



## *Student Equity Plan*

**January 2005**

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# CUESTA COLLEGE STUDENT EQUITY PLAN

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# *Student Equity Plan*

## *Signature Page*

**District:** San Luis Obispo Community College

**College:** Cuesta College

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**President, Board of Trustees**

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**Date**

**District Chancellor:** \_\_\_\_\_

**College President:** \_\_\_\_\_

**Academic Senate President:** \_\_\_\_\_

**Student Equity Coordinator:** \_\_\_\_\_

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## **Executive Summary**

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## EXECUTIVE SUMMARY

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### ***BACKGROUND***

Cuesta College Student Equity Plans are written primarily as a response to a state mandate. More significantly however, they are written to document college progress toward student equity goals, to bring renewed attention to student equity measures as related to college-wide planning and research efforts and to bring together a record of the many efforts the college has undertaken and continues to undertake in its commitment to safeguard educational opportunity and to enhance student success.

The original Cuesta College Student Equity Plan was published in February 1994 in response to a directive from the California Community College Chancellor's Office. In November 1996, the Board of Governors adopted a new Title 5 California Code of Regulations, Section 51026, establishing student equity planning as a minimum standard for receipt of state aid. Additionally, existing Title 5 regulations were amended to shift the focus of these provisions from concentrating only on the success of historically underrepresented groups to a broader more inclusive approach to promoting success for all students. These changes were introduced into Cuesta College Board Policy and approved by the Board of Trustees in May 1997. The College's second Student Equity Plan was released in April 1998, after extensive collaboration with shared governance groups on campus.

Cuesta College's third and current Student Equity Plan is presented as the "Preliminary Student Equity Plan 2005" to allow time for the level of meaningful campus-wide dialogue necessary to produce a fully developed and adopted document. The information provided in the 2005 preliminary plan includes data elements produced by the Institutional Research Analyst, the recounting of accomplishments since the last Student Equity Plan submitted by the College president, vice presidents, and deans and goals pulled from existing planning documents including the college goals for 2005-2006.

### *2005 PRELIMINARY STUDENT EQUITY PLAN FINDINGS*

The 2005 Student Equity Plan reflects that the topic of student success is highly visible at Cuesta College, beginning with Board Goal 1 in the College Plan. The narrative update included in this plan under "Progress Toward prior Student Equity Goals" provides a glimpse of the diversity of efforts and the level of involvement of individuals, divisions, departments and committees toward fine-tuning college operations with an eye to enhancing student success.

The most dramatic change, from the last Student Equity Plan produced in 1998 is in terms of access. Hispanic students, the largest county minority group, are no longer underrepresented at Cuesta College. This shift demonstrates that when the college carries out an orchestrated, targeted outreach plan, in collaboration with the community, Cuesta can make a difference.

Unfortunately, in terms of student retention and success, the remaining four equity measures are not as encouraging. At Cuesta College, Hispanic and Black student course completion rates, degree attainment, and the rate of transfer preparedness are still significantly below Asian and White students. These findings are consistent with data reported in the Cuesta College Performance on Institutional Effectiveness Measures 2003/2004 in terms of course completion and retention for the years 1995-2004, which reflected Black and Hispanic students achieving the lowest success rates in these two areas.

On the other hand, students with disabilities (DSPS program participants) outperform students without disabilities in terms of degree completion and transfer, and their rate of course completion is on par with the general student population.

Female students outperform male students in course completion, degree attainment and the rate of transfer without regard to ethnicity or age.

### *COLLEGE CULTURE*

The College's values, as related directly and indirectly to student equity measures are embedded in key college documents – documents that are revisited and refined on a regular schedule.

#### *Vision*

*Cuesta College is a premier community college providing accessible, high quality education that focuses on student success, lifelong learning, and community vitality.*

#### *Mission*

*Cuesta College makes lifelong learning happen. We enable students to achieve their academic, transfer, workforce preparation, career advancement, and personal goals. Building on our tradition of excellence, we serve our community by providing programs and services that produce students who can succeed in a diverse and rapidly changing society, participate effectively in their local communities, and live responsible and rewarding lives. As a learning college, we provide a supportive environment for students and employees, assess student and institutional outcomes, improve performance, forge strategic partnerships, and maximize opportunities for learning.*

#### *Core Values*

*Excellence – We pride ourselves on providing high quality faculty and staff who create relevant and innovative programs and services that result in desired student learning outcomes.*

*Integrity – We strive to maintain public trust by being responsible, honest, and trustworthy with our students, staff and community.*

*Diversity – We embrace diversity by respecting the dignity of every individual, accepting differences, and striving to be inclusive.*

*Responsiveness – We respond to the changing needs of our students and communities through open access, flexible learning options, and adapting to change.*

*Caring – We provide a safe, supportive, and participative environment that treats everyone respectfully and fairly and allows students and employees to recognize their strengths, clarify their goals, achieve success, and enrich their lives.*

*Collaboration – We are committed to creating an internal environment that fosters a sense of community and to achieving success through collaboration with business, community, and educational partners.*

*2004-2005 College Goals – related to Student Equity efforts.*

Goal I. Implement training for District employees about deeper understanding and sensitivity to diversity issues that impede or support student success.

Goal II. Finish identifying and begin implementing the initial strategies to improve institutional effectiveness outcomes.

Goal III. Complete the development of student learning outcomes for General Education requirements, student services functions, and administrative service functions.

Goal IV. Analyze the effectiveness of assessment of student learning outcomes instructional programs.

Goal V. Study the barriers to access and educational success of those students who have historically lower success rates at Cuesta College and implement effective intervention strategies.

Goal VII. Update the enrollment management and marking strategies to reflect potential for both retrenchment and expansion due to changes in funding and policies, high school graduation rates, county demographics, educational program development and expansion, and city and county long range planning.

*2005-2006 College Goals – related to Student Equity efforts.*

1. Increase employee's cultural competency to enhance students' likelihood of success and the sense of college community.
2. Begin implementation of the initial strategies to improve institutional effectiveness outcomes.
3. Complete the development of student learning outcomes for instructional programs and General Education requirements, student services functions, and administrative service functions and develop a plan for regular evaluation and implementation of changes to improve student learning outcomes.

4. Begin analyzing the effectiveness of assessment of student learning outcomes instructional programs.
5. Research and develop an implementation plan of student success models (best practices) that have had positive results for student success.
7. Revise, implement, and evaluate the Enrollment Management and Marketing Plan to achieve the District's funded growth and increase enrollment of under-served populations, incorporating **student equity goals**.
8. Revise the 2001 Educational and Facilities Master Plan to reflect strategic decisions responsive to changes in enrollment, county demographics, economic conditions, and workforce needs.

#### *College Institutional Effectiveness Outcomes*

1. Students progress successfully to acquisition of degrees and certificates.
2. Students successfully acquire transfer-ready status and transfer.
3. Students are employed in a job related to their vocational degree or certificate after one year of program completion/graduation.
4. For ESL and basic skills students who declare transfer or degree/certificate completion as their goal, there will be an annual increase in the proportion of students who successfully complete basic skills and ESL courses and successfully move from these courses into transfer or vocational courses.
5. There is an annual increase in the proportion of students in licensure or professional certification programs who successfully earn their license or certification.
6. Students completing degrees demonstrate achievement of general education outcomes and improved critical thinking and citizenship.
7. The District demonstrates responsiveness to changing demographics and cultural environment, as well as needs of business and industry.

