



CUESTA COLLEGE

STUDENT

EQUITY PLAN

2019-2022

San Luis Obispo County
Community College District

STUDENT EQUITY PLAN 2019-2022

SAN LUIS OBISPO CAMPUS | NORTH COUNTY CAMPUS | SOUTH COUNTY CENTER | ONLINE



San Luis Obispo County Community College District

Executive Summary

San Luis Obispo County Community College District, Cuesta College provides accessible, high quality education for the support and enhancement of success for all students we serve. Cuesta College's Mission Statement serves as the basis for setting our institutional priorities and guiding our practices, programs, and services. Cuesta's Mission Statement reads:

"Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals. We effectively support students in their efforts to improve foundational skills, transfer to four-year institutions, earn certificated or associated degrees, and advance in the workforce. Through dynamic and challenging learning opportunities, Cuesta College improves lives by promoting cultural, intellectual, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world."

Cuesta College's Student Equity Plan, under the newly formed Student Equity and Achievement Program (SEA), creates action steps to improve successful outcomes for all students based on self-evaluation measures. More specifically, the plan documents the College's progress toward ensuring that groups historically underserved in higher education have an equal opportunity for success. Activities in this plan targets all three Cuesta College sites: North County Campus, South County Center, and the San Luis Obispo Campus.

Equity Imperative:

Our main Equity Imperative for the 2019-2022 Student Equity Plan will specifically address reducing racial/ethnic equity gaps for our Latinx population as well as all other disproportionately impacted groups by 40% with the overall goal of eliminating all achievement gaps by 2026,¹ as stated in the California Chancellor's Vision for Success. Specifically, we are looking to close gaps in the following student success metrics- retention, transfer, and completion of transfer level math and English, as well as high school equivalency, certificate and degree completion. We recognize major efforts have been implemented to support equity efforts across campus in relation to professional development and increased services for historically under-served populations. But with the development of the new Student Equity Plan, we can do more and highlight not only our strengths but our greatest areas of opportunities.

Cuesta College was designated as a Hispanic Serving Institution in 2016. From 2010 to 2016, the percentage of White students decreased from 63% to 54% while the percentage of Latinx students increased from 24% to 34%. This growth is parallel to our state statistics as demographics continue to be more diverse with 32% Latinx and 46% White for those 18+ years and older².

¹ As stated in the CA [Chancellor's Vision for Success Goals](#): "Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years and fully closing those achievement gaps within 10 years."

² [American FactFinder](#)

Although our student body continues to be increasingly more diverse, our faculty and staff are still predominately White and our curriculum, hiring, program review, governance, and policies are more reflective of the past than our current context³. All levels of governance and staffing are also predominately White and do not reflect our student body or state demographics.

Governance and Staffing Composition (per Cuesta College Human Resources, 2018-19 data):

Board of Trustees: 100% White

Executive Team: 60% White, 20% Latinx, 20% Other

Academic Senate: 67% White, 21% Latinx, 4% Asian, 4% American Indian, 4% Other

College Council: 57% White, 17% Latinx, 11% Other, 5% Black

CCCUE Executive Board: 60% White, 40% Latinx

CCFT Executive Board: 100% White

Full-Time Faculty: 73% White, 11% Latinx, 4% Asian/Pacific Islander, 2% Native/American Indian, 1% Black, 9% Unknown

Part-Time Faculty: 80% White, 7% Latinx, 2% Asian/Pacific Islander, 1% Black, 10% Unknown

Administration: 78% White, 12% Latinx, 5% Black, 3% Asian/Pacific Islander, 2% Unknown

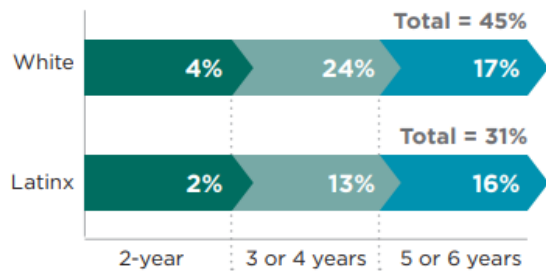
Classified Staff: 67% White, 17% Latinx, 6% Asian/Pacific Islander, 2% Native/American Indian, 1% Black, 7% Unknown

One of our goals is to be a Hispanic Serving Institution, not just a Hispanic enrolling institution⁴. Cuesta College recognizes that we need to be reflective of our student community in order to fully serve all our students. On almost every indicator of student success, we as a college, are underperforming for Latinx and Black students. Moreover, our underperformance is consistent year after year, warranting serious concern. Transfer to a four-year college is an example of our underperformance for all our groups, but especially for our Latinx students. Cuesta specific data is similar to the table below, which highlights transfer rates for all CA community colleges.

³ Milem, J.F., Chang, M.J., & Antonio, A.L. (2005). Making Diversity Work on Campus: A Research-Based Perspective. *Association of American Colleges and Universities* <https://www.aacu.org/sites/default/files/files/mei/MakingDiversityWork.pdf>

⁴ Garcia, G.A. (2017). Defined by Outcomes or Culture? Constructing an Organizational Identity for Hispanic Serving Institutions. *American Educational Research Journal*, 54(1S), 111S-135S.

Transfer Rate to Four-Year College/University for All CA Community Colleges:



Source: California Community College Chancellor's Office, DataMart, 2017

Our underperformance vis a vis minoritized⁵ students needs to be discussed openly and routinely to inform the actions we take. It is the responsibility of the College, to improve our performance to the standard that maximizes success for all students. Equity focused institutional change requires us to examine our own entrenched practices and intentionally work towards dismantling the status quo as opposed to blaming students for our shortcomings.

Our faculty, counselors, staff, managers, and administrators while competent and well-trained professionals in their disciplines and specializations are not adequately prepared to produce successful outcomes for racially/ethnically minoritized students. Like most other community colleges, the existence of our equity gaps is not surprising.

As a result, we need to build our capacity to:

- Acknowledge how and when we commit micro-aggressions and how they impact student success;
- Acknowledge how implicit bias and stereotypes play out in our expectations and relationships with minoritized students and how it impacts student success;
- Acknowledge that we may perceive our Black and Latino males as threatening, which impacts their success;
- Acknowledge that our syllabi and teaching tools speak most effectively to the lived experiences of White society, resulting in the need for more inclusive, culturally responsive/relevant pedagogy;
- Acknowledge that we are more likely to feel connected to students who are most like ourselves, resulting in equity gaps for Latinx and Black students;
- Acknowledge that we often show caring for minoritized students in ways that are condescending, utilizing a deficit model towards Latinx and Black students, resulting in equity gaps for Latinx and Black students;

⁵ Why Use Minoritized: The use of the expression "minoritized" in preference for "minority" reflects the ongoing social experience of marginalization, even when groups subject to racial/ ethnic discrimination achieve a numerical majority in the population. (courtesy of Center for Urban Education)

- Acknowledge how whiteness⁶ is implicit throughout the College, resulting in a culture of colorblindness⁷ and lack of connectedness for our minoritized students.

