

Cypress College

Student Equity Executive Summary 2017-2019

Introduction

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

Cypress College enriches students' lives by promoting premier educational opportunities including transfer to four-year institutions, associate degrees, certificates and a baccalaureate degree. The college offers comprehensive career technical education programs, basic skills and lifelong learning. Multiple educational-delivery methods meet the varied needs of our students. The college is dedicated to supporting the success of our students, fostering diversity, enriching society, and contributing to the economic development of our community and beyond.

Expanding on the promise to our educational stakeholders, including students, staff, faculty, administration, and the community, the Student Equity 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) was designed to locate and address disproportionate impact and identify the appropriate goals, objectives, and activities needed to counter inequities.

In preparation for the Integrated Plan, the college's Student Equity Committee merged with the Student Success and Support Programs (SSSP) Advisory Board, and the Basic Skills Initiative (BSI) Committee. This collaboration of the three programs not only addresses the challenges preventing us from obtaining our student success goals, but synergizes our best practices to expand on what is working.

The Cypress College Integrated Plan Advisory Committee included faculty and student support/staff representation per the requirements of the Chancellor's Office, and to ensure inclusiveness and representation from Student Equity stakeholders. More specifically, the committee consisted of Deans from Mathematics, Language Arts, Counseling and Student Support Services, faculty members, institutional researchers, counselors, student representatives, including the Student Trustee, who serves on the Board of Trustees, and several program directors and managers.

Progress on Previous SEP Goals and Future Directions

Progress towards closing the achievement gaps noted in the 2015-2016 Student Equity Plan has been mixed. Some of the identified gaps have closed or greatly decreased, such as the ESL basic skills completion achievement gap for male students, and degree and certificate attainment for Asian students, whereas other gaps have increased, despite the intervention efforts of Student Equity. Most notably, the achievement gaps have increased for African American students in the areas of course completion and basic skills math completion.

Moving forward, the primary goal of the student equity plan will continue being to guide progress towards reducing the achievement gaps for disproportionately impacted groups.

More specifically, mitigating the perpetuated achievement gaps for African American students, and better supporting our growing Hispanic student population will be areas of focus.

An additional focus will be scaling up initiatives that have been demonstrated by large-scale statewide research and local pilot data to greatly reduce achievement gaps between students while improving the success of all students. Such initiatives include the implementation of multiple measures, as well as incorporating acceleration models into curriculum.

Finally, student equity will focus on better supporting non-traditional students (e.g., evening students, distance education students) as well as students from special populations (e.g., foster youth, veterans, students with disabilities). A standout activity to increase services for our students after the college’s traditional service hours will be the Cranium Café program. Cranium Café is an online platform that allows students to easily meet face-to-face and work together with counselors, student services staff, professors, and even other students. Student service programs will use Cranium Café to meet their specific needs. For instance, the Cypress College Counseling Department will offer evening counseling hours (8:00 pm to 12:00 am) one evening per week. Also, the Disability Support Services program will use Cranium Café to complete new student intakes for those students with physical disabilities who may not be able to meet in person on campus.

Although the primary goal of student equity is to reduce the achievement gaps among the students we serve, the Integrated Plan has provided us with an opportunity to more closely examine the interrelations between the goals outlined in student equity, SSSP, and basic skills and is helping us streamline our efforts towards meeting these goals.

A summary of the goals outlined in our 2015-2016 Student Equity Plan and brief updates on progress towards closing the identified gaps are outlined below

Indicator 1 Update: Access

The access indicator is a measure of how our student population compares our service area to ensure that we are providing equitable access to our campus. The target groups identified in our plan were as follows:

Target Population(s)	Methodology	Current gap, year	Goal	Goal Year
25-49 year olds	Proportionality	-6.6%, Fall 2014	Gap no > than -2%	2017
Asian/Pacific Islanders	Proportionality	-5.9%, Fall 2014	Gap no > than -2%	2017
Males	Proportionality	-5.1%, Fall 2014	Gap no > than -2%	2017

Data Source: 2010 Census Data and local data from Cypress College Data Systems

Note. All groups noted were disproportionately impacted.