#### *PROGRESS TOWARD 1998 STUDENT EQUITY GOALS*

Since publishing the second Student Equity Report in the spring of 1998 district-wide student population has grown and student demographics have shifted. A higher proportion of the College's district-wide enrollment is served by centers in the north and south, and the percentage of enrolled Hispanic students has improved. Most significantly, the 1998 Cuesta College Student Equity Plan reported Hispanic students as the most underrepresented group on campus,

whereas, the 2005 plan reflects their enrollment at Cuesta as greater than the proportion of Hispanic residents (over the age of 18) in the local community.

Overall, District enrollment has grown from 9156 in Fall 1998 to 10563 in Fall 2004. The Cuesta College Student Characteristics and Enrollment Trends report, published annually each fall, reports data district-wide as well as by site. In the same time period (1998-2004), North County Campus student enrollment grew from 1293 to 2233, and the South County Centers reported student enrollment of 372 in Fall 1998 as contrasted to 551 for Fall 2004.

Notably, the percentage of Hispanic students enrolled district-wide has increased from 12.4 % in Fall 1998 to 15% in Fall 2004. Broken out by site, Hispanic enrollment accounts for 33.4% at the South County Centers, 20.1% at the North County Campus, 12.5% at the San Luis Obispo Campus, and 10.5 percent of the distance education enrollment.

The level of enrollment by gender is virtually unchanged, with 53.3% female enrollment in Fall 1998 and 53.8% female enrollment in Fall 2004.

The number of students with identified disabilities has fluctuated, 1998/99 enrollment statistics report a five year high of 795 students followed by a decrease to 630 students a year later in 1999/2000. Fall 2004 student characteristics show that Disabled Student Program and Services serve 665 Cuesta College students.

#### Access

- ◆ Evaluate the impact on student ethnicity and participation rates in North County after establishing permanent buildings and a day program at the North County Campus of Cuesta College.

*North County Campus enrollment has grown from 1292 students in the first semester of instruction, Fall 1998, to 2233 students in Fall 2004, with over 90% of those enrolled reporting a North County address. Enrollment data indicate that the new site is attracting students who have not previously enrolled in college and re-entry students who are returning after a lapse in their college enrollment. Unlike the San Luis Obispo Campus, North County Campus students enroll heavily in the evening, with 43% of the students attending only in the evening (vs. 17% in SLO), 23% day and evening and 34% day only (vs. 50% in SLO). There are additional significant demographic differences between the North County Campus and San Luis Obispo Camps. The North County Campus is proportionately higher in older students, part-time enrollees, female students and Hispanic students.*

*The North County Campus offers 200 sections of courses each semester, which include all five levels of ESL instruction and an ESL open lab with specialized software. It is possible for students to earn a General Education A.A. degree and six designated A.A. degrees through courses offered exclusively on site. Cuesta College has been funded for the construction of three permanent buildings on the North County Campus. The first,*

*the Allied Health, Math and Science Building will be complete by summer 2005, with the Library Learning Resource Center and the Trades and Technology Center to follow. These new facilities will provide the opportunity to significantly expand program offerings for North County students.*

- ◆ Re-evaluate the South County educational offerings and support services.

*In 2001, the South County Master Plan was developed which projected a five-year effort to improve access to all demographic groups that resided in South County. The provisions of the Master Plan that have been implemented are:*

- 1. In Spring 2002 class offerings at Arroyo Grande High School were relocated to a different wing in order to create a “campus” environment and to offer a better variety of support services for students and faculty.*
- 2. A permanent student services assistant was hired to provide an anchor for the coordination of various support services such as counseling, financial aid, bookstore, mail service etc.*
- 3. Bilingual staff was hired to assist with the growing student population requesting English as a Second Language instruction.*
- 4. The number of course offerings at Arroyo Grande High School was expanded 20% and coordinated by the office of instruction to assure optimal opportunity for students to progress toward degree fulfillment.*
- 5. An aggressive ESL outreach plan was introduced in the South County and has successfully generated significant enrollment in the last two years.*
- 6. In the fall of 2002, following the completion of the new high school in Nipomo, four classes were offered at the Nipomo High School site.*
- 7. An hourly employee and part-time counselor were added at the Nipomo site to provide support to faculty and students.*
- 8. Web services were provided to the South County Centers in Spring 2004, which allowed for the same level of information access as SLO and North County Campus site for students and staff.*
- 9. For Fall 2004, class offerings at Nipomo High School have expanded to eight sections including English as a Second Language.*

*The master plan also outlined a plan for establishing portable buildings on the Nipomo site by Fall 2002 so that an office, student support center, computer lab and classroom could be established independent of the Nipomo High School facilities. Due to the College’s reduced resources, this has not been accomplished. In addition, Arroyo Grande High School will be undergoing a major remodel of their campus in the next two years which will temporarily effect Cuesta’s ability to further expand the number of class offerings at that site.*

- ◆ Refocus recruitment efforts with an eye toward attracting enrollments, which more adequately reflect the county population.

*The College developed its first Enrollment Management and Marketing Plan in 2001. The plan outlined eleven goals with associated strategies, current efforts and budget. A*

*year later, a written progress report was completed. Embedded in many of the strategies are references to county demographics and targeted outreach approaches.*

*Student Support Services completed many initiatives designed to serve better the county's Spanish speaking population: created a Spanish admission application, translated the BOGW application, Media Guide and assessment/registration text in the Class Schedule, hired part-time bilingual Spanish Admission and Records assistants at all campuses to work throughout the year, created promotional ads for Cuesta in Spanish for Spanish media, established and implemented a matriculation process for ESL students, and developed and installed bilingual signage for campus offices.*

*In 2002, all vocational program brochures, along with the general College brochure and supplemental inserts were translated to Spanish,*

*Two permanent salaried employees, who are bi-lingual in Spanish and English, have been hired as ESL Outreach Recruiters, serving all college locations.*

*For the last two years, Financial Aid Administrative BFAP dollars have been utilized extensively for outreach purposes, with the press, media (radio and TV), brochures, signboards and targeted outreach events. As a rule, printed materials and presentations are designed in English and Spanish.*

*The Office of Workforce Development Projects" rescued" and reengineered the Bridge Program, after the program lost funding from the Private Industry Council. Bridge to Success is a two-part program designed to reach out to "at-risk" high school students at a critical time in their lives. Through the Bridge Program, high school students may both make up high school credits and earn college credits while being introduced to higher education, and specifically to the academic and vocational paths at Cuesta College. Through the summer program, they are also provided with on-campus employment and become eligible for a \$200 Scholarship when they graduate from high school and enroll at Cuesta. Eleven high school seniors in this past year's Bridge to Success program are now enrolled at Cuesta College.*

*A 20-month initiative grant is funded effective January 2005 that partners with local businesses to provide customized ESL courses for minimal English speaking employees.*

## Course Completion/Academic Success

- ◆ Strive to improve course completion and academic achievement for all students, with an emphasis on equity groups who reflect lower success rates.

