal	Goal Year
25-49 year old students	80-percent	-27.0%, 2008-2009 cohort	-20%	2020
Students with disabilities	80-percent	-17.0%, 2008-2009 cohort	-10%	2020
20-24 year old students	80-percent	-10.0%, 2008-2009 cohort	-5%	2020

*Note. All three target populations had disproportionate impact for transfer completion utilizing the 80-percent index.

ACTIVITIES: E. TRANSFER

E.1 – Science Institute for Underrepresented Students

● **Activity Type(s)**

X	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(s)	# of Students Affected
E.1	AAPI Students	391
	African American Students	48
	Hispanic/Latino Students	375
	Low Income Students	854
	***Various (Depending on applicant response. Not exclusive to top three target groups)	GOAL 90-100 (Pilot Year Cohort)

● **Activity Implementation Plan**

The objective of the Science Institute is to address the disproportionately low numbers of African American (and Latino) students declaring STEM majors at Cypress College with the goal of transferring to a four-year university to major in STEM. According to the National Center for Educational Statistics (NCES, 2010), the percentages of bachelor’s degrees conferred in STEM fields varied across racial/ethnic groups. The percentage of African American and Latino students graduating with STEM degrees is approximately 16% below the populations receiving the highest number of degrees (NCES, 2010). As a result of these statistics, the idea of SIFUS was constructed/framed with African American students in mind. According to the most current data received from the Cypress College Institutional Research department, many African American students test into courses that are two semesters below college level Math and English. Therefore, it is critical to design a program that attempts to reach African American students where they are and provide the necessary resources (i.e. counseling, tutoring, etc.) for them to be successful. Hence, attached one will find two, sample, STEM-oriented Student Educational Plans (SEPs) with commencement and completion dates.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.1	Initial Cohort Beginning Fall 2016 Initial Cohort Culminating Spring 2019	\$103,250/Per Year	\$0

Total = \$103,250

● **Link to Goal**

GOAL:

Identify barriers to course completion for target groups

Through participation in the Science Institute, a learning community for science majors, students will have the opportunity to complete rigorous science courses together to increase their potential for success.

● **Evaluation**

Upon the implementation of the Science Institute in Fall 2016, the yearly student cohorts will be tracked to measure unit completion, abbreviated and comprehensive educational plan completion, and eventually, to track the number of Science Institute students transferring to 4-year colleges and universities for both STEM related and non-STEM related majors and career paths. The percentage of African American STEM course enrollments at the College before and after the implementation of the Science Institute will be tracked. Similarly, Science Institute students will be compared to a matched sample of students, based on demographic trends, and STEM course enrollment to assess the Science Institute's impact on students' success, retention, and persistence rates. Effectiveness of counseling and tutoring resources will also be assessed by a survey which will be created by the Institutional Research and Planning office.

E.2 EOP&S/CARE/Guardian Scholars – Supplemental Support

● **Activity Type(s)**

Outreach	X	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	X	Professional Development		

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

ID	Target Group(s)	# of Students Affected
E.2	Low-income Various	200-300

● **Activity Implementation Plan**

EOPS is a state and college funded program designed to assist students with economic, linguistic, and educational challenges (as defined by Title V) enroll and succeed in higher education. Comprehensive support services are provided to promote access to college and once the student is enrolled, to increase retention and/or transfer to four-year universities and colleges.

Expanded offerings to the program made possible by equity funding include:

- Book purchases for the EOPS Book Loan Library, which will provide students with a selection of books to check out for studying.
- Calculators to be housed in the EOPS department which students can check out to use for their academics.
- A Northern University Trip which will enable students to visit UCLA, UCSB, UCD, and UCB over the course of three days, allowing students an experience that they would otherwise not have the means to do on their own due to the financial hardships they face. The purpose of the trip is to expose EOPS students to university life and transfer options so that they may increase the knowledge and motivation necessary to transfer successfully.
- The EOPS Region 8 committee will be implementing a staff development conference focused on best practices in serving foster youth in April 2016. Now that EOPS will be charged with serving foster youth through the Chancellor’s Office Cooperating Agencies Foster Youth Educational Support (CAFYES) initiative, EOPS faculty and staff must be well trained in identifying and meeting the unique needs of foster youth. This regional training will be facilitated by Theresa Reed of Pasadena City College who has extensive background with foster youth and mental health services. Her training will focus on addressing the mental health needs of foster youth so that they may be successful college students. The \$150 one-day conference registration cost covers materials and meals for each attendee. EOPS will send all faculty and staff available to attend the foster youth training.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
E.2	Ongoing	\$45,000	\$894,570 – State Allocation \$162, 345 – District Match \$0 Allocated to Guardian Scholars Program

Total = \$1,101,915

● **Link to Goal**

GOAL:

Increase transfer rates of target populations, and all students identifying transfer as their goal during enrollment.