To address our equity gaps and develop the capacity of knowledge that we need to become racial/ethnic equity experts as administrators, leaders, instructional faculty, counselors, and staff, our Student Equity Plan focuses on learning activities as well as intentional focus on supporting our racially/ethnically⁸ minoritized students. We have the tools, resources, desire and commitment to create a strong culture of diversity, inclusion, and equity on our campus. Things can improve, and the Student Equity Plan is an opportunity to be the catalyst for change and a call to action.

The Student Equity Imperative is supported by the work of USC and the Center for Urban Education, and we will use their equity-minded guiding principles⁹ to build our capacity as a College to address racial/ethnic equity. Activities and key focus areas are informed by the recommendations of the 2018 RP Group Equity Student Focus Groups¹⁰, bringing student voices to the center of the plan. To ensure the Student Equity Plan will continue to be a living and evolving campus-wide document, technical assistance, professional development, and trainings will support our practices and systems.

⁶Whiteness: defined as a set of characteristics and experiences that are attached to the White race and people with white skin. Whiteness is socially constructed and perceived as the norm or normal, while other racial/ethnic categories are perceived and treated as other. Chiariello, E. (2016). Why Talk about Whiteness? *Teaching Tolerance* <https://www.tolerance.org/magazine/summer-2016/why-talk-about-whiteness>

⁷Colorblindness creates a race-neutral society that treats all individuals as the same and denies the racial/ethnic experiences of people of color and invalidates their unique perspectives and cultural heritages. William, M. (2011). Colorblind Ideology is a Form of Racism. *Psychology Today*, 27. Diggles, K. (2014). Addressing Racial Awareness and Color-Blindness in Higher Education. *New Directions for Teaching and Learning*, Vol. 2014, pp. 31–44. <https://doi.org/10.1002/tl.20111>

⁸ Race is defined as a social construct, not a biological one and is used as a cultural identifier. Social constructs have material effects in our culture. Lusca, E. (2008). Race as a Social Construct. *Anthropology.net*. <https://anthropology.net/2008/10/01/race-as-a-social-construct/>

⁹ Bensimon, E.M., Dowd A.C., and Witham, K. (2016). Five Principles for Enacting Equity by Design. *Association of American Colleges & Universities*, 19, 1-8 <https://www.aacu.org/diversitydemocracy/2016/winter/bensimon>

¹⁰ RP Group: Cuesta College Equity Focus Groups- Student Perspectives Report



Student Equity Plan 2019-2022

THE WHY

Disproportionately Impacted Students at Cuesta

Students with Disabilities, Asians, Blacks/African Americans, White Females, Female Foster Youth, LGBT, Veterans

Latinx Males, First Generation, Foster Youth Males

Female Students with Disabilities, Latinx Females, Blacks/African Americans, First Generation Females, LGBT Females

Latinx Males, Economically Disadvantaged Males, First Generation Males

Latinx Males, Blacks/African American Males, Asian Males

Incarcerated and Undocumented students are also prioritized in the Student Equity Plan.

THE WHAT

Student Success Metric

Access: Successful enrollment

Retention: Fall to Spring

Transfer to a four-year institution

Completion of transfer-level math and English

Attained Vision for Success Goal

THE HOW

Goal

Increase % of students who enroll at Cuesta in same year after completing admission application

Increase retention rate from fall to spring
Increase retention rate from spring to fall

Increase transfer to a four-year institution

Increase completion of transfer level math and English in first year of enrollment

Increase number of students who earn a certificate of degree

THE TOOLS

Activities

Targeted Outreach/Onboarding

Professional Development/ Curricular Design

Ed Planning
Targeted Academic/ Student Support

Professional Development/ Intentional Curricular Design
Student Engagement

Program Mapping/ Leveraging Technology
Targeted Academic/ Student Support

Professional Development

Targeted Academic/Student Support Services

Professional Development/ Intentional Curricular Design

Program Mapping/ Leveraging Technology

Targeted Academic/ Student Support

Professional Development

Disproportionately Impacted Groups:

The Student Equity Plan, under the Student Equity and Achievement (SEA) program, develops numeric targets to close equity gaps. The Student Equity Plan identifies strategies/activities which target improvement for these disproportionately impacted groups. Along with these key recommendations for changes and improvements, the Plan identifies the number of additional students from each disproportionately impacted racial/ethnic group who would need to transfer in order to meet the Vision for Success overall goal and eliminate the racial/ethnic equity gap. In order to meet this goal, some racial/ethnic groups will need to improve by disproportionately larger numbers when compared with other groups.

Using data generated based on the Chancellor's Student Success Metrics (through NOVA), the following student groups are identified as disproportionately impacted according to the point gap methodology. The percentage point gap methodology compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of all students who succeed in the same outcome. According to this methodology, a "-3 percentage point gap or greater" is evidence of a disproportionate impact. With consideration to the margin of error and the N being greater than 10, equity gaps exist for the following groups as stated in Figure 1:

FIGURE 1. (as of 4/16/19 in NOVA)

| Disproportionately Impacted Student Groups | Success Measure |
|---|---|
| Students with Disabilities, Asians, Blacks/African Americans, White Females, Foster Youth Females, LGBT, Veterans | Access: Successful Enrollment |
| Latinx Males, Foster Youth Males | Retained from Fall to Spring at the Same College |
| Female Students with Disabilities, Latinx Females, Blacks/African Americans, LGBT Females | Transfer to a four-year institution |
| Latinx Males, Economically Disadvantaged Males | Completed both math and English within the District in the First Year |
| Latinx Males, Black/African Americans Males, Asian Males | Attained the Vision Goal Completion Definition |

Racial/ethnic gaps show up in every student success metric, and Latinx students are our largest disproportionately impacted group. Therefore, we intentionally focus our efforts on our Latinx and Black/African American students. Furthermore, the equity gaps for these students have persisted year after, resulting in historically inequitable outcomes.

Three additional groups that we will support with the Student Equity Plan are students who are undocumented, incarcerated, or homeless. These are three student groups that require

additional tailored support in order to be successful and we are serving an increased number of these students at the college.

Student Success Metric Definitions:

- **Access: Success Enrollment** - Among all applicants in the previous or selected year, the proportion who enrolled at the same college.
- **Retained from Fall to Spring at the Same College** - Among all students, the proportion retained from Fall to Spring in the selected year, excluding students who completed an award or transferred to a postsecondary institution.
- **Transfer to a four-year institution** - Among all students, the number of students who transferred to various types of postsecondary institutions.
- **Completed both math and English within the District in the First Year** - Among all students, the proportion who completed transfer-level math and English in their first academic year of credit enrollment within the District. Passing grade includes C, Pass or better.
- **Attained the Vision Goal Completion Definition** - Among all students, the unduplicated count of students who earned one or more of the following: A Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected previous year.

Activities to Address Equity Gaps:

The activities outlined in the Student Equity Plan are committed to supporting inquiry and dialogue, working to eliminate equity gaps for all our minoritized students addressed in the five Student Success Metrics. This work includes the development of inquiry teams to systematically review services, activities, and structures that support targeted groups and implement key strategies, particularly addressing racial/ethnic equity. Utilizing the principles of equity-minded inquiry, training and professional assistance will be supported and prioritized to address practices and policies that contribute to inequities. Working closely with Institutional Research, disaggregated student success data will be shared with inquiry teams, who will assist with the development of key recommendations for changes and improvements. These changes will be made with intentionality, and will focus specifically on our Latinx students, our largest disproportionately impacted group.