*Bilingual counselors and student support staff have been hired, thus making it easier to communicate with Spanish speaking students. Following an analysis of barriers to success, English, math and Academic Skills curriculum was revised. This has resulted in the development of additional lower level courses in English, the incorporation of*

*prerequisites to English 100, the reorganization and renaming of basic skills courses under the department name "Academic Skills" in order to be attractive to increasing numbers of students, analysis of the ESL course sequence resulting in a pending restructuring of ESL courses, and the use of mediated math, math supplemental instruction, and the implementation of short math courses such as Factoring. Academic Support Learning Communities were initiated through grant funding and are now being institutionalized to improve student success in basic skills and college level courses.*

*The math division developed a program which requires students who have failed any math course three times to meet with the math division chair (or North County Campus math coordinator) to discuss strategies for improvement and receive an approval before being allowed to register a fourth time. Students are also assigned a faculty mentor to work with throughout the semester. The first pilot of this program was undertaken Spring 2004 semester with nine students. There was a 100% pass rate with the initial group.*

*The Nursing Department in collaboration with the Research Office successfully applied for an H-1B Grant that has been providing special academic support for nursing students since 2001. Students receive funds for tuition and books, additional tutorial services and early academic intervention to reduce attrition and increase student success. Federal Department of Labor H-1B grant funding ends its third year in 2005. The Director of Nursing reports that the support services added with these grant funds have demonstrated significant impact on the success of Cuesta College nursing students. For example, there was no attrition in the "new- first semester" Fall 2004 nursing students for academic reasons and the full nursing graduate class of May 2004 scored 100% on the NCLEX (National nursing exam).*

*The math division received a grant from PG&E to develop the Expanding Your Horizons program. This program brings 50 girls, levels 5-8, from local schools to Cuesta College for a fun and informative introduction to science and math careers. Current professionals are recruited for presentations and discussions with the girls about courses they can take in high school to prepare themselves for success in math and science.*

*A new counseling course offering .5-unit credit for students who attend the Great Start Orientation and Workshop has been submitted to the Curriculum Committee. The course will be called Great Start to College and will be associate degree applicable.*

*Data on student success by ethnicity has been discussed in Cabinet, by the Instructional Managers, by the appropriate Division Chairs, and by faculty groups, resulting in the development of a specific college goal in 2004-2005 to improve student success.*

- ◆ *Re-institute a student drop survey process to gather more information regarding reasons for student withdrawal from courses.*

*A paper drop survey was reinstated; however due to the success of on-line processes including course drops, fewer students are choosing to complete a paper drop survey.*

*Not enough students complete the paper survey to validate trends. Currently the on-line drop process does not require a student to enter reasons for dropping. Developing an on-line drop survey in on the prioritized project list associated with the development of the integrated database project.*

- ◆ Purchase data warehousing software, providing access to academic divisions and student support areas, for the purpose of examining student success.

*After determining that the College did not have sufficient funds to purchase a data warehousing system, the Institutional Research Office began providing core statistical data to every program during the program review cycle. This included data on student enrollment, student success, and the ratio of full-time to part-time faculty. Departments can also request additional customized data to supplement the basic data. Data warehousing specifications have been developed on campus and will be part of the proposed integrated database project.*

- ◆ Develop the new Learning Center Building with specialized instructional lab setting to reinforce the learning process.

*The High Tech Learning Center, completed in 2003, has become a hub of assisted learning on the San Luis Obispo Campus. In addition to an open computer lab that students can access at will, seven days a week, Academic Support, Disabled Student Program and Services, and the basic skills English and math labs were expanded and clustered in this facility. Basic skills English and math students can walk directly from their classrooms, just a few steps away, to their English and math tutoring centers. (With the addition of this facility, the English and math tutoring centers doubled in size on the San Luis Obispo Campus.) Academic Support/Tutoring is physically located adjacent to the English and math centers. DSPS added an alternative media specialist to their staff as a salaried permanent position in order to provide better access for students with disabilities.*

- ◆ Convene a Student Success Task Force to tackle the issues raised in this component – membership including representation from Academic Senate, the Basic Skills Committee, Student Equity and Cultural Diversity Committee, and the Matriculation and Research Committee.

*Not implemented, may be considered in addressing Institutional Learning Outcomes and Student Learning Outcomes for the college. The new Vice President of Student Support has been given the task of researching student success centers and developing a program to increase student retention.*

## Basic Skills and ESL

- ◆ Continue to improve the successful transition from Basic Skills and ESL courses to degree level courses for all students, with an emphasis on equity groups who reflect lower completion rates.

*In academic year 2003-2004, Cuesta College, in collaboration with key community partners (San Luis Obispo County Office of Education School Readiness Program, First Five Initiative, Department of Social Services, Paso Robles School District, Lucia Mar Adult Education, Las Promotoras, Shandon Methodist Church, an outreach program in San Miguel, Economic Opportunity Commission, and the San Luis Obispo County Literacy Council), launched an aggressive community based VESL-EL Civics Program at five off campus sites in the North County communities of San Miguel, Shandon, Atascadero, and two locations in Paso Robles.*

*The VESL-EL Civics program offered specially designed curriculum approved by the California Department of Education that focused on helping students improve their language skills and parenting skills, accessing community health care resources, the legal system, and educational institutions and developing job readiness skills including interacting with potential employers. Many students have basic literacy challenges in their native language and diverse aspirations and needs for learning English. A critical component was the ability to provide childcare so the adults could consistently participate. During the pilot year, the college served nearly 400 individuals who achieved over 350 performance benchmarks as certified by the State of California.*

*These pilot courses are now being converted to a non-credit program involving five levels of instruction that are designed for students with basic literacy skills. Students who enroll in the credit ESL program who lack basic literacy in their native language will be directed to the free, non-credit program.*

*The College has also increased access to the credit ESL program throughout the county, doubling enrollment in three years to over 2000 enrollments per year. The credit program curriculum is being revised after an extensive review of best practices in other California community colleges. The revisions should improve the successful transition of ESL students into English composition courses and improve their ability to achieve certificates and associate degrees.*

*Basic skills classes have also been revised and strengthened and Basic Skills learning communities have been implemented.*

- ◆ Design a system for regularly updating and recording student academic objectives.

*Personal Access to Web Services (P.A.W.S.) allows students the opportunity to review their goals each time they register or at any point in the semester.*

- ◆ Continue the concept of a Basic Skills Committee within Cuesta's governance structure.

*The Basic Skills Committee, renamed the Academic Support/Tutorial Committee, is an active college committee charged with recommending programs and services responsive to the needs of students who require skills development and coordinating and making*

*recommendations to other committees, departments and divisions responsible for academic support.*

*In recent semesters, the committee recommended a continued centralized structure for Academic Support and DSPS when the department was moved under Student Support, is actively involved in promoting learning communities, has brought attention to the design of WebReg and the impact on student assessment participation and subsequent enrollment drop in Academic Support classes, is studying the success or lack of success for students who do not enroll in classes as recommended through assessment and is suggesting related solutions, and has proposed the creation of a Basic Skills Certificate of Completion. Additional topics under discussion are strategies for the identification of students with learning disabilities in Basic Skills and ESL courses and ideas for faculty development presentations related to Academic Support/Tutorial.*

## Degrees and Certificates

- ◆ Continue to facilitate the achievement of degrees and certificates for all students through curriculum development, related policy, and student education regarding degree requirements and benefits, with an emphasis on equity groups who reflect lower achievement rates.

