



Cuyamaca College 2025-2028 Student Equity Plan Executive Summary

Alignment with the Cuyamaca College Strategic Plan

In 2021-22, Cuyamaca College embarked on its most recent strategic plan development process, which included a robust data analysis; qualitative analysis of college strengths, challenges, and opportunities; discussions on future directions for the College, and identification of measurable college-wide goals and overarching strategies to achieve them. Emerging from this planning process was the Cuyamaca College Comprehensive Strategic and Facilities Plan 2022-2028. This plan included the following measurable goals and corresponding strategies to achieve them:

- **Increase equitable access**
 - Increase outreach, recruitment, and engagement in the community
 - Expand marketing/branding efforts to ensure relevance to communities we serve
 - Increase community partnerships
 - Adopt a student-centered class schedule development process
 - Optimize class modalities to meet student needs
 - Integrate and expand outreach efforts with a pathways framework
 - Increase outreach/recruitment for adult education students
 - Expand CCAP/dual enrollment
- **Eliminate equity gaps in course success rates**
 - Integrate equity-mindedness and anti-racism into our courses, programs, and services
 - Expand equity-minded professional development
 - Develop and expand curriculum that reflects diverse backgrounds and perspectives
 - Improve the student experience in distance education/hybrid learning environments as well as in-person learning environments
 - Expand creation and utilization of Open Education Resources (OER)
- **Increase persistence and eliminate equity gaps**
 - Implement a pathways approach to student support by integrating instruction and student services
 - Expand outreach to students who stop out
 - Implement an early alert process to proactively connect students with campus resources
 - Create a seamless learning and support experience for students within Academic and Career Pathways
 - Build a stronger sense of community among students and employees
- **Increase completion and eliminate equity gaps**
 - Establish a culture of completion
 - Increase awareness among students of career education programs that lead to high-need, high-wage careers
 - Increase awareness of students' own progress toward completion and next steps
 - Expand in-reach efforts for students who are close to completion
 - Expand peer mentoring efforts
 - Create clear pathways to completion that address the goals of our diverse student population
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- **Increase hiring and retention of diverse employees**
 - Integrate equity-mindedness and anti-racism into hiring practices
 - Implement EEO program
 - Expand equity-minded and anti-racist professional development
 - Create a work culture that values employees and emphasizes employee wellbeing
 - Accommodate flexible work schedules where possible
 - Optimize staffing to ensure manageable workloads
 - Increase sense of belonging and community for employees, particularly among employees of color

Equity Gaps/Areas of Disproportionate Impact

In light of the College's 2022-2028 Comprehensive Strategic and Facilities Plan, updated student equity data, and feedback from student leaders and employees, the Cuyamaca Student Success and Equity Council discussed activities to address equity gaps for the populations of focus in the 2025 Student Equity Plan.

Cuyamaca College has established a local definition for equity gaps, and many of the areas of focus in the plan are based on this local definition, triangulated with local Key Performance Indicator (KPI) data. Any group that experiences a rate of access or milestone/success achievement that is three or more percentage points below the rate of the reference population (or overall rate) and includes at least 10 students is highlighted as an equity gap. In alignment with the College's mission and vision, the goal of Student Equity Plan activities is to fully close equity gaps and achieve parity in access and outcomes.

Student Populations Experiencing Disproportionate Impact

Population	Successful Enrollment	Completion of Transfer-Level Math and English	Fall-to-Spring Persistence	Completion	Transfer
Asian students	•	•	•		•
Black or African American students	•	•	•		•
Filipino students	•				•
Hispanic or Latino/a/é students		•	•		
Native American/Indigenous students		•	•	*	•
Pacific Islander students	•	*	*	*	*
Two or More Races students		•		•	
Female students					
Male students					
Non-binary students	•				
Students with disabilities	N/A	•			•
Economically disadvantaged students	N/A				
First generation to college students	N/A	•		•	•
Foster youth/former foster Youth	N/A	•	•	•	

Homeless/Housing Insecure students	N/A				
LGBTQ+ Students	N/A	•		•	•
Veterans	N/A	•	•		

Student Populations of Focus for the Equity Plan

Cuyamaca College prioritized the following groups experiencing disproportionate impact for the 2025 Student Equity Plan:

- Black/African American Students
- Latino/a/é Students

Goals for Disproportionately Impacted Groups

Based on the groups prioritized above, Cuyamaca College set the following measurable goals to reduce or eliminate equity gaps, bringing each disproportionately impacted group to within three percentage points of the reference group (based on state MIS data with local equity gap definition; note: equity gaps based on local definition will appear larger than those):

Successful Enrollment

- Black/African American students: +6 percentage points
- Asian students +6 percentage points
- Indigenous students (though enrollment rate does now show disproportionate impact, the College has seen recent decreases in Indigenous student enrollment and would like to see improvements here given that the number of Indigenous students enrolling is quite small)

Completion of Transfer-Level Math and English

- Latiné students: +4 percentage points
- Black/African American Students: +7 percentage points
- DSPS students: +8percentage points

Fall-to-Spring Persistence

- First generation to college students: +10 percentage points
- Black/African American students: +7percentage points
- Foster youth and former foster youth: +10 percentage points

Completion

Overall increase to completion rate – the overall rate of completion was quite low to begin with, so equity gaps meeting the local definition of 3 percentage points were few. However, the College will undertake activities to improve overall completion and specifically the completion rates of the following groups:

- Black/African American students
- Latiné students
- Indigenous students

Transfer

To increase transfer rate overall and for the College's populations of intensive focus, the College will undertake activities to improve overall transfer and specifically the transfer of the following groups:

- Black/African American students
- Latiné students
- Indigenous students
- First generation to college students

Completion of a Comprehensive Education Plan

Overall, 18% of first-time students completed a comprehensive education plan within one year of enrolling in Cuyamaca College classes. The College will work to increase the percentage of students who complete a comprehensive education plan in their first year and to address equity gaps for the following student populations:

- Asian students
- Black/African American students
- Indigenous students

Initiatives the College Will Undertake to Achieve the Above Goals

The Council identified a number of activities, including but not limited to the following, to address disproportionate impact for each of the following student populations:

- **Black or African Students**
 - Umoja Summer Bridge - Establish an early enrollment and engagement program that supports a healthy academic and social transition into college.
 - Engage all new students who identify as Black/African American with Umoja program, marketing the first year Counseling/English Umoja learning community; promote Umoja program at new student orientation
 - Expand Umoja First-Year Learning Community to include math
 - Partner with other regional colleges/institutions to explore a possible Umoja second year study abroad experience
 - Build a stronger sense of community by connecting Black/African American students with Black/African American employees
 - Partner with organizations like the African American Male Education Network and Development (A²MEND) for leadership development and transfer pathways.
- **Native American Students**
 - Expand professional development to the campus community on Indigenous-centered practices and teaching and learning
 - Expand Indigenous-centered programming, speakers, partnerships with local universities and community organizations
 - Provide learning opportunities and community building activities focused on Kumeyaay/Indigenous history and allyship
 - Work with Marketing and Communications to develop an Indigenize Cuyamaca media plan.
- **Latiné Students**
 - Expand Puente-focused professional development for faculty and other campus practitioners
 - Launch new Puente program learning community with English class and ultimately a math class
 - Launch new Puente mentoring program
 - Expand programs and services in Together We Rise Latiné Student Center
 - Mobilize student workers to help increase communication and outreach to students in high-traffic times/areas on campus
 - Implement a strategic focus on recruitment of Latine faculty to better represent the student population
 - Increase advertising of available scholarships and transportation assistance
- **Asian Students**
 - Market dual enrollment opportunities to families and guidance counselors disproportionately impacted students during 8th and 9th grade.
 - Create summer college course offerings targeting 8th and 9th grade students from historically underserved communities.
 - Partner with community-based organizations like Pacific Arts Movement to offer activities and community-building events
- **First Generation to College Students**
 - Expand professional development focused on supporting disproportionately impacted students, with an initial focus on, but not limited to, Black and African American students, Latiné students, Indigenous/American Indian Students.
 - Providing ongoing professional development through Equity-Minded Teaching and Learning Institute (EMTLI), Communities of Practice, Distance Education Sessions, Teaching and Learning Guest Speaker Series