Professional Development:

Professional Development is an activity/strategy that is central to addressing equity gaps for all success measures. For a true shift to a student-centered college to occur, professional development needs to be ongoing and targeted to areas that support faculty and staff to improve their efforts in helping our minoritized students succeed.

Equity-focused training will continue building on past and current efforts to increase the capacity of faculty and staff to address the needs of minoritized students, including examination of the

impact of white privilege in education, how best to support men of color, culturally relevant pedagogy/contextualized learning, implicit bias and hiring, equity-minded syllabi review, and anti-racist/social justice strategies for teaching. Equity-minded professional development will be partnered with the work of Guided Pathways to ensure that systems as well as services are addressing racial/ethnic equity. The expected outcomes of professional development will be improved enrollment, retention, and completion for minoritized students.

Some activities to address this need include professional development in the following areas:

- Continuous campus-wide examination of disaggregated data targeting all equity gaps, with a priority on racial/ethnic equity, including inquiry within academic departments
- Flex workshops offered that focused on whiteness, white privilege¹¹, and racial/ethnic competency/fluency¹²
- An increase of faculty capacity to utilize culturally relevant pedagogy
- Continuing the development of contextualized learning, expanding on work in autobody courses, noncredit culinary, and welding CDCP certificate sequences
- Training to build capacity for implementing inclusive classroom practices
- Training in academic counseling, focusing on the needs of the “whole student”
- Faculty training/support to expand OER offerings
- Fall and/or Spring Opening Day speakers focused on Equity and Guided Pathways
- Hosting College-wide/regional equity conference in 2019-20
- Using Canvas college-wide as an early alert mechanism
- Using embedded tutors to support disproportionately impacted student populations
- Equity-focused hiring practices
- Showcasing “Help One Student Stay” videos the first weeks of the semester
- Continuing to provide equity training in areas such as reducing micro-aggressions, identifying implicit bias, and creating equity-minded syllabi
- Continued AB 705 professional development
- Training and implementation of restorative justice practices for student issues

Examination of our hiring practices will also be a focus within this Student Equity Plan. This includes supporting Human Resources to build their capacity to improve and expand institutional practices that support equitable practices related to hiring. We have a strong commitment to uphold EEO guidelines but need assistance with implementation. Key areas include strengthening recruitment strategies to increase diverse applicant pools, expanded implicit bias and EEO trainings, and support and retention of minoritized faculty and staff.

¹¹White privilege are historical and current advantages, rights, and benefits afforded for being White in a racially stratified society. McIntosh, P. (1992). White Privilege: Unpacking the invisible Knapsack. In A. M. Filor (Ed.) *Multiculturalism*. Schenectady, NY: NYSCEA. <https://nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack>

¹² Harris III, F. (2019). “Advancing Equity in a Climate of Resistance: Implications for Academic Leadership in Community Colleges.” San Diego: The Community College Equity Assessment Laboratory.

Especially with the newness of AB 705, we must also continuously look to professional development to improve upon success strategies, curricular design and support, and to promote an equity-minded approach to our way of doing business. Continued professional development is critical for collaboration and exposure to best practices for inclusive curriculum that honors the experiences of students in the classroom. It is essential to continue shared professional development to implement innovative strategies with a student-centered design that recognizes the experiences and barriers of our disproportionately impacted students.

Success Measure: Access: Successful Enrollment

| Disproportionately Impacted Student Groups | Success Measure |
|---|-------------------------------|
| Students with Disabilities, Asians, Blacks/African Americans, White Females, Foster Youth Females, LGBT, Veterans | Access: Successful Enrollment |

Cuesta College will increase the number of overall successful enrollment from 17205 in 2016-17 to 18237 in 2021-22, an increase of 6%.

In addition, among students with disabilities, the number of successful enrollments will increase from 502 in 2016-17 to 639 in 2021, 737 in 2016-17 to 864 in 2021-22 for Asians, 173 in 2016-17 to 241 in 2021-22 for Black/African American Females, 170 in 2016-17 to 193 in 2021-22 for Foster Youth Females, 495 in 2016-17 to 685 in 2021-22 for LGBT students, and 178 in 2016-17 to 242 in 2021-22 for Veterans. These numbers represent the student count that would bring our college within 2% of closing the equity gap.

KEY ACTIVITIES:

Targeted Outreach/Onboarding:

Cuesta College institutionalized outreach efforts with the hiring of our first Outreach Director in 2018. As a result, the Enrollment Services department has been building the capacity to develop strong, strategic outreach and onboarding practices, especially for targeted populations. Designated Enrollment Success Specialists specifically work with Foster Youth, California’s Men’s Colony (CMC), English as a Second Language, Continuing Education, AB 540 and Undocumented Students, Veterans, and Disabled Student Programs and Services to provide clarity as it relates to enrollment practices, financial aid, and college courses. The following activities will be supported and expanded to support targeted outreach and on-boarding programming:

- Designated liaisons for local high school and special populations in community (CMC, Foster Youth, ESL, continuing ED)

- Cougar Welcome Days new student orientations in English and Spanish
- Bilingual materials and targeted outreach efforts for Latinx targeted activities
- Monarch Center activities to serve undocumented students and families, including a welcoming space and extensive resources and information in print and through our website
- Financial aid outreach
- Edúcate Conference for Latinx high school students: *Sí Se Puede* (Spanish for “*Yes, it is Possible*”), an outreach conference for Latinx high school students in San Luis Obispo County
- Targeted bilingual and adult education support services to build connection and community (Bilingual Continuing Education Support Assistant, Bilingual Assessment Proctor, Continuing Education Coordinator, Bilingual Student Services Site Specialists, Bilingual Enrollment Specialists)
- Designated noncredit counseling
- K-12 partnerships - Cuesta College 101 Program/Dual Enrollment
- Promise Program - First- and second-year tuition support
- Innovation grant activities collaboration including expansion of the Innovation Academy to other high school sites
- Developing Hispanic Serving Institution Teacher Pathways grant activities to expand collaboration and support of Latina Leadership Network (LLN) and other Latinx targeted activities
- Expansion of Connect at Cuesta Orientations to include areas of interests and faculty engagement

Success Measure: Retention – Fall to Spring

| Disproportionately Impacted Student Groups | Success Measure |
|--|--|
| Latinx Males, Foster Youth Males | Retained from Fall to Spring at the Same College |

Cuesta College will increase the number of students retained from Fall to Spring from 6532 in 2016-17 to 7838 in 2021-22, an increase of 20 percent.

In addition, among Latinx male students, the number of students retained from Fall to Spring will increase from 819 in 2016-17 to 827 in 2021-22, bringing the college within 2% of the equity gap. Among Foster Youth, the number of students retained from Fall to Spring will increase from 65 in 2016-17 to 74 in 2021-22, bringing the college within 2% of closing the equity gap.