EOPS serves a variety of students from various ethnic backgrounds. The goals of the EOPS program are perfectly aligned with the goals of the Student Equity initiative.

● **Evaluation**

Currently, EOPS students are tracked with regard to their course success and retention rates, as well as their use of tutoring and SI services. However, this tracking will expand to track the amount of EOPS students who have successfully transferred to 4-year colleges and universities as well as to graduate level programs. Students will have opportunities to attend field trips to various 4-year public universities, and the effectiveness of these field trips will continue to be evaluated using surveys. More specifically, these surveys will measure students’ intent to transfer, participation in various transfer directed activities, and their knowledge gained regarding transfer. Students will also be asked about specific universities that they may have intent to transfer to as a direct result of participation in the field trips.

E.3 – STEM² Direct Student Support

● **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.3	***Various (Not exclusive to top three target groups)	130-150

● **Activity Implementation Plan**

A public four-year university has teamed up with three community colleges to collaborate toward transfer readiness, transition, and academic success for science, engineering, and math students. Unlike many STEM collaborations between two- and four-year institutions, this project involves a coordinated team approach including administrators, faculty, and staff at each of the campuses involved. The program aims to provide both academic and social interventions supported by a robust IT system, refined to increase support for articulation and transfer. The overall project grant began in fall 2011 and will be in effect through fall 2016. The program was implemented at Cypress College in spring 2012 and welcomed their first STEM² Program students in fall 2012. This project is in alignment with the purpose of SB 1440.

ID	Timeline(s)	Student Equity Funds	Other Funds**
E.3	January 2016 – Tentative (Decision TBD as HIS STEM Grant Concludes at the End of Summer 2016)	\$62,000	\$125,875.00 – Hispanic Serving Institutions - Science, Technology, Engineering, or Mathematics (HSI STEM)

Total: 187,875.00

● **Link to Goal**

GOAL:

Increase transfer rates for all students and special target groups.

The STEM² program provides increased student support to historically underserved and underrepresented populations. Student Equity funding will expand on the services offered to these students pursuing majors in Science, Math, or Engineering.

● **Evaluation**

The STEM² Program will be holistically evaluated by examining various indicators of success including students’ course based success rates, fall to fall persistence rates, amount of associates degrees obtained, and transfer rates to four-year universities. These statistics will be compared to students not in the STEM² program with similar demographics. The cohort that will be the focus of the evaluation began in the program in fall 2012, and course based success rates and fall to fall persistence rates from the 2010-2011 school year as well as the 2011-2012 school year will be compared to the baseline rates as a means for comparison of progress. Moreover, the amount of students who have declared a STEM major will also be compared to data prior to the implementation of the Program.

Other College- or District-wide Initiatives Affecting Several Indicator

GOALS, ACTIVITIES, FUNDING AND EVALUATION: AFFECTING SEVERAL INDICATORS

ACTIVITIES: F. ACTIVITIES AFFECTING SEVERAL GOALS

F.1 – Student Equity Personnel

• *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.1	Various	10,000 +

• *Activity Implementation Plan*

- Continued funding of a full-time Special Project Director of Student Equity to plan, develop, direct and manage the Cypress College Equity initiative.
- Continued funding of a full-time Senior Research Analyst to support Student Equity research and inquiry.
- Funding of a new, full-time position for a Student Equity Administrative Assistant to facilitate the day-to-day operations of the Equity Office.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.1	Ongoing	\$94,543 – Student Equity Director \$107,071 – Sr. Research Analyst \$58,103 – Student Equity Administrative Assistant	\$0

Total - \$ 259,717 (including salary and insurance benefits)

• **Link to Goal**

Identify barriers for students in several indicators through collaboration with Cypress College faculty and staff

The Office of Equity will collaborate with each department/division on campus to ensure that Equity is a campus-wide initiative.

• **Evaluation**

The amount of one-time funding requests and strategic plan funding requests related to student equity related projects and programs will be tracked to assess the campus-wide understanding of issues related to student equity.