*The college has added 32 new A.A./A.S. degrees and 45 new certificates since 1998, which has provided students with many new options.*

*Degree and certificate requirements are now more clearly stated in a variety of places including the curriculum worksheets used by counselors and evaluators. The General Education requirement patterns for the Associate degree and transfer programs for the CSU and UC system are included in the Schedule of Classes, published each semester and distributed to enrolled students as well as residents in the community. All degree and certificate requirements are listed in the college catalog which is posted on the college's website and made available, free of charge, in a CD format for students to access at their convenience. Departments that have their own websites and programmatic promotional materials are required to ensure that the requirements that they list match the most current degree and certificate program patterns.*

*A new on-line student handbook was developed and launched in Fall 2004. This new resource provides students an additional means of learning current degree and certificate requirements.*

*Complete evaluation of academic coursework and student educational plans are provided to special programs and students with specialized needs: nursing students, veterans, international students, student athletes, re-entry students, E.O.P.S. students, Cal Works students, D.S.P.S. students and financial aid students with a high number of units achieved.*

- ◆ Design a system for regularly updating and recording student academic goals.

*Personal Access to Web Services (P.A.W.S.) allows students the opportunity to review their goals each time they register or at any point in the semester.*

*For the past three years (since 2001) a counselor has made presentations regarding career planning in vocational classes. The sessions include helping students to develop an individual student educational plan.*

- ◆ Add a cohort tracking system to local degree/certificate data collection.

*Will be revisited with the implementation of the integrated database project.*

## Transfer

- ◆ Design a system for more accurate feedback about student success in transferring to colleges other than the U.C. and C.S.U.'s. If possible, the information should include student names or identification numbers so demographics can be run locally.

*In addition to receiving information from the National Clearinghouse database about Cuesta College students who transfer and attend private and out of state four-year institutions, the College has annually received information on the numbers of students who transfer and complete Bachelor degree programs offered by the College's University Partners. This information has been regularly included in reports to the Board of Trustees. To date, this information has not been analyzed demographically.*

- ◆ Design a system for regularly updating and recording student academic objectives.

*Personal Access to Web Services (P.A.W.S.) allows students the opportunity to review their goals each time they register or at any point in the semester.*

*To bring increased awareness of transfer opportunities to North County students, a Transfer Center has been established on the North County Campus. A University Partner teaches Bachelor level evening courses on that campus.*

- ◆ Add a cohort tracking system to local transfer data collection.

*Will be revisited with the implementation of the integrated database project.*

## Climate

- ◆ Retain Diversity as a campus-planning goal.

*The College consistently includes diversity as a goal. The 2004-2005 College Plan, Goal #1 states, "Implement training for District employees about deeper understanding and sensitivity to diversity issues that impede or support student success."*

*The Board adopted Goal #1 for 2005-2006 reads, "Increase employees' cultural competency to enhance students' likelihood of success and the sense of college community."*

*The College President created a Diversity Task force to address the issues of hiring practices and staff training. Diversity speakers, forums, workshops and discussions about books, are among the staff training programs. Most recently, Cuesta College students were interviewed and a video created for Spring 2005 Opening Day. One of the questions students reacted to was their impression of diversity at Cuesta College. During breakout sessions, faculty and staff discussed the students' insights and impressions.*

- ◆ Continue the concept of a Cultural Diversity and Student Equity Committee within Cuesta's governance structure.

*The Cultural Diversity and Student Equity Committee is intact and remains an active and vital committee. Last year, C.D.S.E., in collaboration with the college president created the President's Diversity Grant in the amount of \$1,000, to be awarded annually. The first-ever (2004-2005) project is entitled "Tolerance, Acceptance and Health Connections to Beliefs, Values and Boundaries" submitted by Health Education faculty members. C.D.S.E. will solicit and award the 2005-2006 President's Diversity Grant project during the Spring 2005 semester. C.D.S.E. has created a committee web page with significant content, which serves as a valuable tool for college-wide diversity awareness and learning. Pages features a committee description and goals, links to other diversity related Internet sites, a list of diversity related library videos/CD's, a copy of the Board of Trustee's Diversity Resolution, criteria for the President's Diversity Grant, a list of diversity events on campus and a chart with student demographics. The C.D.S.E. committee, in cooperation with other campus groups and individuals, continues to provide an energetic calendar of special events related to diversity, including but not limited to Dia de Los Muertos, Diversity Photo Contest, Multi-cultural Poetry Festival, Mexican Independence Day, Black History Month activities, Native American Awareness, and Women's History Month activities, as well as many guest lecturers.*

- ◆ Conduct follow-up to the Student Satisfaction Survey through unit surveys and program reviews.

*The Research Office conducted another full Student Satisfaction Survey in Fall 2001 with the results shared campus-wide. Findings were incorporated into the College's Self-Study, in preparation for the accreditation visit and interviews. Follow-up surveys were conducted in conjunction with the program review process.*

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## **Campus-Based Research**

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## CAMPUS-BASED RESEARCH

### 1. ACCESS

**CHART A: Comparison of the percentage of each population group enrolled at Cuesta compared to that group's representation in the adult population within the community served.**

ETHNICITY <sup>1</sup>	2002		2003		2004	
	County %	Cuesta %	County %	Cuesta %	County %	Cuesta %
American Indian	0.6	1.1	0.6	1.2	0.6	1.6
Asian/Filipino	3.0	4.5	3.0	4.2	3.0	4.5
Black	2.1	1.4	2.1	1.4	2.1	1.4
Hispanic	13.9	13.8	13.9	15.1	13.9	15.0
White	78.6	69.9	78.6	68.3	78.6	66.3
Other/Undeclared	1.8	9.3	1.8	9.8	1.8	11.2

GENDER <sup>2</sup>	2002		2003		2004	
	County %	Cuesta %	County %	Cuesta %	County %	Cuesta %
Female	48.7	55.2	48.7	54.5	48.7	53.8
Male	51.3	44.8	51.3	45.5	51.3	46.2

DISABILITY <sup>3</sup>	2002		2003		2004	
	County %	Cuesta %	County %	Cuesta %	County %	Cuesta %
Disabled	21.0	6.2	21.0	5.8	21.0	N/A <sup>4</sup>

<sup>1</sup> County ethnic percentages are based on the total number of residents 18 years or older. When all residents, regardless of age, are considered, Hispanics, for example, comprise roughly 17 % of the total county population. Multiple race residents were placed into the "other" category.

<sup>2</sup> County gender percentages are based on the total number of residents 18 years or older.

<sup>3</sup> County disability percentages are based on the total number of disabled residents 16 years or older. County disability counts from the US CENSUS include the following categories: sensory, physical, mental, self-care, go-outside-home, employment disability. Cuesta disability rates are calculated on the basis of only sensory, mental, or physical disabilities. In addition, the actual number of students with disabilities is undoubtedly undercounted given that only those students who are evaluated by DSPS are counted in this measure.

<sup>4</sup> Cuesta College Disabled student counts are annually derived unduplicated counts. Data for 2004 will be available June 2005.

SOURCES: US CENSUS 2000; Cuesta College Student Characteristics and Enrollment Trends - Fall 2004

### FINDINGS

Access data indicate that Cuesta College's student demographics reflect the demographics of the adult population within San Luis Obispo County. The apparent under representation of disabled students at Cuesta College is due both to a broader definition of disability employed by the Census and to the way in which only those students who actually use disabled services are counted in Cuesta College-data.