- **DSPS Students**
 - Increase professional development for faculty on Universal Design Learning (UDL)
 - Strengthen Deaf or Hard of Hearing (DHH) services through integrated support and streamlined scheduling for DHH students
 - Build partnerships with local organizations like Access to Independence
- **Foster Youth and Former Foster Youth**
 - Share information about special programs and supports early in the process through outreach
 - Expand outreach for the NextUp program in collaboration with other special programs, such as Umoja and Puente
 - Host additional community-building events for NextUp students
 - Build upon the success of the College's 2025 Foster Care Awareness month activities, events, and awareness campaign

Resources Budget to Achieve Student Equity Plan Goals

To best support the implementation of the 2024-25 SEA program, the SEA budget allocation provided fiscal support to areas within the college identified as systemic barriers for students, including those that either reinforce or create racial disparities for historically racially marginalized student populations. As a result, the 2024-25 SEAP program budget focused on the following areas to help address racial inequities in student access, retention, completion, and persistence:

- High school and community outreach
- Matriculation Services
- Counseling Services
- Tutoring Services
- Transfer Services
- Student Engagement Activities (Culture & Community Circles)
- Professional Development
- Faculty Communities of Practice:
 - Equity Minded Teaching and Learning Institute (EMTLI)
 - Culturally Relevant Activities in Biology (CRAB)
 - Science and Engineering Education Design (SEED)
- Queer Student Center Activities
- Institutional Effectiveness, Success and Equity, including research and evaluation and administrative support

Detailed Accounting of 2024-25 Student Equity and Achievement Program Funds is as follows:

Object Code	Category	2022-23 Budget
1000	Academic Salaries	\$869,273
2000	Classified and Other Non-Academic Salaries	\$623,694
3000	Employee Benefits	\$583,067
4000	Supplies and Materials	\$10,517
5000	Other Operating Expenses and Services	\$33,732
6000	Capital Outlay	\$0
7000	Other Outgoing Expenses	\$0
Total		\$2,120,283

The above totals include the following: \$1,641,453 for SSSP, \$430,973 for Student Equity, and \$47,857 for Basic Skills.

2022-2025 Student Equity Plan Progress

Among the activities highlighted in the 2022-2025 Student Equity Plan, the College successfully implemented the following:

- Fully launched Comevo online orientation
- Developed equity-focused communities of practice in STEM
- Expanded access to the Equity-Minded Teaching & Learning Institute, including the option for CE credit from UCSD Extension
- Hired first full-time Umoja counselor & relaunched Umoja program
- Expanded activities for Black History Month and Black Student Success Week, including employee-student connections and cultural celebrations
- Opened the Queer Student Center and Black Student Success Center
- Piloted new community outreach model with a focus on Black/African American students, Latiné students, and Indigenous students
- Increased partnerships with community organizations
- Expanded basic rights program, including rapid rehousing program, Safe Parking, and mental health counseling
- Launched ACP Leads model with faculty providing community engagement activities for students and faculty
- Launched Ethnic Studies program with new full-time faculty member to lead and grow the program
- Hired first full-time Puente counselor to launch the new Puente program
- Significantly expanded open educational resources (OER/ZTC) for students
- Hosted Kumeyaay community events in the Kumeyaay Village and Student Center

Following the implementation of these and other strategic initiatives, the College saw significant increases in student enrollment from 2022 to 2025, exceeding pre-pandemic levels as of Spring 2025. Increases in the numbers of Latiné students and Black and African American students enrolling at the College during this time period were also notable. However, the number of Indigenous students enrolling at the College has continued to decline following the pandemic. The College has included additional efforts to increase access for Indigenous students in its 2025-2028 Student Equity Plan.

In terms of student success, as an Hispanic-Serving Institution (HSI), the College has greatly decreased equity gaps in many success indicators for Latiné students since 2022. The College looks to build upon this success in its 2025-2028 Student Equity Plan. However, it should be noted equity gaps persist for Black and African American students and Indigenous students. In addition, new equity gaps are emerging for Asian students, as the College has begun seeing steady increases in Asian student enrollment. The data for this population require further disaggregation to more fully identify and address equity gaps. The 2025-2028 Student Equity Plan reflects learnings from the previous Student Equity Plan as well as emerging student equity gaps and prioritizes activities for each of the groups noted above.

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Assessment of the progress made in achieving identified goals