F.2 – Special Project Manager, Veteran’s Resource Center

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

• **Activity Type(s)**

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

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

ID	Target Group	# of Students Affected
F.2	Veterans	657

- **Activity Implementation Plan**

Student veterans face complex reintegration barriers that occur while attempting to transition back into civilian and college life. A veteran is seen as a nontraditional learner due to their life experiences in the military (i.e., deployments, job, income, family, children, physical and mental health injuries, etc...). During the spring 2014 and fall 2014, one third of identified Cypress College student veterans failed one or more classes. Many of those veterans stated they failed classes due to medical appointments, family issues, injuries, and/or mental health problems. Funding of a full-time Director of the VRC will offer more assistance to students seeking vital help on their academic, social and personal journey.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.2	January 2016 – Tentative (Depending on Refunding of the Position)	\$72,628	None Available

Total - \$72,628 (including salary and benefits)

- **Link to Goal**

Identify barriers for students in several indicators through collaboration with Cypress College faculty and staff

Feedback from the Chancellor’s Office regarding the 2014-2015 SEP identified a lack of attention to the activities needed to address our veteran student population. The addition of the VRC manager will increase the support services to student veterans who are at risk for mental health issues, including suicide and self-medication, increase retention efforts throughout the department, and improve the relationship that Veteran students have with the campus.

- **Evaluation**

The number of veteran students enrolled per semester will continue to be tracked. The Institutional Research office will work with the special project director to develop a system for reporting veteran demographics, course taking patterns, as well as assessing and tracking success and retention rates in basic skills and for credit courses. The number of veteran students attending veteran specific workshops on campus will also continue to be tracked alongside the number of workshop opportunities available for this population of students. Additionally, the number of veteran students completing abbreviated educational plans per semester will continue to be tracked.

F.3 – Associated Student Organizations Direct Student Support

• *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
F.3	AAPI Students African American Students Students Ages 25-49 Hispanic/Latino Students Male, Female, Gender Fluid Veterans	10,000 +

• *Activity Implementation Plan*

The Associated Students (AS) provide students with learning, leadership, and service opportunities outside the classroom. The organization’s activities are closely related to the regular instructional program that addresses the personal, academic, and social needs of students. AS is housed in the Student Activities Center which provides an element of students’ lives that co-exists with their academic endeavors. The recently renovated Student Activities building offers students a small computer lab, student lounge, conference room, Associated Students executive office areas, and a general work area for student club projects. Additionally, The Student Activities office facilitates student participation in shared governance for the college, coordinates a variety of events/activities for the student population of the campus, provides a focus point for approximately 15-20 clubs on campus, and serves all of the day time students of Cypress College.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.3	January, 2016 - ongoing	\$39,905	*** <i>These totals are approximate figures. The amount is contingent on AS benefits raised each year.</i> \$82,000 (AS Benefits) ticket sales and representative fee \$17,000

Total = \$115,655

- ***Link to Goal***

Access GOAL:

Identify barriers for students in several indicators through collaboration with Cypress College faculty and staff

The AS organization collaborates with various student services departments and instructional divisions to ensure that students receive a comprehensive college experience. The clubs reflect the target populations identified by the Chancellor’s Office, including LGBTIQ students, veterans, and a multitude of ethnic-identified groups, such as the Black Student Union and *Movimiento Estudiantil Chicano de Aztlán* (MEChA). Equity funding to these student groups will support peer-to-peer connection, student outreach efforts, and increase student leadership.

- ***Evaluation***

Outreach activities will be tracked for AS groups. As this activity has the potential to positively impact several indicators, the Institutional Research and Planning office will continue to track course completion, degree/certificate complete, and transfer patterns for students in particular AS groups to attempt to measure the impact of their participation.

F.4. – Equity Ally Project

• *Activity Type(s)*

X	Outreach	X	Student Equity Coordination/Planning	Instructional Support Activities
X	Student Services or other Categorical Program	X	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
F.4	AAPI Students African American Students Students Ages 25-49 Hispanic/Latino Students Male, Female, Gender Fluid Veterans	10,000 +

• *Activity Implementation Plan*

Like many campuses, Cypress College will facilitate a Student Equity retreat that introduces engages all levels of the campus: administration, faculty, staff and students. The retreat, hosted in early spring, will be a day-long, conference-style event with several strands to engage the aforementioned levels of campus personnel and students. The College will solicit Dr. Veronica Neal to keynote the retreat, and offer several workshops tailored to the needs of each level. Additionally, the retreat will host workshops led by Drs. Harris and Wood of the Minority Male Community College Collaborative, and possibly renowned Community College of Aurora math faculty, James Gray. The goal of the retreat is to prepare participants for the *Equity Ally Project*, the College’s campus-wide initiative to promote equity-mindedness (Bensimon, Dowd & Harris, 2007) and equitable spaces throughout campus.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
F.4	January 2016 - ongoing	\$80,000	\$0

Total = \$80,000

• *Link to Goal*

Identify barriers for students in several indicators through collaboration with Cypress College faculty and staff.