**CAMPUS-BASED RESEARCH**

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**2. COURSE COMPLETION**

**CHART 2A: *Ratio of the number of credit courses that students by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term.***

**Successful Course (A,B,C,CR) Completion by Ethnicity**

		01/02	02/03	03/04
Asian Pacific Islander	Count	1741	1713	1583
	%	72.80%	72.80%	72.80%
Filipino	Count	529	652	710
	%	68.30%	69.30%	75.50%
Black	Count	527	641	632
	%	58.80%	58.50%	59.80%
Hispanic	Count	5894	5907	6162
	%	64.50%	63.20%	63.70%
American Indian	Count	505	534	601
	%	66.10%	66.00%	67.50%
White	Count	33112	33376	33293
	%	71.80%	73.20%	74.10%
Other/Unknown	Count	2630	3845	4819
	%	69.10%	70.70%	72.70%
TOTAL	Count	44938	46668	47800
	%	70.32%	71.16%	72.07%

**Successful Course Completion (A,B,C,CR) by Disabled Status**

		01/02	02/03	03/04
Disabled	Count	2713	2643	2471
	%	70.20%	73.70%	73.20%
Not Disabled	Count	42225	44025	45329
	%	70.30%	71.00%	72.00%
TOTAL	Count	44938	46668	47800
	%	70.32%	71.16%	72.07%

***Successful Course Completion (A,B,C,CR) by Gender***

		01/02	02/03	03/04
Female	Count	25042	25708	26036
	%	73.40%	73.50%	75.10%
Male	Count	19582	20597	21335
	%	66.80%	68.40%	68.70%
Uncollected	Count	314	363	429
	%	65.10%	72.00%	71.00%
TOTAL	Count	44938	46668	47800
	%	70.32%	71.16%	72.07%

**FINDINGS**

Course completion rates differ by ethnicity statistically significantly. Black student and Hispanic student course completion rates are significantly below Asian and White student course completion rates—a phenomenon that exists statewide (Chancellor’s Office Datamart, 2004 web query). These results mirror information reported in the Institutional Effectiveness Measures 2003/2004 in Chart 24: Cuesta College – Success By Ethnicity by Academic Year (1995-2004). Data collected for that report reflect Black and Hispanic students as having the lowest rate of successful course completion.

Cuesta Completion rates by disability status do not significantly differ. Completion rates by gender are statistically significantly different with males performing below females. This phenomenon also exists statewide.

The college plans to further investigate male and female levels of performance in course completion by ethnic group and age.

**CAMPUS-BASED RESEARCH**

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**3. ESL and BASIC SKILLS COMPLETION.**

**CHART 3A: Percentage of students who successfully completed level five ESL in academic years 1996-1997 through 2001-2002 AND who subsequently enrolled in English 100 (Basic Skills English) within three years.**

**Enrolled in ENGL 100 AFTER Successfully Completing ESL 5A**

		Did Not Enroll in ENGL 100	Enrolled in ENGL 100	TOTAL
Degree or Transfer Goal	Count	7	30	37
	%	18.90%	81.10%	100.00%
Other Goal	Count	85	89	174
	%	48.90%	51.10%	100.00%
Total	Count	92	119	211
	%	43.60%	56.40%	100.00%

**CHART 3A1: Percentage of students who successfully completed English 100 of those who enrolled in English 100 after having successfully completed level five ESL in academic years 1996-1997 through 2001-2002.**

**Successfully completed ENGL 100 AFTER Successfully Completing ESL 5A**

		Successfully Completed ENGL 100	Did Not Successfully Complete ENGL 100	TOTAL
Degree or Transfer Goal	Count	24	6	30
	%	80.00%	20.00%	100.00%
Other Goal	Count	72	17	89
	%	80.90%	19.10%	100.00%
Total	Count	96	23	119
	%	80.67%	19.33%	100.00%

**CHART 3A2: Percentage of students who successfully completed level five ESL in academic years 1996-1997 through 2001-2002 AND who subsequently enrolled in English 56 (degree applicable course) within three years.**

**Enrolled in ENGL 56 AFTER Successfully Completing ESL 5A**

		Did Not Enroll in ENGL 56	Enrolled in ENGL 56	TOTAL
Degree or Transfer Goal	Count	18	19	37
	%	48.6%	51.4%	100.0%
Other Goal	Count	116	58	174
	%	66.7%	33.3%	100.0%
Total	Count	134	77	211
	%	63.5%	36.5%	100.0%

**CHART 3A3: Percentage of students who successfully completed English 56 of those who enrolled in English 56 after having successfully completed level five ESL in academic years 1996-1997 through 2001-2002.**

**Successfully completed ENGL 56 AFTER Successfully Completing ESL 5A**

		Successfully Completed ENGL 56	Did Not Successfully Complete ENGL 56	TOTAL
Degree or Transfer Goal	Count	14	5	19
	%	73.7%	26.3%	100.0%
Other Goal	Count	26	32	58
	%	44.8%	55.2%	100.0%
Total	Count	40	37	77
	%	51.9%	48.1%	100.0%

**CHART 3B: Percentage of students who successfully completed English 100 (Basic Skills course) in academic years 1996-1997 through 2001-2002 AND who (1) subsequently enrolled in English 56 within three years.**

**Enrolled in ENGL 56 AFTER Successfully Completing ENGL100**

		Did Not Enroll in ENGL 56	Enrolled in ENGL 56	TOTAL
Degree or Transfer Goal	Count	299	727	1026
	%	29.1%	70.9%	100.0%
Other Goal	Count	269	487	756
	%	35.6%	64.4%	100.0%
Total	Count	568	1214	1782
	%	31.9%	68.1%	100.0%

**CHART 3B1: Percentage of students who successfully completed English 56 of those who enrolled in English 56 after having successfully completed English 100 in academic years 1996-1997 through 2001-2002.**

**Successfully completed ENGL 56 AFTER Successfully Completing ENGL 100**

		Successfully Completed ENGL 56	Did Not Successfully Complete ENGL 56	TOTAL
Degree or Transfer Goal	Count	488	239	727
	%	67.1%	32.9%	100.0%
Other Goal	Count	286	201	487
	%	58.7%	41.3%	100.0%
Total	Count	774	440	1214
	%	63.8%	36.2%	100.0%

**CHART 3C: Percentage of students who successfully completed Math 3 and/or Math 7 in academic years 1996-1997 through 2001-2002 and who subsequently enrolled in Math 22 or Math 23 within three years.**

**Enrolled in MATH 22 or MATH 23 AFTER Successfully Completing MATH 3 and/or MATH 7**

		Did Not Enroll in MATH 22/23	Enrolled in MATH 22/23	TOTAL
Degree or Transfer Goal	Count	818	1332	2150
	%	38.0%	62.0%	100.0%
Other Goal	Count	754	785	1539
	%	49.0%	51.0%	100.0%
Total	Count	1572	2117	3689
	%	42.6%	57.4%	100.0%

**CHART 3C: Percentage of students who successfully completed Math 3 and/or Math 7 of those who enrolled in Math 23 after having successfully completed Math 3 and/or Math 7 in academic years 1996-1997 through 2001-2002.**

**Successfully Completed MATH 22 or MATH 23 AFTER Successfully Completing MATH 3 and/or MATH 7**

		Successfully completed MATH 22/23	Did Not Successfully complete MATH 22/23	TOTAL
Degree or Transfer Goal	Count	809	523	1332
	%	60.7%	39.3%	100.0%
Other Goal	Count	485	300	785
	%	61.8%	38.2%	100.0%
Total	Count	1294	823	2117
	%	61.1%	38.9%	100.0%

**FINDINGS**

The sequence of charts presented in this section will serve as baseline information for future measurement of student progress and success as related to ESL and Basic Skills courses.

