

Cuyamaca College's General Counseling: Access to Services and Persistence in 2023-2024

Report Prepared July 2024

Cuyamaca College's Counseling department served approximately 27% of all students enrolled at Cuyamaca College in the 2023-2024 academic year between July 1st, 2023 and June 30th, 2024 (3,642 of 13,556 students). In comparison, approximately 24% of all students enrolled at Cuyamaca College in the 2022-2023 academic year received counseling services between July 1st, 2022 and June 30th, 2023 (3,165 of 12,936 students).

Approximately 19% of all students attended at least one Counseling appointment in this timeframe (2,608 of 13,556 students), approximately 16% attended at least one drop-in Counseling session in this timeframe (2,133 of 13,556 students), and approximately 1% received E-Counseling services in this timeframe (93 of 13,556 students).

Student Access to Services in 2023-2024 by Race/Ethnicity

In 2023-2024, the Counseling department served an overrepresentation of Middle Eastern students (28% compared to 21% college-wide), and this overrepresentation was evident among appointments and drop-ins.

Compared to all students, students who attended at least one appointment reflected a slight underrepresentation of Asian students and Native American students. Students who attended at least one drop-in session reflected a slight underrepresentation of African-American or Black students, Asian students, Latinx students, Native American students, and students who identify with two or more races or ethnicities. Students who received E-Counseling services reflected an underrepresentation of African-American or Black students, Asian students, Middle Eastern students, and Pacific Islander students.

Race and Ethnicity	All Students		Appointment		Drop-In		E-Counseling		Any Counseling	
	#	%	#	%	#	%	#	%	#	%
African-American/Black	730	5%	125	5%	94	4%	2	2%	169	5%
Asian	785	6%	130	5%	114	5%	3	3%	190	5%
Hispanic/Latino/a/x	4,770	35%	912	35%	680	32%	42	45%	1,235	34%
Middle Eastern	2,835	21%	679	26%	728	34%	16	17%	1,020	28%
Native American	71	1%	11	<1%	8	<1%	2	2%	16	<1%
Pacific Islander	29	<1%	6	<1%	1	<1%	0	0%	6	<1%
White	3,395	25%	601	23%	397	19%	23	25%	798	22%
Two or more	736	5%	118	5%	83	4%	5	5%	166	5%
Unknown/non-respondent	205	2%	26	1%	28	1%	0	0%	42	1%
Total	13,556	100%	2,608	100%	2,133	100%	93	100%	3,642	100%

Student Access to Services in 2023-2024 by Gender

The Counseling department served a proportion of female students (54%) and male students (45%) that was similar to the college-wide proportions of female students (55%) and male students (44%). Compared to all students, students who attended at least one appointment reflected a slight overrepresentation of female students (56% compared to 55% college-wide). Students who attended at least one drop-in session reflected an overrepresentation of male students (46% compared to 44% college-wide). Students who received E-Counseling services reflected an overrepresentation of female students (61% compared to 55% college-wide).

Gender	All Students		Appointment		Drop-In		E-Counseling		Any Counseling	
	#	%	#	%	#	%	#	%	#	%
Female	7,457	55%	1,456	56%	1,139	53%	57	61%	1,975	54%
Male	5,913	44%	1,120	43%	975	46%	36	39%	1,627	45%
Unknown/non-respondent	186	1%	32	1%	19	1%	0	0%	40	1%
Total	13,556	100%	2,608	100%	2,133	100%	93	100%	3,642	100%

Student Access to Services in 2023-2024 by Age











The Counseling department served an underrepresentation of students under 20 years old (26% compared to 29% college-wide), and an overrepresentation of students age 20-24 years old (33% compared to 31% college-wide).

Compared to all students, students who attended at least one appointment reflected an underrepresentation of students under 20 years old and students age 50+ years old, and an overrepresentation of students age 20-24 years old. Students who attended at least one drop-in session reflected a slight underrepresentation of students under 20 years old and students age 25-29 years old, as well as a slight overrepresentation of students age 30-49 years old and a slight underrepresentation of students age 50+ years old. Students who received E-Counseling services reflected an underrepresentation of students under 20 years old, an overrepresentation of students age 25+ years old.

Age	All Students		Appointment		Drop-In		E-Counseling		Any Counseling	
	#	%	#	%	#	%	#	%	#	%
<20 years old	3,986	29%	664	25%	606	28%	21	23%	951	26%
20-24 years old	4,234	31%	921	35%	655	31%	29	31%	1,199	33%
25-29 years old	1,443	11%	281	11%	204	10%	14	15%	382	10%
30-49 years old	2,923	22%	578	22%	497	23%	22	24%	842	23%
50+ years old	970	7%	164	6%	171	8%	7	8%	268	7%
Total	13,556	100%	2,608	100%	2,133	100%	93	100%	3,642	100%

Student Access to Services in 2023-2024 by Economically Disadvantaged Status

The Counseling department served economically disadvantaged students well: 70% of students who received any Counseling were economically disadvantaged, compared to 52% of students college-wide. This pattern was similar across service types (appointments, drop-in services, and E-Counseling services).