The Equity Ally Project will expand on the best practices received and discussed during the Student Equity retreat. The project will roll-out during the fall 2016 semester, with identified equity leaders for each department and division. Additionally, the project will identify equity allies for target populations identified by the Chancellor's Office, such as veterans, LGBTIQ identified, African Americans, Hispanic/Latino, etc. These individuals will be recognized by a decal posted on their office door, or window that alerts students of the allies' presence. Students will be made aware of this program through student leaders that participate in the equity retreat.

- ***Evaluation***

Each Student Equity workshop will be briefly evaluated through the use of surveys that will be created. The workshops will be evaluated by attendees, and they will be evaluated based on the applicability, usefulness, and meaningfulness of the topics for each attendee. Moreover, the number of attendees for all workshops over time will be tracked to identify trends with regard to workshop attendance. The number of one time funding requests related to professional development activities and student equity workshops will also be tracked to measure cultural change across the campus.

Summary Budget

The Student Equity Plan funds have been allocated based on the evidence of disproportionate impact identified in each indicator. In addition to the activities supported by SE funding, there are many, ongoing institutional activities that address equity gaps in academic achievement for target group students that are supported by the general fund and other categorical funds. Many of the activities, like Summer Boost and SI/tutoring, are already funded through the general fund, grants, or categorical funds. For these activities, Equity funding will be used to further align these programs with the needs of these underserved student.

The following table highlights Cypress College’s Equity expenditures by account code. A thorough breakdown of expenditures is provided in the attached *Summary Budget* Excel document.

Expenditures	Classification	Totals
1000	Academic Salaries	\$43,406
2000	Non-Academic Salaries	\$450,816
3000	Employee Benefits	\$114,753
4000	Supplies and Materials	\$273,207
5000	Other Operating Expenditures	\$363,435
6000	Capital Outlay	\$16,020
7000	Other Outgo	\$0
Total		\$1,261,637

Summary Evaluation

This plan provides the College with a baseline of student sub-populations which are disproportionately impacted through access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. The Institutional Research and Planning office will continue to use Data on Demand and Data Mart reports to help evaluate the target goals for areas with disproportionate impact. The evaluation plans for each activity will help to inform and foster positive outcome measures for the core metrics noted above. Progress on mitigating disproportionate impact and increasing completion rates will be continually evaluated and reported annually, as recommended by the California Chancellor's Office.

Each individual program noted in the goals and activities section for each of the core metrics will be evaluated continuously on a yearly basis by the Institutional Research and Planning office. The research office will meet with directors and coordinators of each of the programs noted above to review the evaluation plans currently in place as well as to measure each program's goals and objectives in relation to student equity.

Program evaluations will mainly be quantitative, with some qualitative data collection to occur at an as needed basis to provide a holistic view of each program through the evaluations. Initial baseline data has already been collected for a majority of the programs and activities, and formative evaluation data will be collected mainly at the close of the fall 2015 and spring 2016 semesters to help inform progress on student equity goals and activities on a yearly basis. Similarly, data will be reviewed upon completion of each evaluation on a yearly, or as needed (if needed prior to the yearly evaluation), basis. The main methods for evaluation include analysis of student success, retention, and persistence rates. This process will continue for the duration of the current plan, and it will also be adapted for use within future student equity planning attempts.

Program outcomes, including equity related outcomes, will continue to be reported to the directors and coordinators for each specific program. The data will be used to further refine program goals and objectives as well as to set target outcomes for future students that the programs will serve. Results will also be disseminated to the Student Equity Committee on campus which consists of representatives from Disabled Student Services (DSS), faculty, research, outreach, admissions and records, EOPS, the professional development committee, counselors, a student trustee, and a student. From the Student Equity Committee meetings, evaluations results may also be provided for the College's Planning and Budget Committee (PBC) and President's Advisory Cabinet (PAC). As a result of evaluations, successful programs may be expanded and/or institutionalized.

The research-based evaluation results will help to inform current practices to help establish best practices for serving students at Cypress College. The Institutional Research and Planning office will disseminate evaluation related information for student equity related outcomes for each specific program as well as to the Committee. Currently, equity evaluation processes coincide with program review processes for specific equity related courses that occur as part of the curriculum for some of the programs and activities; thus, equity related outcomes

could be reported for program review for the specific courses. Cypress College is currently developing the 2017-2026 educational master plan, and the committee will develop the plan with student equity, access, and success to help inform the planning process.

References

- Bensimon, E. M., & Harris III, F. (2012). The mediational means of enacting equity-mindedness among community college practitioners. In E. M. Bensimon & L. E. Malcolm (Eds.), *Confronting equity issues on campus: Implementing the Equity Scorecard in theory and practice*. Sterling, VA: Stylus Publishing.
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