Roughly 80% of the students who complete the final ESL course and who enroll in English 100 (Basic Skills English) are successful in English 100. On the other hand, only 56% of students who successfully complete the final ESL course subsequently enroll in English 100 within 3 years.

Approximately half of the students who complete the final ESL course and who enroll in English 56 (required for degree) are successful in English 56. On the other hand, only 37% of students who successfully complete the final ESL course subsequently enroll in English 56 within 3 years. Many of these students enrolled directly in English 56, bypassing English 100.

More than two-thirds of students who successfully completed English 100 went on to enroll in English 56 within three years. Of those who continued, nearly 64% successfully completed English 56.

More than half of those students who enrolled in Math 3 and/or Math 7 went on to enroll in Math 22/23 within three years. Of those who continued on to Math 22/23, 61% successfully completed the course.

In each case, students who self-declared goals of “degree attainment and/or transfer” outperformed those who did not with respect to matriculation and subsequent success.

**CAMPUS-BASED RESEARCH**

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**4. DEGREE and CERTIFICATE COMPLETION.**

**Chart 4A: Percentage of students (unduplicated) enrolled in 1997-1998 and/or 1998-1999 who were awarded an AA or AS degree within 5 years by ethnicity, disabled status, and gender by educational goal. “Yes” indicates that the student attained a degree within 5 years.**

**Overall College Degree Attainment**

			Degree Attainment		Total
			Degree	No Degree	
GOAL	Degree Goal	Count	1954	6930	8884
		%	22.0%	78.0%	100.0%
	Other Goal	Count	1131	8907	10038
		%	11.3%	88.7%	100.0%
Total		Count	3085	15837	18922
		%	16.3%	83.7%	100.0%

### Degree Attainment by Ethnicity

			Degree Attainment		
			YES	NO	TOTAL
Asian Pacific Islander	Degree goal	Count	62	198	260
		%	23.8%	76.2%	100.0%
	Other Goal	Count	42	349	391
		%	10.7%	89.3%	100.0%
	Total	Count	104	547	651
		%	16.0%	84.0%	100.0%
Filipino	Degree goal	Count	27	105	132
		%	20.5%	79.5%	100.0%
	Other Goal	Count	10	116	126
		%	7.9%	92.1%	100.0%
	Total	Count	37	221	258
		%	14.3%	85.7%	100.0%
Black	Degree goal	Count	26	143	169
		%	15.4%	84.6%	100.0%
	Other Goal	Count	14	198	212
		%	6.6%	93.4%	100.0%
	Total	Count	40	341	381
		%	10.5%	89.5%	100.0%
Hispanic	Degree goal	Count	215	924	1139
		%	18.9%	81.1%	100.0%
	Other Goal	Count	122	1469	1591
		%	7.7%	92.3%	100.0%
	Total	Count	337	2393	2730
		%	12.3%	87.7%	100.0%
American Indian	Degree goal	Count	22	95	117
		%	18.8%	81.2%	100.0%
	Other Goal	Count	14	110	124
		%	11.3%	88.7%	100.0%
	Total	Count	36	205	241
		%	14.9%	85.1%	100.0%
White	Degree goal	Count	1559	5271	6830
		%	22.8%	77.2%	100.0%
	Other Goal	Count	887	6253	7140
		%	12.4%	87.6%	100.0%
			2446	11524	13970
					17.5%
			43	194	237
	Total	Count	18.1%	81.9%	100.0%
		%	42	412	454
Other/Unknown	Degree goal	Count	9.3%	90.7%	100.0%
		%	85	606	691
	Other Goal	Count	12.3%	87.7%	100.0%
		%	62	198	260
	Total	Count	23.8%	76.2%	100.0%
		%	42	349	391

### Degree Attainment by DSPS Status

			Degree Attainment		
			YES	NO	Total
Not DSPS	Degree goal	Count	1826	6643	8469
		%	21.6%	78.4%	100.0%
	Other Goal	Count	1022	8587	9609
		%	10.6%	89.4%	100.0%
	Total	Count	2848	15230	18078
		%	15.8%	84.2%	100.0%
DSPS	Degree goal	Count	128	287	415
		%	30.8%	69.2%	100.0%
	Other Goal	Count	109	320	429
		%	25.4%	74.6%	100.0%
	Total	Count	237	607	844
		%	28.1%	71.9%	100.0%

### Degree Attainment by Gender

			Degree Attainment		
			YES	NO	Total
Female	Degree goal	Count	1230	3412	4642
		%	26.5%	73.5%	100.0%
	Other Goal	Count	734	4693	5427
		%	13.5%	86.5%	100.0%
	Total	Count	1964	8105	10069
		%	19.5%	80.5%	100.0%
Male	Degree goal	Count	724	3518	4242
		%	17.1%	82.9%	100.0%
	Other Goal	Count	397	4198	4595
		%	8.6%	91.4%	100.0%
	Total	Count	1121	7716	8837
		%	12.7%	87.3%	100.0%
Uncollected	Other Goal	Count	0	16	16
		%	0.0%	100.0%	100.0%
	Total	Count	0	16	16
		%	0.0%	100.0%	100.0%

### FINDINGS

Degree attainment statistically significantly differs by ethnic group. Blacks and Hispanics attain degrees at significantly lower rates than Whites and Asians among both students who declared and did not declare degree attainment as their educational goal. Whereas the numbers of DSPS students are small in comparison to the non-DSPS students, DSPS students attain degrees at statistically significantly greater rates than do Non-DSPS students. Likewise, Females statistically significantly outperform males with respect to degree attainment.

## CAMPUS-BASED RESEARCH

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The college plans to further investigate male and female levels of performance in certificate and degree achievement by ethnic group and age.

### 5. TRANSFER.

**CHART 5A: Percentage of students (unduplicated) enrolled in 1997-1998 and/or 1998-1999 who completed 56 units of transferable coursework with a 2.0 or greater G.P.A. within 5 years by ethnicity, disabled status, and gender by educational goal. "Yes" indicates that the student attained transfer preparedness within 5 years.**

#### Overall College Transfer Preparedness

			All Students		Total
			transfer prepared	Not transfer prepared	
GOAL	transfer goal	Count	932	9077	10009
		%	9.3%	90.7%	100.0%
	Other goal	Count	376	8537	8913
		%	4.2%	95.8%	100.0%
Total		Count	1308	17614	18922
		%	6.9%	93.1%	100.0%

