



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Executive Summary

San Luis Obispo County Community College District, Cuesta College is dedicated to providing 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 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 underrepresented in higher education have an equal opportunity for success.

The Student Support and Success Committee reviews all integration 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). The Student Support and 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 SSSP Director, the Noncredit Student Success and Support Associate Director, Academic Affairs and Student Services Deans, academic counselors, and representatives from Financial Aid, Extended Opportunity Programs and Services (EOPS), 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.

Targeted Groups:

Using data generated based on the Chancellor's Equity reporting template (outlined in the Student Equity Plan instructions), six student groups are identified as experiencing success at significantly lower rates than those who are in the highest performing groups. 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



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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, equity gaps exist in more than one measure for the following student groups: Latinx/Hispanic, students with documented disabilities, and current/former foster youth. Figure 1.1 summarizes these findings.

Pursuant to AB 504, the California Community Colleges Chancellor’s Office requires the tracking of the following student populations:

Gender, current or former foster youth, students with disabilities, low-income, veterans, ethnicity (American Indian/Alaska Native, Asian, Black/African American, Latinx/Hispanic, Native Hawaiian/Pacific Islander, White, Some Other Race, More Than One Race), homeless, lesbian, gay, bisexual, and transgender

Cuesta College will collect multivariate data to identify disproportionate impact to inform decision-making for targeted support of the above groups.

FIGURE 1.1

Success Measure	Underserved Student Groups
Access	Students who are males*, white*, veterans, foster youth** and students with documented disabilities
Course Completion	Students who are African American/Black, Latinx/Hispanic, and foster youth**
Basic Skills/ ESL Completion	Latinx/Hispanic*** and low-income***
Degree and Certificate Completion	Foster youth*
Transfer	Students who are Latinx/Hispanic, students who have documented disabilities, and students from low-income backgrounds

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

**Due to lack of data and identification barriers, current and former foster youth are not indicated as disproportionately impacted under the success measures “Access” and “Degree and Certificate Completion”. 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.

*** The Equity data presented above is not inclusive of Basic Skills/ESL noncredit data, and therefore does not accurately reflect the equity gaps for these students.