Gender	All Students		Appointment		Drop-In		E-Counseling		Any Counseling	
	#	%	#	%	#	%	#	%	#	%
Economically Disadvantaged	7,011	 52%	1,811	 69%	1,598	 75%	67	 72%	2,538	 70%
Not Economically Disadvantaged	6,545	 48%	797	 31%	535	 25%	26	 28%	1,104	 30%
Total	13,556	100%	2,608	100%	2,133	100%	93	100%	3,642	100%

Student Fall-to-Spring Persistence in 2023-2024

Students who received Counseling in 2023-2024 were more likely to persist from Fall 2023 to Spring 2024 at Cuyamaca College (78%), compared to all students (58%). However, African-American or Black students, Native American students, and Pacific Islander students who received any Counseling experienced equity gaps in persistence compared to White students. Equity gaps are evident when a group with at least 10 students experiences a persistence rate that is at least 3 percentage points lower than the comparison group. African-American or Black students who received any Counseling experienced a 10 percentage point equity gap in persistence compared to White students (65% compared to 75%, respectively), and Native American students experienced a 20 percentage point equity gap in persistence compared to White students (55% compared to 75%, respectively).

Students who attended at least one appointment were more likely to persist from Fall 2023 to Spring 2024 (80%), compared to all students (58%). However, African-American or Black students who attended at least one appointment experienced equity gaps in persistence compared to White students (65% compared to 75%, respectively).

Students who attended at least one drop-in session were more likely to persist from Fall 2023 to Spring 2024 (80%), compared to all students (58%). However, African-American or Black students who attended at least one drop-in session experienced equity gaps in persistence compared to White students (66% compared to 75%, respectively).

Students who received E-Counseling services were more likely to persist from Fall 2023 to Spring 2024 (82%), compared to all students (58%). However, a small number of African-American or Black students, Asian students, and students who identify with two or more races or ethnicities who were enrolled in Fall 2023 accessed E-Counseling services. None of the Native American students or Pacific Islander students who were enrolled in Fall 2023 accessed E-Counseling services.

Race and Ethnicity	All Students		Appointment		Drop-In		E-Counseling		Any Counseling	
	Cohort	Persisted	Cohort	Persisted	Cohort	Persisted	Cohort	Persisted	Cohort	Persisted
African-American/Black	422	45%	86	65%	67	66%	*	100%	114	65%
Asian	442	55%	105	81%	79	81%	*	100%	136	79%
Hispanic/Latino/a/x	2,925	53%	723	78%	543	77%	28	86%	963	76%
Middle Eastern	1,948	76%	549	88%	560	88%	12	83%	787	86%
Native American	52	35%	*	57%	*	67%	0	--	11	55%
Pacific Islander	19	37%	*	67%	*	100%	0	--	*	67%
White	2,053	53%	465	75%	287	75%	14	79%	589	75%
Two or more	441	57%	91	79%	66	79%	*	33%	129	78%
Unknown/non-respondent	130	57%	21	67%	19	74%	0	--	31	65%
Total (Enrolled in Fall 2023)	8,432	58%	2,053	80%	1,628	80%	61	82%	2,766	78%

*Cohorts with fewer than 10 students are masked.

Counseling Course Enrollments, Retention, and Success in 2023-2024

In 2023-2024, the Counseling department offered the following courses: COUN-95, COUN-110, COUN-120, COUN-140, and COUN-150. In total, there were 1,440 enrollments in these courses across the Summer 2023, Fall 2023, and Spring 2024 semesters. Approximately 33% of enrollments were by Latinx students, 33% by Middle Eastern students, 18% by White students, 6% by African-American or Black students, 4% by Asian students, 4% by students who identify with two or more races or ethnicities, less than 1% by Native American students, and less than 1% by Pacific Islander students. Compared to the college-wide enrollments in 2023-2024, this reflects an overrepresentation of Middle Eastern students (33% of Counseling enrollments compared to 29% of college-wide enrollments), and a slight underrepresentation of Asian students (4% of Counseling enrollments compared to 5% of college-wide enrollments).

Equity gaps are evident for groups that have at least 10 enrollments and experience a retention or success rate that reflects at least a three percentage point gap when compared to the White student group in the same semester(s). While none of the historically marginalized student groups experienced equity gaps in retention rates in these Counseling courses, the following groups were slightly less likely to be retained than white students: Asian students, Middle Eastern students, Native American students, and students who identify with two or more races or ethnicities.

Race and Ethnicity	Enrollments		Retained		Withdrew	
	#	%	#	%	#	%
African-American/Black	82	6%	74	90%	8	10%
Asian	52	4%	45	87%	7	14%
Hispanic/Latino/a/x	479	33%	422	88%	57	12%
Middle Eastern	471	33%	411	87%	60	13%
Native American	*	<1%	*	86%	*	14%
Pacific Islander	*	<1%	*	100%	0	0%
White	266	18%	233	88%	33	12%
Two or more	62	4%	54	87%	8	13%
Unknown/non-respondent	18	1%	14	78%	4	22%
Total	1,440	100%	1,262	88%	178	12%

Approximately 66% of the 1,440 enrollments in these Counseling courses resulted in a successful grade (A, B, C, or P). White students experienced a 69% success rate, while Latinx students experienced a 6 percentage point equity gap (63% success rate), and students who identify with two or more races or ethnicities experienced a 4 percentage point equity gap (65% success rate). Native American students and Pacific Islander students experienced the lowest success rates (43% and 33%, respectively).

Race and Ethnicity	Enrollments		Successful		Not Successful	
	#	%	#	%	#	%
African-American/Black	82	6%	57	70%	25	30%
Asian	52	4%	37	71%	15	29%
Hispanic/Latino/a/x	479	33%	302	63%	177	37%
Middle Eastern	471	33%	323	69%	148	31%
Native American	*	<1%	*	43%	*	57%
Pacific Islander	*	<1%	*	33%	*	67%
White	266	18%	183	69%	83	31%
Two or more	62	4%	40	65%	22	35%
Unknown/non-respondent	18	1%	10	56%	8	44%
Total	1,440	100%	956	66%	484	34%