KEY ACTIVITIES:

Education Planning:

Counselors recognize that we have a unique student population with diverse backgrounds including Veterans, re-entry, parents, first generation, formerly incarcerated, students of color, Foster Youth, parents, low-income, etc. Counselors need to build their capacity to support the “whole student” when assisting students with their educational plans. The following activities will be supported and expanded to support education planning for targeted groups:

- Increase completion of Comprehensive Education Plan for students after accumulation of 15 credits
- Increase completion of Comprehensive Education Plan for noncredit students with embedded counselor for noncredit programs
- Designate counselors by meta-major and embed counseling in targeted areas with concentrated target groups

Student Engagement:

The Student Support (Re)defined report highlighted the 6 success factors that support student achievement include engagement and connection. As highlighted in the RP Focus Group recommendations, students want more engagement with other students, faculty, staff, and the community. Traditionally, the College has relied heavily on the ASCC (Associated Student of Cuesta College) for student voices and participation. As our demographics continue to change and students’ life commitments continue to increase, we must find new, innovative ways to engage students inside and outside the classroom. As a Hispanic Serving Institution, we also need to examine how specifically to engage our Latinx students, including First Generation and

Undocumented Students. This will be particularly important on our North County Campus as over 42% of our student enrollment is Latinx yet most of our student engagement programs are on our main SLO campus. As part of our Guided Pathways efforts, a major focus will be on increasing faculty/student connections in relation to students' academic interests and career goals. The following activities will be supported and expanded to support student engagement and sense of belonging for targeted groups:

- Equity-minded inquiry to assess the how to improve student engagement for Latinx and Foster Youth
- Cultural Centers, Monarch Centers, Veterans Centers, CaFE (Cal Works, Foster Youth, EOPS), Student Success Centers, Latina Leadership Network, Teacher's Pathways
- Community Building with ESL students and faculty
- Compass Student Support Groups (LGBTQAIP, Parents, Women, Men)
- Cultural Clubs (MeChA, Dreamers, Latina Leadership Network)
- Bilingual/Bi-cultural staff and faculty mentorship with students
- Faculty/student mixers by majors/areas of interests or faculty-sponsored club events
- Equity-minded Communities of Practice focused on culturally relevant lessons and activities

Targeted Academic/Student Support Services:

In order to support the full needs of students, personally and academically, we continue to provide targeted services, addressing specific barriers that significantly impact retention and student success. This includes increasing our support related to food insecurity, homelessness, mental health counseling, high cost textbooks, and financial difficulties. Key academic support is also critical, especially with the implementation of AB705.

As a Hispanic Serving Institution, we are increasing our capacity to provide targeted academic and student support services to our largest disproportionately impacted group-Latinx students. After an intentional examination of retention strategies to address racial/ethnic equity, inquiry teams will initiate a process to interrogate key student support services to ensure they are serving Latinx students to strengthen retention.

Key activities include:

- Embedded and intrusive counseling in EOPS (CaFE)
- Cougar Food Pantry
- Homelessness Taskforce/resources
- Noncredit childcare for GED and ESL courses
- Noncredit high school equivalency vouchers
- Mental Health counseling
- Student success coaching

- Student success workshops
- Textbook Affordability Services (book lending, OER)
- Drop In/Embedded/Distance Education tutoring
- Noncredit high school equivalency vouchers
- Integrated student support technology (Canvas, SARS, Remind, Open Education Resources, Early Alert)
- Targeted bilingual and adult education support services to ESL students (Bilingual Continuing Education Support Assistant, Bilingual Assessment Proctor, Continuing Education Coordinator, Bilingual Student Services Site Specialists, Bilingual Enrollment Specialists)
- Student Success Festival/Open House/Resource fairs
- Designated noncredit embedded counseling - bilingual and bicultural
- Monarch Centers support services
- Developing Hispanic Serving Institution Teacher Pathways grant activities to expand collaboration and support of Latina Leadership Network (LLN) and other Latinx targeted activities

Special focus on Foster Youth remains a strong commitment within the Student Equity Plan. The following activities will be supported and expanded to support targeted academic/student support services for Foster Youth:

- Foster Youth Advisory Committee support
- CaFE staffing designated for Foster Youth
- Textbook and housing financial support designated for Foster Youth
- Embedded academic coaching support designated for Foster Youth
- Food Pantry-targeted outreach to Foster Youth

Success Measure: Transfer to a Four-Year Institution:

| Disproportionately Impacted Student Groups | Success Measure |
|--|-------------------------------------|
| Female Students with Disabilities, Latinx Female, Blacks/African Americans, LGBT Females | Transfer to a four-year institution |

Cuesta College will increase the number of transfers to four-year institutions from 1015 in 2016-17 to 1370 in 2021-22, an increase of 35%.

In addition, among Females with Disabilities, the number of transfers to four year institutions will increase from 39 in 2016-17 to 48 in 2021-22, for Latinx females, the number of transfers to four-year institutions will increase from 134 in 2016-17 to 140 in 2021-22, for Blacks/African Americans the number will increase from 11 in 2016-17 to 18 in 2021-22, and for LGBT females, the number will increase from 10 in 2016-17 to 13 in 2021-22, bringing the college within 2% of closing the equity gap.

KEY ACTIVITIES:

Program Mapping and Leveraging Technology:

Highlighted in the RP Focus Group recommendations was the use of technology at Cuesta. Canvas sparked the most consistent positive feedback among students, who greatly appreciated having instant access to their grades at all times. The gradebook feature works as an early alert mechanism, and helps all our students, especially our minoritized students, stay updated and on track with progress in their coursework. However, not all faculty use Canvas (usage ranging from 52%-56%) There was a clear desire on the part of students that all Cuesta faculty use Canvas. The Cuesta College website and myCuesta were cited by many students as being difficult to navigate and not up-to-date with respect to form or function. The lack of ease of use affects our disproportionately impacted groups even more strongly, including females with disabilities, African American/Black students, LGBT students, and Latinx females. The following activities are proposed tools for improvement:

- Continued development of program mapping
- Transfer Center activities
- Creation of online and alternative options for transfer beyond Cal Poly
- Creation of more partnerships with targeted CSUs and UCs that support Latinx students
- Continued embedded counseling for targeted groups
- Follow-up with Latinx students who are involved in MECHA, Educate, Latina Leadership Network (LLN) to ensure continual engagement
- Development of new placement process (AB 705)

- Expansion of transfer articulation
- Revision of myCuesta portal and the Cuesta website to facilitate first generation, Latinx, and African American/Black students' ease of use
- Revision of website images to showcase the diversity on our campus
- Increase in the number of faculty who use the Canvas LMS platform through additional faculty training
- Developing Hispanic Serving Institution Teacher Pathways grant activities to expand collaboration and support of Latina Leadership Network (LLN) and other Latinx targeted activities

Targeted Academic/Student Support Services:

The RP Focus Group included recommendations specific to targeted academic and student support services to assist students throughout their journey. These recommendations include ensuring that students connect early with counselors who can help students get on the path to their chosen program of study. This prevents wasting significant time and resources in classes that do not serve the long-term goals of students. It is important that Cuesta's counseling systems/structures communicate the benefits of working with a counselor in order to access accurate information early on in their educational path. Students reiterated the need to have the whole student taken into account as community college students often have complicated schedules with added financial pressures. This is particularly true for First Generation students, Latinx students, and African American/Black students who often work to help support their families. Finally, students requested early notification when they were struggling in the classroom. Platforms such as Canvas present opportunities for faculty to more easily monitor students' progress. The sooner instructors and counselors can alert students if they are drifting off-track—either separately or in coordination with one another—the earlier those students can get back on-track and stay on their path. Activities for targeted student support include:

- Embedded and drop-in tutoring
- Development of additional Transfer Center workshops, activities, tours/college visits, targeting disproportionately impacted students
- Academic success coaching
- Counselors specific to Latinx, African American/Black students, and first-generation college students
- Monarch Centers support services

Success Measure: Completion of Transfer-Level Math and English:

| Disproportionately Impacted Student Groups | Success Measure |
|--|---|
| Latinx Males, Economically Disadvantaged Males | Completed both math and English within the District in the First Year |

Cuesta College will increase the number of degree/transfer students who complete math and English in the first year from 163 in 2016-17 to 220 in 2021-22, an increase of 35%.

In addition, among Latinx males, we will increase the number of degree/transfer students who complete math and English in the first year from 16 in 2016-17 to 25 in 2021-22, for economically disadvantaged males, we will increase the number of degree/transfer students who complete math and English in the first year from 36 in 2016-17 to 50 in 2021-22, bringing the college within 2% of closing the equity gap.

Background:

To address the equity gaps found within completion of transfer-level math and English courses, we first need to recognize that as a community college system, students have been historically under-placed by a process based upon unreliable assessment measures. In addition, students of color are more likely to be placed into remedial coursework than their White peers.¹³ Thirdly, students who are placed into remedial coursework fall behind in completion of transfer-level math and English coursework within one year with a throughput rate of 13% for math and 12% for English when beginning one level below transfer.¹⁴ Many racial/ethnic inequities can be traced back to initial math and English placement. Initial student placement not only lengthens the time to completion, it also impacts student’s perception of their own college readiness and their place in higher education.

Due to AB 705, the California Community Colleges have been asked to rethink the way in which students are both placed and supported. Cuesta College in turn has restructured our entire placement process. As we move into implementation, more work needs to be done to monitor this process and to support students as they access transfer-level coursework – particularly for our disproportionately impacted Latinx and economically disadvantaged male students.

¹³ The RP Group. (2017). “Multiple Measures Assessment Project: The Opportunity and Adversity of Increasing Placement Accuracy.” https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/Presentations/RPConference_2017.pdf

¹⁴ The RP Group. (2018). “MMAP & AB 705: Why and How to Maximize Throughput in English and Math.” https://rpgroup.org/Portals/0/Documents/Conferences/StudentSuccess/2018SSSCMaterials/SSSC18_Presentation_Materials/SSSC18_Post-Conference_Workshops/SSSC_2018_MMAP_Conference_Presentation_Final.pdf

Targeted Academic/Student Support Services:

Because all students have access to transfer-level math and English coursework, we must ensure that students are informed and advised of their options from the beginning. Shifting the message to affirming that students are college-ready is essential. This ties to the equity imperative to acknowledge how implicit bias and stereotypes play out in our expectations and relationships with minoritized students and the impact this has on student success.

Key activities that have been identified to close the equity gap in this area are:

- Implementation and on-going analysis of the placement process (AB705)
- Counseling advisement for early completion of math and English
- Embedded and drop-in tutoring/Statistics Lab/Writing Center
- Academic success coaching
- Student Success resource presentations for first-year students
- Help One Student Stay/Early Interventions
- Free math and English prep courses/workshops
- First Year Experience designated activities
- Lending Library and book vouchers specific to math
- OER expansion efforts/Lending Library for Statistics and English 201A
- Utilization of Canvas for students to track grades
- Monarch Centers support services

As a Hispanic Serving Institution, it is important that our Latinx students are encouraged and recognized for their capabilities. Our Guided Pathways efforts must be in alignment with the onboarding process so that the whole student is considered during student advising. This will assist students in choosing their path and in selecting appropriate math and English courses that align with their area of focus and educational goals. To accomplish this, we will develop an inquiry team to analyze our onboarding processes and messaging to students. The inquiry team will review and collaborate on areas such as the online new student orientation, Welcome Booklet, and Cougar Welcome Day orientation content.

In addition, with the implementation of AB705 and our new placement process, the college will continuously analyze data regarding the placement and course-taking patterns of students to ensure that there is no disproportionate impact on student groups. If disproportionate impact is found, the college will analyze the root of the placement and/or achievement gap and take corrective measures to improve the placement process and subsequent curricular support for students.

As more and more minoritized students access transfer-level coursework, it is important to reiterate their rightful place in these classes and to provide support. The College offers embedded and drop-in tutoring through our Student Success Centers. Also, an Academic Success

Coach will be leading academic support specific to Statistics within the Math Lab. We anticipate an increase in the enrollment of students in Statistics. Therefore, targeted math support will be critical to ensuring the successful completion of college-level math. Outreach to math and English classes to share campus resources and to offer points of contact for assistance will also be done every term.

Students are offered an onboarding college success workshop designed specifically for their area of interest before the start of the fall semester. Incoming Promise students are also targeted for these workshops. An extensive ongoing program of support is under development to support cohorts of students enrolled in math and English courses. Corequisite cohorts are provided with embedded tutors, an assigned Academic Success Coach, are provided free math and English textbooks, and free food. There is also a designated space for collaborative study and students are offered priority registration for the second semester once they have completed their Comprehensive Student Education Plan with their academic counselor.

As part of our Early Alert efforts, faculty-driven initiatives to share and promote strategies on how to support retention for struggling students are part of “Help One Student Stay.” Videos, faculty dialogues, and technology tools and tips will promote faculty engagement to increase retention for all students. Specific equity-focused early interventions will address completion of math and English for Latinx and economically disadvantaged male students.

In addition, the RP Focus Group recommendations point to the desire for students to be able to track their grades in Canvas. Not all faculty utilize Canvas, however, making it difficult for students to know early on if they are struggling in a course. This even more critical for Latinx and economically disadvantaged male students for whom we are trying to close the equity gap.

Curricular Redesign:

Both Math and English Divisions have made significant changes to curriculum to support students as they access transfer-level coursework and we must continue to monitor these changes and make improvements. A pre-transfer level Introduction to English Composition course was developed along with a one-unit corequisite course to support transfer-level English Composition. For math, a corequisite support course was developed for Statistics.

Within Student Services, alignment of policy, materials, and information disseminated to students is fundamental to students receiving accurate information. Our messaging to students in the information that we produce and in our daily interactions must all reflect our belief in their success – particularly for our Latinx and economically disadvantaged males for whom we see an equity gap. AB 705 is a large shift for faculty, staff, and administrators and reticence in complying with the assembly bill may come across as a belief that students will not succeed.