### Transfer Preparedness by Ethnicity

Ethnicity			Became Transfer Prepared		
			YES	NO	Total
Asian Pacific Islander	Degree/transfer goal	Count	47	329	376
		%	12.5%	87.5%	100.0%
	Other Goal	Count	15	260	275
		%	5.5%	94.5%	100.0%
	Total	Count	62	589	651
		%	9.5%	90.5%	100.0%
Filipino	Degree/transfer goal	Count	15	144	159
		%	9.4%	90.6%	100.0%
	Other Goal	Count	5	94	99
		%	5.1%	94.9%	100.0%
	Total	Count	20	238	258
		%	7.8%	92.2%	100.0%
Black	Degree/transfer goal	Count	10	188	198
		%	5.1%	94.9%	100.0%
	Other Goal	Count	4	179	183
		%	2.2%	97.8%	100.0%
	Total	Count	14	367	381
		%	3.7%	96.3%	100.0%
Ethnicity			Became Transfer Prepared		
			YES	NO	TOTAL
Hispanic	Degree/transfer goal	Count	90	1096	1186
		%	7.6%	92.4%	100.0%
	Other Goal	Count	45	1499	1544
		%	2.9%	97.1%	100.0%
	Total	Count	135	2595	2730
		%	4.9%	95.1%	100.0%
American Indian	Degree/transfer goal	Count	6	130	136
		%	4.4%	95.6%	100.0%
	Other Goal	Count	4	101	105
		%	3.8%	96.2%	100.0%
	Total	Count	10	231	241
		%	4.1%	95.9%	100.0%
White	Degree/transfer goal	Count	731	6924	7655
		%	9.5%	90.5%	100.0%
	Other Goal	Count	295	6020	6315
		%	4.7%	95.3%	100.0%
	Total	Count	1026	12944	13970
		%	7.3%	92.7%	100.0%
Other/Unknown	Degree/transfer goal	Count	33	266	299
		%	11.0%	89.0%	100.0%
	Other Goal	Count	8	384	392
		%	2.0%	98.0%	100.0%
	Total	Count	41	650	691
		%	5.9%	94.1%	100.0%

### Transfer Preparedness by Gender

Gender			Became Transfer Prepared		
			YES	NO	TOTAL
Female	Degree/transfer goal	Count	501	4396	4897
		%	10.2%	89.8%	100.0%
	Other Goal	Count	252	4920	5172
		%	4.9%	95.1%	100.0%
	Total	Count	753	9316	10069
		%	7.5%	92.5%	100.0%
Male	Degree/transfer goal	Count	431	4681	5112
		%	8.4%	91.6%	100.0%
	Other Goal	Count	123	3602	3725
		%	3.3%	96.7%	100.0%
	Total	Count	554	8283	8837
		%	6.3%	93.7%	100.0%
Uncollected	Other Goal	Count	1	15	16
		%	6.3%	93.8%	100.0%
	Total	Count	1	15	16
		%	6.3%	93.8%	100.0%

### Transfer Preparedness by DSPS Status

			Transfer Prepared		
			YES	NO	TOTAL
Not DSPS	Degree/transfer goal	Count	894	8685	9579
		%	9.3%	90.7%	100.0%
	Other Goal	Count	347	8152	8499
		%	4.1%	95.9%	100.0%
	Total	Count	1241	16837	18078
		%	6.9%	93.1%	100.0%
DSPS	Degree/transfer goal	Count	38	392	430
		%	8.8%	91.2%	100.0%
	Other Goal	Count	29	385	414
		%	7.0%	93.0%	100.0%
	Total	Count	67	777	844
		%	7.9%	92.1%	100.0%

### FINDINGS

Transfer-preparedness, like degree attainment, statistically significantly varies by ethnicity. Again, Black, and Hispanic students achieve transfer-preparedness at lower rates than White and Asian students. Similarly, females outperform males with respect to transfer preparedness, as do DSPS students compared to non-DSPS students.

The college plans to further investigate male and female levels of performance in transfer preparedness by ethnic group and age.

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## **Goals and Activities**

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## GOALS AND ACTIVITIES

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### 1. STUDENT SUCCESS INDICATOR FOR ACCESS

*“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”*

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#### GOAL 1.

- A. Maintain the enrolled level of all ethnic groups at the college to a range within 2% of each ethnic group as represented in the adult population of the local service area, with a special emphasis on Black and Hispanic students.
- B. Serve the increasing number of students with disabilities as is anticipated with the growth in overall college population and evaluate how effectively the College identifies students eligible for D.S.P.S.

#### PRIMARY ACTIVITY

- 1.1. Update the Cuesta College Enrollment Management and Marketing Plan to identify specific outreach and recruitment goals as identified in the Student Equity Plan.

Target Date – Academic year 2005-2006

Responsible parties – Vice President of Student Support, Vice President of Student Learning, and the Enrollment Management Committee, Academic Senate and Shared Governance Council.

#### EXPECTED OUTCOME 1.1.1

Updating the Cuesta College Enrollment Management Plan will stimulate campus dialogue related to recruitment and retention and will increase awareness and adherence to the Cuesta College Enrollment Management Plan, resulting in the achievement of Student Equity Goal 1 – growth in the enrollment of Black and Hispanic students and students with disabilities.

## GOALS AND ACTIVITIES

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### 2. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

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

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GOAL 2. Improve the success of Black and Hispanic students at Cuesta College.

#### PRIMARY ACTIVITY

- 2.1 Learn more about the educational status and trends nationally for Black and Hispanic students.
- 2.2 Research best practices and implement a pilot Student Success Center.

Target Date: Spring 2006

Responsible Parties: Vice President for Student Support and Student Support managers, Vice President for Student Learning and Student Learning managers, Academic Senate, and Shared Governance Council.

#### EXPECTED OUTCOME 2.1.1

The Student Success Center will focus on early intervention and individual attention for students who exhibit the need for academic support, resulting in higher success rates for all students served and achievement of Student Equity Goal 2 – specifically Black and Hispanic students.

## GOALS AND ACTIVITIES

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### 3. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION

*“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course in math or English.”*

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- GOAL 3. **A.** Improve the proportion of students who successfully enroll in and complete English 100 after completing the final ESL course (ESL cohort).
- B.** Improve the proportion of students who successfully enroll in and complete English 56 after having completed the final ESL and English 100 (ESL cohort).
- C.** Improve the proportion of students who successfully enroll in and complete English 56 after having completed English 100 (all students).
- D.** Improve the proportion of students who successfully enroll in and complete Math 22 or 23 after having completed Math 3 or Math 7 (all students).

### PRIMARY ACTIVITY

- 3.1** Analyze ESL student success and retention in relation to their completion of all five levels of ESL and their preparedness for successful transition to Basic Skills and college level English courses. In response to findings and research of other college ESL programs, design curricular and student support changes.
- 3.2** Analyze Basic Skills student success and retention in relation to their completion of Basic Skills English and math and their preparedness for successful transition to college level English and math courses. In response to findings and research of other college programs, design curricular and student support changes.

Target Date: Spring 2006

Responsible Parties: Vice President of Student Learning and Student Learning Managers, Vice President of Student Support and Student Support managers, Academic Senate and Shared Governance Council.

### EXPECTED OUTCOME 3.1 and 3.2

The college will actively engage in analyzing the success of ESL and Basic Skills students, on the division, department and cluster level and design curricular and student support changes in response to the findings, which will result in the achievement of Student Equity Goal 3.

## GOALS AND ACTIVITIES

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### 4. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION

*“Ratio of the number of students by population group who receive a degree or certificate.”*

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**GOAL 4.** Improve the proportion of students who declare and subsequently successfully complete a degree or certificate goals for all equity groups by facilitating access to accurate information about degree and certificate requirements and the student’s progress toward that goal.

Target Date – 2006/07 -To be developed in concert with implementation of Integrated Software system. (The integrated software system will allow all offices on campus to communicate seamlessly. Specific to this goal, a change in degree requirements entered in the Office for Student Learning will automatically update the degree audit program.)