The gaps were identified by subtracting the college subgroup percentage from the service area subgroup percentage.

25-49 year olds: In fall 2014, 25-49 year olds represented 34.4% of our service area but only 27.8% of our student population, resulting in a 6.6 percentage point gap. As of fall 2016, 25-29 year olds represented 29.0% of our student population, leaving a 5.4 percentage point gap.

Asian/Pacific Islanders: In fall 2014, Asian/Pacific Islanders represented 31.5% of our service area but only 25.6% of our student population, resulting in a 5.9 percentage point gap. As of fall 2016, Asian/Pacific Islanders represented 26.6% of our student population, leaving a 4.9 percentage point gap.

Males: In fall 2014, males represented 48.9% of the population in our service area but only 43.8% of our student population, resulting in a 5.1 percentage point gap. As of fall 2016, males represented 44.0% of our student population, leaving a 4.9 percentage point gap.

Student Equity Activities in 2015-2016 Plan

- Outreach services
- Increased funding to Summer Boost
- Translation of campus materials

Indicator 2 Update: Course Completion

The course completion indicator essentially measures course success by taking the number of successful enrollments (grade notations = A, B, C, or P) divided by the number of total enrollments (grade notations = A, B, C, D, F, I, P, NP, or W). The target groups identified in our plan were as follows:

Target Population(s)	Methodology	Current gap, year	Goal	Goal Year
Pacific Islanders	80% rule	-8.2%, Fall 2014	Gap no > than -4%	2017
African Americans	80% rule	-7.3%, Fall 2014	Gap no > than -4%	2020
Am. Indian/Alaska Nat.	80% rule	-5.5%, Fall 2014	Gap no > than -4%	2017

Data Source: CCCCO Data Mart Retention/Success Rate Summary Report

Note. There was no disproportionate impact within this indicator.

The gaps were identified by subtracting the subgroup course completion rate from the overall course completion rate.

Pacific Islanders: In fall 2014, the course completion rate for Pacific Islanders was 62.9% whereas the overall course completion rate was 71.1%, resulting in an 8.2 percentage point gap. As of fall 2016, the course completion rate for Pacific Islanders was 65.9% and the overall course completion rate was 70.9%, resulting in a 5.0 percentage point gap.

African Americans: In fall 2014, the course completion rate for African Americans was 63.8% whereas the overall course completion rate was 71.1%, resulting in a 7.3 percentage point gap. As of fall 2016, the course completion rate for African Americans was 58.6% and the overall course completion rate was 70.9%, resulting in a 12.3 percentage point gap.

American Indian/Alaska Natives: In fall 2014, the course completion rate for American Indian/Alaska Natives was 65.6% whereas the overall course completion rate was 71.1%, resulting in a 5.5 percentage point gap. As of fall 2016, the course completion rate for American Indian/Alaska Natives was 69.0% and the overall course completion rate was 70.9%, resulting in a 1.9 percentage point gap.

Student Equity Activities in 2015-2016 Plan

- Increased funding to culturally themed programs (e.g. Puente, Legacy)
- Increased funding to supplemental instructors in LLRC and VRC
- Lending Libraries

Indicator 3 Update: ESL and Basic Skills Completion

The ESL and basic skills completion indicator measures the percent of students who started in ESL or basic skills in 2008-2009 and completed a college-level course in the same discipline within six years (by 2013-2014).

The target groups for ESL completion were as follows:

ESL Completion

Target Population(s)	Methodology	Current gap, year	Goal	Goal Year
Males	80% rule	-7.3%, 2008-2009 cohort	Gap no > than -3%	2017
Fin. Aid Non-Recipients	80% rule	-7.2%, 2008-2009 cohort	Gap no > than -3%	2017
25-49 year olds	80% rule	-4.5%, 2008-2009 cohort	Gap no > than -3%	2017

Data Source: CCCCCO Scorecard

Note. All groups noted were disproportionately impacted.