Also, as we connect with our K-12 partners, we must share policies and new procedures for the placement of students so that correct information is provided. This is critical for dissemination of

information in the high schools regarding our onboarding process, but also in terms of curriculum to ensure alignment with our local feeder schools.

The following activities will be supported and expanded to support intentional curricular design for targeted groups:

- Intentional curricular design
- K-12 partnerships/articulation
- Dual Enrollment/Innovation Academy collaborations

[Success Measure: Attained the Vision Goal Completion Definition \(Earned Credit Certificate over 18 Units, Associate Degree, CCC Bachelor’s Degree\)](#)

| Disproportionately Impacted Student Groups | Success Measure |
|---|--|
| Latinx Males, Black/African Americans Males, Asian Males | Attained the Vision Goal Completion Definition |

Cuesta College will increase the number of students attaining the Vision Goal Completion Definition from 1051 in 2016-17 to 1261 in 2021-22, an increase of 20%.

In addition, among Latinx males, the number of students attaining the Vision Goal Completion Definition from 95 in 2016-17 to 115 in 2021-22, for Black/African American Males, the number of students attaining the Vision Goal Completion Definition from 13 in 2016-17 to 14 in 2021-22, and for Asian Males, the number of students attaining the Vision Goal Completion Definition from 10 in 2016-17 to 13 in 2021-22, bringing the college within 2% of closing the equity gap.

[KEY ACTIVITIES:](#)

[Program Mapping/Leveraging Technology](#)

The college is putting processes in place to identify when students are at or near degree completion. This will allow targeted messaging to these students, instructions regarding degree applications, and encouragement for students to complete the application process.

The following activities will be supported and expanded to support automatic identification of degree/certificate completion or progress for targeted groups:

- Automatic identification of degree/certificate completion or progress
- Noncredit articulation with credit CTE programs (hospitality/culinary)

Targeted Academic/Student Support Services:

In order to support the full needs of students, personally and academically, we continue to provide targeted services, addressing specific barriers that significantly impact retention and student success. This includes increasing our support related to food insecurities, homelessness, mental health counseling, high cost textbooks, and financial difficulties. Key academic support is also critical, especially with the implementation of AB705.

- Cougar Food Pantry
- Homelessness Taskforce/Resources
- Noncredit childcare for GED and ESL courses
- Noncredit high school equivalency vouchers
- Cuesta College GED testing site
- Mental health counseling
- Student success coaching
- Student success workshops
- Textbook affordability services (book lending, OER)
- Drop-in/Embedded/Distance Education tutoring
- Noncredit high school equivalency vouchers
- Integrated student support technology (Canvas, SARS, Remind, Open Education Resources, Early Alert and other software)
- Targeted bilingual and adult education support services to ESL students (Bilingual Continuing Education Support Assistant, Bilingual Assessment Proctor, Continuing Education Coordinator, Bilingual Student Services Site Specialists, Bilingual Enrollment Specialists)
- Student Success Festival/Open House/Resource Fairs
- Designated noncredit embedded counseling-bilingual and bicultural
- California Men's Colony support
- Monarch Centers support services

Cuesta College is also committed to serving students at the California Men's Colony (CMC) State Prison, representing males that are predominately low-income, African American, and Latinx. Access to college education of State prison inmates has been limited to correspondence courses, severely restricting the scope and quality of the educational experience compared to face-to-face instruction supported by technology. Equity funds have provided instructional support for CMC students. The College plans to expand and strengthen course offerings at CMC and is in the process of building infrastructure for long-term sustainability.

We have a designated Enrollment Success Specialist and administrative support for incarcerated students at the California Men's Colony. This support will streamline the matriculation process,

provide orientation and placement services as well as follow-up support services for students. In addition, there is a dedicated counselor to help with student educational planning. These wrap-around services provide consistent faculty and staff that students get to know in order to create an environment where students feel valued, nurtured, directed, engaged, focused, and connected.

Curricular Design:

The Continuing Education program in collaboration with several departments across campus have developed and increased Career Development College Preparation (CDCP) certificates to provide greater access to certificate programming.

The ESL and Automotive departments collaborated to implement the Integrated Basic Education Skills and Training (I-BEST) model for contextualized learning to accelerate student progress and certificate completion.

The Continuing Education Program and Career Technical (CTE) Departments have collaborated to develop curriculum with articulation processes to ensure a seamless transition from noncredit adult education programs, in particular, High School Equivalency and English as a Second Language (ESL) to an industry recognized CTE program.

With the inception of AB705 the Continuing Education program has redesigned its high school equivalency curriculum to prepare students for transfer level coursework as they transition from noncredit to credit courses.

To provide great opportunity for associate degree completion, the college has developed 36 Associate Degrees for Transfer (ADTs) across disciplines.

The following activities will be supported and expanded to support intentional curricular design for targeted groups:

- Intentional curricular design
- Continued I-BEST model/contextualized curriculum professional development for faculty and staff

Student Equity Program Coordination

The Equity and Student Success Committee is responsible for moving this intentional equity-focused work forward. This committee reviews all activities and provides recommendations as the overseeing body for the Student Equity Plan, Basic Skills Initiative (BSI), and the Credit and Noncredit Student Support and Success Program (SSSP), all now under the Student Equity Achievement (SEA) Program. The Equity and Student Success Committee coordinates feedback to the District's work groups through the Shared Governance process. It is composed of instructional and non-instructional faculty, the Director of Student Equity and Success Centers,

the BSI Coordinator, the Student Success Director, the Associate Director of Continuing Education, Academic Affairs and Student Services Deans, academic counselors, and representatives from Financial Aid, Extended Opportunity Programs and Services (EOPS)/CAFE, a Cuesta College Classified United Employees (CCCUE) representative, and a representative from the Associated Students of Cuesta College (ASCC). Non-voting members include the Director of Institutional Research, Vice President of Student Services and College Centers, and the Vice President of Academic Affairs.

Evaluation

Qualitative and quantitative evaluation and reporting will be done on an annual basis. With oversight from the Vice Presidents of Academic Affairs and Student Services, the Equity and Student Success Committee members will track and monitor student success metrics data from the Chancellor's Office. Working closely with Institutional Research, local data will also be used to examine the impact of specific activities for our disproportionately impacted groups. Inquiry teams will meet regularly to examine areas of needs and focus, utilizing dis-aggregated data and student feedback. Working closely with our Guided Pathways and other local efforts, multiple indicators and outcomes will be monitored to assess campus wide impact. There will be specific focus on collecting and utilizing student perspectives to inform adjustments made to activities/strategies and to ensure the student voice plays a central role in institutional decision making.