Responsible parties- Vice President of Student Support, Vice President of Administrative Services and Vice President of Student Learning, Academic Senate and Shared Governance Council.

### PRIMARY ACTIVITY

- 4.1 Institute an on-line Degree Audit Program for students, that identifies degree and certificate requirements and the student’s specific progress toward the completion of that requirement through native and non-native coursework.
- 4.2 Design a “forced” update of the student’s educational goal as a component of the web registration process.

### EXPECTED OUTCOME 4.1.1

Student ability to directly access their information about progress toward degrees or certificates will result in significant student learning related to course requirements, improved accuracy in course selection, and increased success in degree or certificate completion, resulting in the achievement of Student Equity Goal 4.

## GOALS AND ACTIVITIES

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### 5. STUDENT SUCCESS INDICATOR FOR TRANSFER

*“Ratio of the number of students by population group who achieve transfer readiness.”*

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**GOAL 5.** Improve the proportion of students, for all equity groups, who declare transfer as their educational goal and subsequently successfully complete transfer requirements by facilitating access to accurate information about transfer requirements and the student’s progress toward that goal.

Target Date – 2006- To be developed in concert with implementation of Integrated Software system.

Responsible parties – Vice President of Student Support, Vice President of Administrative Services and Vice President of Student Learning, Academic Senate and Shared Governance Council.

### PRIMARY ACTIVITY

- 5.1 Institute an on-line Degree Audit Program for students, that includes requirements for the Cuesta College A.A. Transfer Degree, general education requirements for the C.S.U. system and the intersegmental general education transfer curriculum for the C.S.U. and U.C. systems (I.G.E.T.C.). The Degree Audit Program would display the student’s specific progress toward the completion of transfer requirements through native and non-native coursework.

### EXPECTED OUTCOME 5.1.1

Student ability to directly access their information about progress toward transfer will result in significant student learning related to course requirements, improved accuracy in course selection, and increased success in becoming transfer ready, resulting in the achievement of Student Equity Goal 5.

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# Budget

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## **SOURCES OF FUNDING**

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### **GOAL I - ACCESS**

Cuesta College General Fund  
Cuesta College Foundation accounts  
Department of Education 231  
Department of Labor H-1B  
Chancellor's Office Enrollment Growth for A.A. Degree Nursing Grant  
V.A.T.E.A.  
Financial Aid BFAP Administrative funds  
Department of Social Services  
James Irvine Foundation  
Glikarg Foundation  
E.O.P.S.  
D.S.P.S.  
Student financial aid, state and federal  
CalWORKs  
Cal-SOAP

### **GOAL II – COURSE COMPLETION**

Cuesta College General Fund  
Cuesta College Foundation accounts  
Department of Education 231  
Department of Labor H-1B  
Chancellor's Office Enrollment Growth for A.A. Degree Nursing Grant  
V.A.T.E.A.  
Financial Aid BFAP funds  
James Irvine Foundation  
Glikarg Foundation  
Local Bond funds (tentative)  
E.O.P.S.  
D.S.P.S.  
Student financial aid, state and federal  
CalWORKs

### **GOAL III – ESL AND BASIC SKILLS TRANSITION AND SUCCESS**

Cuesta College General Fund  
Cuesta College Foundation accounts  
V.A.T.E.A.  
Department of Social Services  
Glikarg Foundation  
E.O.P.S.  
D.S.P.S.  
Student financial aid, state and federal  
CalWORKs

#### GOAL IV – DEGREE AND CERTIFICATE COMPLETION

Cuesta College General Fund  
Cuesta College Foundation accounts  
Department of Education 231  
Department of Labor H-1B  
Chancellor’s Office Enrollment Growth for A.A. Degree Nursing Grant  
V.A.T.E.A.  
Financial Aid BFAP funds  
James Irvine Foundation  
E.O.P.S.  
D.S.P.S.  
Student financial aid, state and federal  
CalWORKs  
Potential local Bond funds

#### GOAL V - TRANSFER

Cuesta College General Fund  
Cuesta College Foundation accounts  
Financial Aid BFAP funds  
James Irvine Foundation  
E.O.P.S.  
D.S.P.S.  
Student financial aid, state and federal  
CalWORKs  
Potential local Bond funds

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## **Evaluation Schedule and Process**

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## EVALUATION SCHEDULE AND PROCESS

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The Superintendent/President and the President's Cabinet will retain oversight responsibility with the Shared Governance Council assuming responsibility for monitoring institutional progress – as related to the Cuesta College Student Equity Plan. According to the minutes of the December 14, 2004 Shared Governance Council Meeting, the members agreed that “the Shared Governance Council would be responsible for annually reviewing student equity data and progress reports and specific plans for institutional improvement. In addition, the Shared Governance Council will evaluate progress after improvement plans are implemented.” It is anticipated that Academic Senate will take an active interest in the Student Equity Plan goals as outlined and is named as a responsible party on all five goals. Academic Senate also holds two seats on the Shared Governance Council.

Ideally, the College would prefer to embed Student Equity measures into existing college-wide research, planning, and evaluation documents rather than create a separate, stand alone report. Elements of the Cuesta College Student Equity Plan are, and will be further, folded into at least six key existing processes/documents at the college - the College Plan, the Enrollment Management and Marketing Plan, the Educational and Facilities Master Plan, the annual Performance Report on Institutional Effectiveness Measures, Program Review and the Accreditation Self-Study.

At the core of annual planning at the College is the College Plan. The College Plan, updated every year, includes a District Profile, Vision, Mission and Values statements, Legal and Philosophical Commitment statement, Standard Operating Principles, annual Priorities and Goals, and Institutional Effectiveness Outcomes. All departments and divisions on campus participate in the planning process by feeding information related to college goals from their department or division to Deans and Vice Presidents who in turn compile Cluster Plans. Progress toward division and department goals are reported in a January mid-year report and a June end-of-year report. Therefore, all departments and divisions will develop activities and outcomes for all 2005-2006 college goals – seven of which speak to Student Equity measures. Student equity measures are also embedded in the College's Institutional Effectiveness Outcomes, which are part of the College Plan.

An update of the Enrollment Management and Marketing Plan is slated for 2005-2006. Student equity elements including related outreach, retention and success goals will be incorporated into the plan and evaluated and updated regularly.

An update of the Educational and Facilities Master Plan is also slated for 2005-2006, which includes student equity elements such as demographics of the Cuesta College service area and regional participation rates.

The Performance Report of Institutional Effectiveness Measures is presented annually to the Board of Trustees and college community. Included in that report are two charts with ethnicity as a data element – successful course completion and student retention.

All departments and divisions are involved in program review on a five-year rotation. Student data including student demographics and course completion and success are included and evaluated as part of the review.

Because the Board of Trustees and college President place a high priority on campus diversity, the college President includes information related to diversity issues in presentations to the Board of Trustees, in Opening Day presentations to all faculty and staff, in her conversations with the Diversity Task force and Cabinet and while participating in campus governance committees such as the Planning and Budget Committee and the Shared Governance Council.

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## **Attachments**

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## ATTACHMENTS

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- I. Student Equity Board Policy 6525
- II. Board of Trustees Diversity Resolution
- III. 2002 Board Report, Partnership for Excellence Basic Skills Projects
- IV. 2004 Board Report, English as a Second Language Report
- V. 2004 Board Report, Performance on Institutional Effectiveness Measures 2003/2004