The gaps were identified by subtracting the subgroup ESL completion rate from the overall ESL completion rate.

Males: For the 2008-2009 cohort, the ESL completion rate for males was 43.8% whereas the overall ESL completion rate was 51.1% by 2013-2014, resulting in a 7.3 percentage point gap. For the 2010-2011 cohort, the ESL completion rate for males was 66.7% and the overall ESL completion rate was 59.6% by 2015-2016, resulting in no percentage point gap.

Financial Aid Non-Recipients: For the 2008-2009 cohort, the ESL completion rate for financial aid non-recipients was 43.9% whereas the overall ESL completion rate was 51.1% by 2013-2014, resulting in a 7.2 percentage point gap. For the 2010-2011 cohort, the ESL completion rate for financial aid non-recipients was 51.4% and the overall ESL completion rate was 59.6% by 2015-2016, resulting in an 8.2 percentage point gap.

25-49 year olds: For the 2008-2009 cohort, the ESL completion rate for 25-49 year olds was 46.6% whereas the overall ESL completion rate was 51.1% by 2013-2014, resulting in a 4.5 percentage point gap. For the 2010-2011 cohort, the ESL completion rate for 25-49 year olds was 52.4% and the overall ESL completion rate was 59.6% by 2015-2016, resulting in a 7.2 percentage point gap.

The target groups for English completion were as follows:

English Basic Skills Completion

Target Population(s)	Methodology	Current gap, year	Goal	Goal Year
25-49 year olds	80% rule	-14.1%, 2008-2009 cohort	Gap no > than -7%	2020

Hispanics	80% rule	-3.4%, 2008-2009 cohort	Gap no > than -2%	2017
20-24 year olds	80% rule	-3.3%, 2008-2009 cohort	Gap no > than -2%	2017

Data Source: CCCCCO Scorecard

Note. Hispanic and 20-24 year old students were not disproportionately impacted within this indicator.

The gaps were identified by subtracting the subgroup English completion rate from the overall English completion rate, however the only subgroup with disproportionate impact was 25-49 year olds.

25-49 year olds: For the 2008-2009 cohort, the English completion rate for 25-49 year olds was 52.4% whereas the overall English completion rate was 66.5% by 2013-2014, resulting in a 14.1 percentage point gap. For the 2010-2011 cohort, the English completion rate for 25-49 year olds was 63.9% and the overall English completion rate was 69.4% by 2015-2016, resulting in a 5.5 percentage point gap.

Hispanics: For the 2008-2009 cohort, the English completion rate for Hispanics was 63.1% whereas the overall English completion rate was 66.5% by 2013-2014, resulting in a 3.4 percentage point gap. For the 2010-2011 cohort, the English completion rate for Hispanics was 68.1% and the overall English completion rate was 69.4% by 2015-2016, resulting in a 1.3 percentage point gap.

20-24 year olds: For the 2008-2009 cohort, the English completion rate for 20-24 year olds was 63.2% whereas the overall English completion rate was 66.5% by 2013-2014, resulting in a 3.3 percentage point gap. For the 2010-2011 cohort, the English completion rate for 20-24 year olds was 60.7% and the overall English completion rate was 69.4% by 2015-2016, resulting in an 8.7 percentage point gap.

The target groups for math completion were as follows:

Mathematics Basic Skills Completion

Target Population(s)	Methodology	Current gap, year	Goal	Goal Year
African Americans	80% rule	-8.7%, 2008-2009 cohort	Gap no > than -6%	2018
Students with disabilities	80% rule	-6.1%, 2008-2009 cohort	Gap no > than -3%	2018
25-49 year olds	80% rule	-5.4%. 2008-2009 cohort	Gap no > than -3%	2018

Data Source: CCCCCO Scorecard

Note. All groups noted were disproportionately impacted.

The gaps were identified by subtracting the subgroup math completion rate from the overall math completion rate.