As we strive to build an equity enriched campus culture, the Student Equity Plan is one of many efforts within the College working towards closing equity gaps. In compliance with traditional reporting guidelines, campus wide reflection and assessment will occur to continuously examine our campus culture. Key indicators for building an equity enriched culture include:

- Viewing equity as an asset/institutional strength versus an annoyance/liability/burden
- Viewing equity as attainable versus unattainable and unreachable
- Viewing equity as an indicator of institutional performance versus only student responsibility
- Embracing and embedding equity widely throughout our institution versus being embraced by only a few
- Viewing equity as an urgent non-negotiable issue
- Ensuring our leadership be public, transparent, and unapologetic about prioritizing equity versus being fearful or silent
- Viewing equity as valued beyond compliance and funding

Conclusion

Our students are counting on us. We must act with urgency, recognizing that our current outcomes are not acceptable. Everyone at the college has influence and plays an important role in addressing equity. Thus, we all have a responsibility to do this work. In order to effectively improve the lives of our minoritized students, we need to critically look at our policies and practices that significantly contribute to persistent inequitable outcomes year after year. This includes fostering a campus culture that is race conscious, data informed, and invested in a continual process of inquiry and learning. This is an opportunity for Cuesta College to renew our collective institutional responsibility towards equity and engage in building a genuinely student-centered college. Equity must be enacted as a system-wide principle that is integrated in all aspects of the College. The Student Equity Plan is a call to action, mapping out the tools and resources to create a strong culture of diversity, inclusion, and equity on our campus.

| 2019-2022 Student Equity and Achievement Program Resources |
|---|
| <i>Personnel:</i> |
| Academic Success Coaches |
| Associate Director, Continuing Education |
| Associate Director, Student Success Centers |
| Bilingual Testing Proctor |
| Bilingual Enrollment Success Specialist |
| BSI Faculty Coordinator |
| CAFÉ (EOPS/CARES/ CALWORKS/Foster Youth) Specialist |
| CAFÉ Assistant |
| CAFÉ Technician |
| Continuing Education Coordinator |
| Counselors/ Credit and Noncredit |
| Database Administer |
| Dean of Institutional Research |
| Director of Enrollment Services |
| Director of Student Equity and Success Centers |
| Director of Student Success |
| Enrollment Success Specialist |
| Embedded Tutors |
| ESL Outreach Coordinator |
| Evaluations Analyst |
| Institutional Research Analyst |
| Program Analyst |
| Student Life/Cultural Center Assistant |
| Student Services Technology Coordinator |
| Student Success and Support Technician |
| Student Success Center Support Technician |
| University Transfer & Career Specialist |
| Writing Center Faculty Coordinators |
| <i>Other Expenses</i> |
| Cuesta Boost- Book Vouchers |
| Foster Youth Training/Outreach |
| Professional Development/Mileage/Transportation/Conferences |
| Technology Equipment/Software/Technology Contract Services |
| Undocumented Student Success Support |
| Vets Center/Vets Programming and Events |
| Print Materials/Office Supplies |

| 2015-2016 STUDENT EQUITY EXPENSES | | |
|-----------------------------------|--|------------------|
| Object Code | Category | Expense |
| 1000 | Academic Salaries/Assignments | \$ 1,559 |
| | Part-time Instructors | |
| 2000 | Classified and Other Non-Academic Salaries | \$ 594,045 |
| | Director, Student Equity | |
| | Embedded Tutors | |
| | Student Success Center Technician | |
| | CAFÉ Assistants/Technicians/Specialists | |
| | Enrollment Success Specialists | |
| | Student Life/Cultural Center Assistant | |
| | Institutional Research/Data Analyst | |
| | Faculty Stipends | |
| 3000 | Employee Benefits | \$ 129,205 |
| 4000 | Supplies and Materials | \$ 58,735 |
| | Office and other Supplies | |
| | Books and instructional materials | |
| | Copying and Printing | |
| | Food (trainings, events, and planning meetings) | |
| 5000 | Other Operating Expenses | \$ 107,234 |
| | Travel/Conferences | |
| | On-site/ off-site professional development | |
| | Software/Software Licenses | |
| | Contract Services | |
| | Campus Facilities | |
| 6000 | Capital Outlay | \$ 73,304 |
| | Library/Books/Mags/Periodicals | |
| | Equipment for CMC | |
| 7000 | Other Student Aid | \$ 15,962 |
| | Book Vouchers | |
| | | |
| | Total 2015-16 Expenditures | \$980,044 |
| | Total 2015-16 Allocation plus Reallocated Funds | \$980,044 |

| 2016-2017 STUDENT EQUITY EXPENSES | | |
|-----------------------------------|---|------------------|
| Object Code | Category | Expense |
| 1000 | Academic Salaries/Assignments | \$ 11,909 |
| | Part-time Instructors | |
| | Noninstructional-Other | |
| 2000 | Classified and Other Non-Academic Salaries | \$ 452,393 |
| | Director, Student Equity and Success Centers | |
| | Supervisor, Student Success Centers | |
| | Embedded Tutors | |
| | Student Success Center Technician | |
| | Instructional Aides | |
| | CAFÉ Assistants/Technicians/Specialists | |
| | Enrollment Success Specialists | |
| | Student Life/Cultural Center Assistant | |
| | Institutional Research/Data Analyst | |
| | Faculty Stipends | |
| 3000 | Employee Benefits | \$ 93,486 |
| 4000 | Supplies and Materials | \$ 77,083 |
| | Office and other Supplies | |
| | Books and instructional materials | |
| | Copying and Printing | |
| | Food (trainings, events, and planning meetings) | |
| 5000 | Other Operating Expenses | \$ 179,206 |
| | Travel/Conferences | |
| | On-site/ off-site professional development | |
| | Software/Software Licenses | |
| | Contract Services | |
| | Campus Facilities | |
| 6000 | Capital Outlay | \$ 37,209 |
| | Equipment | |
| 7000 | Other Student Aid | \$ 20,672 |
| | Book Vouchers | |
| | | |
| | Total 2016-17 Expenditures | \$871,958 |
| | Total 2016-17 Allocation | \$871,958 |

| 2017-2018 STUDENT EQUITY EXPENSES | | |
|-----------------------------------|--|------------------|
| Object Code | Category | Expense |
| 1000 | Academic Salaries/Assignments | \$ 8,644 |
| | Academic Noninstr-Administrators | |
| | Part Time Instructors | |
| 2000 | Classified and Other Non-Academic Salaries | \$ 514,607 |
| | Director, Student Equity | |
| | Embedded Tutors | |
| | Student Success Center Technician | |
| | CAFÉ Assistants/Technicians/Specialists | |
| | Enrollment Success Specialists | |
| | Student Life/Cultural Center Assistant | |
| | Institutional Research/Data Analyst | |
| | Faculty Stipends | |
| 3000 | Employee Benefits | \$ 145,378 |
| 4000 | Supplies and Materials | \$ 75,414 |
| | Office and other Supplies | |
| | Books and instructional materials | |
| | Copying and Printing | |
| | Food (trainings, events, and planning meetings) | |
| 5000 | Other Operating Expenses | \$ 51,330 |
| | Travel/Conferences | |
| | On-site/ off-site professional development | |
| | Software/Software Licenses | |
| | Contract Services | |
| | Campus Facilities | |
| 6000 | Capital Outlay | \$ 8,067 |
| | Library/Books/Mags/Periodicals | |
| | Equipment for CMC | |
| 7000 | Other Student Aid | \$ 26,279 |
| | Book Vouchers | |
| | | |
| | Total 2017-18 Expenditures | \$829,719 |
| | Total 2017-18 Allocation (to be spent by 6/30/19) | \$882,505 |

Contact Person for Student Equity:

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Assessment of Progress for Student Equity Plan 2014-2018:

Student Equity Gaps and Activities (shaded red indicates a disproportionate impact using the percentage point gap methodology)

*Category not historically disproportionately impacted and gap due to county population data including local CSU San Luis Obispo college students.