African Americans: For the 2008-2009 cohort, the math completion rate for African Americans was 23.8% whereas the overall math completion rate was 32.5% by 2013-2014, resulting in an 8.7 percentage point gap. For the 2010-2011 cohort, the math completion rate for African Americans was 22.3% and the overall math completion rate was 41.5% by 2015-2016, resulting in a 19.2 percentage point gap.

Students with Disabilities: For the 2008-2009 cohort, the math completion rate for students with disabilities was 26.4% whereas the overall math completion rate was 32.5% by 2013-

2014, resulting in a 6.1 percentage point gap. For the 2010-2011 cohort, the math completion rate for students with disabilities was 36.1% and the overall math completion rate was 41.5% by 2015-2016, resulting in a 5.4 percentage point gap.

25-49 year olds: For the 2008-2009 cohort, the math completion rate for 25-49 year olds was 27.1% whereas the overall math completion rate was 32.5% by 2013-2014, resulting in a 5.4 percentage point gap. For the 2010-2011 cohort, the math completion rate for 25-49 year olds was 37.7% and the overall math completion rate was 41.5% by 2015-2016, resulting in a 3.8 percentage point gap.

Student Equity Activities in 2015-2016 Plan

- New Learning Disabilities Specialist Position in DSS
- New Student Services Specialist Position in DSS
- Expand English Department’s ACCESS Program
- Fund CSFI

Indicator 4 Update: Degree/Certificate Completion

The degree/certificate completion indicator measures the number of students who started in 2008-2009 and complete a degree or certificate within six years (by 2013-2014). The target groups for degree or certificate completion were as follows:

Target Population(s)	Methodology	Current gap, year	Goal	Goal Year
20-24 year olds	80% rule	-4.8%, 2008-2009 cohort	Gap no > than -2%	2018
Males	80% rule	-3.8%, 2008-2009 cohort	Gap no > than -2%	2018
Asians	80% rule	-2.1%, 2008-2009 cohort	No gap	2020

Data Source: CCCCO Scorecard

Note. All groups noted were disproportionately impacted.

The gaps were identified by subtracting the subgroup degree or certificate completion rate from the overall degree or certificate completion rate.

20-24 year olds: For the 2008-2009 cohort, the degree/certificate completion rate for 20-24 year olds was 13.5% whereas the overall degree/certificate completion rate was 18.3% by 2013-2014, resulting in a 4.8 percentage point gap. For the 2010-2011 cohort, the degree/certificate completion rate for 20-24 year olds was 16.3% and the overall degree/certificate completion rate was 21.3% by 2015-2016, resulting in a 5.0 percentage point gap.

Males: For the 2008-2009 cohort, the degree/certificate completion rate for males was 14.5% whereas the overall degree/certificate completion rate was 18.3% by 2013-2014, resulting in a 3.8 percentage point gap. For the 2010-2011 cohort, the degree/certificate completion rate for males was 15.9% and the overall degree/certificate completion rate was 21.3% by 2015-2016, resulting in a 5.4 percentage point gap.

Asians: For the 2008-2009 cohort, the degree/certificate completion rate for Asians was 16.2% whereas the overall degree/certificate completion rate was 18.3% by 2013-2014, resulting in a 2.1 percentage point gap. For the 2010-2011 cohort, the degree/certificate completion rate for

Asians was 21.6% and the overall degree/certificate completion rate was 21.3% by 2015-2016, resulting in no percentage point gap.

Student Equity Activities in 2015-2016 Plan

- Participation in the M2C3 Consortium
- Expand Professional Development Offerings

Indicator 5 Update: Transfer

The transfer indicator measures the number of students who started in 2008-2009 and transfer to a four-year university within six years (by 2013-2014).

Target Population(s)	Methodology	Current gap, year	Goal	Goal Year
25-49 year olds	80% rule	-27.0%, 2008-2009 cohort	Gap no > than - 20%	2020
Students with disabilities	80% rule	-17.0%, 2008-2009 cohort	Gap no > than - 10%	2020
20-24 year olds	80% rule	-10.0%, 2008-2009 cohort	Gap no > than - 5%	2020

Data Source: CCCCCO Data Mart Transfer Velocity Report

Note. All groups noted were disproportionately impacted.