**Current and former foster youth will be targeted in our plan in these areas based on qualitative feedback from foster youth community partnerships indicating gap in services responding to the needs of foster youth in the areas. Degree completion rate came into existence before we collected foster youth status so data is not available.

***Excludes students at the California Men's Colony (CMC). Equity Gap changes to +3.1 with the inclusion of CMC students.

****Due to 8 of 9 ESL courses moving to noncredit, there is a lack of data collection of noncredit students and gap persists and college is working on tracking noncredit success indicators.

| Success Measure | Underserved Groups | Student Population 2014-15 | # of Students Impacted 2014-15 | Equity Gap 2014-15/ Error | Students Needed to Close Gap | Student Population 2016-17 | # of Students Impacted 2016-17 | Equity Gap 2016-17/ Error | Students Needed to Close Gap | Student Population 2017-18 | # of students Impacted 2017-18 | Equity Gap 2017-18/Error | Students Needed to Close Gap |
|-----------------|-------------------------------|----------------------------|--------------------------------|---------------------------|------------------------------|----------------------------|--------------------------------|---------------------------|------------------------------|----------------------------|--------------------------------|--------------------------|------------------------------|
| A. Access | White | 7198 | 7198 | -16.6%+/ 3.0% | see * | 8979 | 8979 | -16.8%*/ 3.0% | see* | 9143 | 9143 | -16.1%*/ 3.0% | |
| | Males | 6002 | 6002 | -4.1%/ 3.0% | see* | 7968 | 7968 | -3.7%*/ 3.0% | see* | 8041 | 8041 | -3.5%*/ 3% | |
| | Veterans | 263 | 263 | -6.2%/ 6.0% | 16 | 380 | 380 | -6.2%/ 6.0% | 24 | 326 | 326 | -6.6%/ 6% | |
| | Individuals with Disabilities | 574 | 574 | -3.0%/ 4.0% | n/a | 766 | 766 | -8.0%/ 4.0% | 61 | 503 | 503 | -9.5%/ 4% | |
| | Foster Youth | 207 | 207 | 1.4%/ 7.0% | n/a | 301 | 301 | +1.8%**/ 7.0% | n/a | 324 | 324 | +1.9%/ 7.0% | |

| Success Measure | Underserved Groups | Student Population 2014-15 | # of Students Impacted 2014-15 | Equity Gap 2014-15/ Error | Students Needed to Close Gap | Student Population 2016-17 | # of Students Impacted 2016-17 | Equity Gap 2016-17/ Error | Students Needed to Close Gap | Student Population 2017-18 | # of Students Impacted 2017-18 | Equity Gap 2017-18/ Error | Students Needed to Close Gap |
|---------------------------------------|--------------------------------|----------------------------|--------------------------------|---------------------------|------------------------------|----------------------------|--------------------------------|---------------------------|------------------------------|----------------------------|--------------------------------|---------------------------|------------------------------|
| B. Course Completion | Foster Youth | 207 | 207 | -18.5%/7.0% | 38 | 301 | 301 | -16.7%/6.0% | 50 | 324 | 324 | -12.8%/6% | 140 |
| | African American/ Black | 168 | 168 | -7.0%/8.0% | n/a | 329 | 329 | -6.4%***/5.0% | 21 | 392 | 392 | 4.8%***/5.0% | |
| | Latinx/ Hispanic | 4082 | 4082 | -5.9%/3.0% | 241 | 5728 | 5728 | -4.1%/3.0% | 234 | 5743 | 5743 | -4.2%/3% | 691 |
| | American Indian/ Alaska Native | 70 | 70 | -5.1%/12.0% | n/a | 92 | 92 | -7.7%/10.0% | n/a | 113 | 113 | -.8%/10% | |
| C. Basic Skills/ESL Completion | | | | | | | | | | | | | |
| C. Basic Skills/ESL Completion | Multi-Racial | 604 | 22 | -13.3%/21% | n/a | 852 | 15 | -11.6%/25.0% | n/a | 820 | 9 | .3%/25% | |
| | Latinx/ Hispanic | 4082 | 192 | -10.1%/7.0% | 19 | 5728 | 138 | -1.6%****/9.0% | n/a | 5743 | 110 | -2%****/9% | n/a |
| | Individuals with Disabilities | 574 | 26 | -5.6%/19.0% | n/a | 766 | 54 | +7.7%/13.0% | n/a | 503 | 16 | +8.7%/13% | |
| | Low-Income | 5229 | 312 | -4.0%/6.0% | n/a | 7539 | 210 | +1.3%****/7.0% | n/a | 5132 | 158 | +8%****/7.0% | |

| Success Measure | Underserved Groups | Student Population 2014-15 | # of Students Impacted 2014-15 | Equity Gap 2014-15/ Error | Students Needed to Close Gap | Student Population 2016-17 | # of Students Impacted 2016-17 | Equity Gap 2016-17/ Error | Students Needed to Close Gap | Student Population 2017-18 | # of students Impacted 2017-18 | Equity Gap 2017-18/ Error | Students Needed to Close Gap |
|--|-------------------------------|----------------------------|--------------------------------|---------------------------|------------------------------|----------------------------|--------------------------------|---------------------------|------------------------------|----------------------------|--------------------------------|---------------------------|------------------------------|
| D. Degree/ Certificate Completion | Unknown Students | 154 | 16 | -7.9%/ 25.0% | n/a | 214 | 9 | n/a | n/a | 194 | 12 | n/a | |
| | Asian | 439 | 69 | -3.0%/ 12.0% | n/a | 599 | 20 | -11.9%/ 22.0% | n/a | 592 | 14 | 7.1%/ 22% | |
| | Latinx/ Hispanic | 4082 | 309 | -4.6%/ 6.0% | n/a | 5728 | 386 | -2.9%/ 6.0% | n/a | 5591 | 387 | -3%/ 6% | 11 |
| | Foster Youth | 207 | No Data | No Data | n/a | 301 | No Data** | No Data** | n/a | 266 | No Data** | No Data** | |
| E. Transfer | Latinx/ Hispanic | 4082 | 190 | -7.0%/ 7.0% | 13 | 5728 | 386 | -5.7%/ 5.0% | 22 | 5591 | 371 | -9.7%/ 5% | 36 |
| | Individuals with Disabilities | 574 | 67 | -9.9%/ 12.0% | n/a | 766 | 103 | -13.8%/ 10.0% | 14 | 720 | 102 | -14.2%/ 10% | 14 |
| | Low-Income | 5229 | 540 | -6.0%/ 4.0% | 32 | 7539 | 999 | -4.0%/ 3.0% | 40 | 4996 | 903 | -5%/ 3% | 452 |



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