The gaps were identified by subtracting the group transfer rate from the overall transfer rate.

25-49 year olds: For the 2008-2009 cohort, the transfer rate for 25-49 year olds was 14.6% whereas the overall transfer rate was 41.6% by 2013-2014, resulting in a 27.0 percentage point gap. For the 2009-2010 cohort, the transfer rate for 25-49 year olds was 18.9% and the overall transfer rate was 40.8% by 2014-2015, resulting in a 21.9 percentage point gap.

Students with Disabilities: For the 2008-2009 cohort, the transfer rate for students with disabilities was 24.6% whereas the overall transfer rate was 41.6% by 2013-2014, resulting in a 17.0 percentage point gap. For the 2009-2010 cohort, the transfer rate for students with disabilities was 26.5% and the overall transfer rate was 40.8% by 2014-2015, resulting in a 14.3 percentage point gap.

20-24 year olds: For the 2008-2009 cohort, the transfer rate for 20-24 year olds was 31.6% whereas the overall transfer rate was 41.6% by 2013-2014, resulting in a 10.0 percentage point gap. For the 2009-2010 cohort, the transfer rate for 20-24 year olds was 35.3% and the overall transfer rate was 40.8% by 2014-2015, resulting in a 5.5 percentage point gap.

Student Equity Activities in 2015-2016 Plan

- The Science Institute
- Increased EOPS funding
- Funding for STEM2

Prior Spending

The goal of SE funding is to cultivate a campus climate and culture of equitable opportunities leading to equal outcomes for all students. Provisions were made in the past to ensure that Student Equity funding was utilized to address the success indicators, as mandated by Student Equity guidelines. Requestors of SE funding were required to complete funding requests that detailed the activity/event/program for which they were requesting funding, their plans for institutionalization of the activity/event/program, how the request reflected equitable opportunities, costs associated, and plans for assessment and evaluation. The table below provides a breakdown of how funding has been spent thus far.

Student Equity Funding	2014 – 2015	2015 – 2016	2016 – 2017 (As of 10/2017)
1000s	\$0	\$3,255	\$40,807
2000s	\$322,495	\$699,801	\$442,960
3000s	\$65,840	\$133,303	\$126,575
4000s	\$37,031	\$139,759	\$92,201
5000s	\$168,581	\$188,654	\$178,215
6000s	\$2,426	\$21,666	\$5,990
7000s	\$74,153	\$6,874	\$8,992
Totals	\$670,526	\$1,193,312	\$895,740

Future Spending

2017-2018 Year Student Equity Budget Outlook

Student Equity Budget		Total Allocation
		Estimated
Salaries & Benefits		\$1,127,346
Integrated Programs Director		\$50,000
Integrated Programs Co-Faculty		\$45,000
Student Equity Researcher		\$86,340
STEM/TSI Director		\$82,000
STEM/TSI Counselor		\$65,000
STEM/TSI Prof Expert		\$48,000
STEM/TSI Peer Mentors		\$20,000
Dual Enrollment Director		\$82,000
Dual Enrollment Adjunct Counselor		\$20,700
Dual Enrollment Prof Expert		\$8,970
Dual Enrollment Student Workers		\$11,385
Spec Project Manager, Health Sciences		\$62,000
LLRC Tutors (Spring '18 and Fall '18)		\$150,000
TOTAL		\$731, 395
Activities		
Professional Development Training		\$50,000
Dual Enrollment		\$50,000
Access Program		\$25,000
EOPS and Guardian Scholars		\$50,000
Legacy		\$25,000
Puente		\$25,000
TSI/STEM2		\$90,000
Transfer and Graduation Fair		\$20,000
One-Time Funding for Special Requests		\$60,951
TOTAL		\$395,951
GRAND TOTAL		\$1,127,346

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