

## Cuyamaca College - Student Equity Plan (2025-28) CERTIFIED

### Guidance

In this section, colleges will be able to preview everything that has been entered in the previous sections. After the review of the completed sections, while still in the 'Preview' section in NOVA, you may download a pdf copy to share with others or you may click on the "Share" icon at the top of your Student Equity Plan in NOVA to email a pdf and html copy to others who have a NOVA account.

After the necessary reviews have been completed by all required members in the development of the Student Equity Plan per regulations and your college's governance process, **please click submit to route** to all the individuals listed in the 'Contact' session for review and final approval. Once your college's Student Equity Plan has been **adopted by the governing board** of the community college district and all contacts have approved in NOVA, your college's 2025-28 Student Equity Plan will change from "**Submitted**" status to "**Certified**" status which means your plan is fully certified and completed. **THANK YOU!**

### Details

#### Assurances

✓ I have read the legislation [Education Code 78220](#) and [Education Code 78222](#) am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

✓ I have read the legislation [Education Code 78221](#) and acknowledge that Student Equity and Achievement funds are allocated towards the successful implementation of new or existing strategies to achieve the equity goals established for identified student groups in this equity plan.

✓ I have read and given special consideration to [Education Code 78220](#) section (b), which states, "Student equity plans shall be developed with the active involvement of all groups on campus as required by law, including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and with the involvement of appropriate people from the community."

#### Campus Involvement & Leveraging Student Voice

The 2025-2028 Student Equity Plan development included voices from each of Cuyamaca College's constituent groups (faculty, classified professionals, students, and administrators). The College's Student Success and Equity Council (SSEC) serves as the primary participatory governance group that shepherds the student equity planning process in collaboration with the Institutional Effectiveness, Success, and Equity Office. SSEC met in April and May 2025 to review the student equity data and discuss barriers to student success, potential intensive focus populations, and identify action items to address disproportionate impact in each metric. In addition to these discussions in SSEC as well as an additional discussion in September 2025, the Institutional Effectiveness, Success, and Equity Office worked with the Academic Senate to hold a discussion session with senators on the equity plan, barriers to student success, and action items to be included in the equity plan. The Institutional Effectiveness, Success, and Equity Office attended an Associated Student Government meeting in September 2025 to gather input from student leaders on what they would like to see reflected in the Student Equity Plan. Furthermore, the College regularly hosts fall and spring workshops, which often include student panelists and participants, as well as members of the campus community and from each constituent group. The result of these data-focused discussions are

potential action items to improve equitable student access and success. These discussions also informed the action items in the 2025-2028 Student Equity Plan.

✓ I have read the legislation [Education Code 78220](#) and understand per Education Code section (c) the Student Equity Plan "shall be adopted by the governing board of the community college district and submitted to the Chancellor of the California Community Colleges..."

✓ I acknowledge the importance of needing to be race-conscious in the development of this Student Equity Plan.

### **Race-Consciousness**

Cuyamaca College has long centered race consciousness in its equity work. The centering of race in equity efforts was codified in the College's equity commitment statement, which was created on 2018. This commitment states: "Cuyamaca College honors that we are privileged to be part of a diverse academic community committed to fostering and advocating equity mindedness, inclusivity, civility, and social justice. While we recognize that every one of us has biases, prejudice is learned and can be unlearned, and we reject all forms of discrimination against any member of our community. We actively work to eliminate any achievement gaps among different student groups and to promote a campus culture of healthy diversity."

Furthermore, among the College's values are equity and social justice, which specifically identify race as a focus for both. In describing the College value of equity, the following is noted: "We work intentionally to honor and validate our students' and employees' lived experiences and cultural capital. Building upon the concepts of mutual trust, respect, and accountability, we work collaboratively to identify racial equity gaps in the context of intersectionality, and implement approaches and practices that create and sustain a welcoming, supportive, and race-conscious culture and environment."

The College's discussions on populations for intensive focus in the equity plan have also centered on racial and/or ethnic groups who are disproportionately impacted on multiple metrics. The College's 2022-2025 Student Equity Plan identified Black/African American students and Indigenous students as populations of intensive focus, and that plan focused heavily on addressing disproportionate impact for these groups. Similarly, the 2025-2028 Student Equity Plan will have an intensive focus on the College's Black/African American students, as significant equity and opportunity gaps exist for Black/African American students. Additionally, based on student input and on the current national context, the 2025-2028 Student Equity Plan will also focus on addressing equity and opportunity gaps for Latiné students. It should be noted that intersectionality is also a consideration in action planning across Cuyamaca College. Students have many different identities, and the College seeks to validate students' socio-cultural experiences and build a stronger sense of community and belonging through affinity groups.

✓ I have read [Education Code 78220](#) section a(6) and understand it requires the college's student equity plan to include a schedule and process of evaluation.

### **Local Review Process & Schedule**

The College has identified this as an area of focus for its work over the next three years, including annual progress reporting to the Student Success and Equity Council, College Council, and other groups as appropriate in each spring semester (April-May). The College already follows an annual review and evaluation progress for its strategic plan, and the strategic plan aligns directly with the Student Equity Plan. The College's 2022-2028 Strategic Plan includes 5 strategic goals, each of which have an equity component:

1. Increase equitable access; 2. Eliminate equity gaps in course success, 2. Increase persistence and eliminate equity gaps, 4. Increase completion and eliminate equity gaps; and 5. Increase hiring and retention of diverse employees. Each goal includes several strategies or strategic initiatives designed to help the College reach its measurable strategic goals.

## College Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
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## Student Equity Plan Reflection

### Reflection

**For reference:** [your most recent SEA Annual Report](#)

Reflecting on the efforts implemented to support your college's pursuit in achieving the target outcomes developed for the 2022-25 Student Equity Plan cycle, please answer the following questions:

#### Key Learnings \*

The College has learned that there are several root causes of equity gaps experienced by students in each of the five Student Equity Plan metrics. These include a higher education system that has historically centered students just out of high school, white students, full-time students, and affluent students. Many systems were built from this model, including both services and instructional approaches. Cuyamaca College has actively been working to dismantle oppressive systems and ensure that all students feel welcome, valued, connected, nurtured, and focused on their goals. The College's mission, vision, and values reflect its deep commitment to equity, social justice, and anti-racism, and work across the College centers these commitments. Having this explicit commitment helps shape programming, funding priorities, and creates opportunities for open dialog focused on improving equitable access and outcomes. Among the most impactful practices implemented during the 2022-2025 Student Equity Plan is equity-minded professional development, including expanded communities of practice, such as:

- Equity in Pedagogy and Practice (EPPA) to create equitable and engaging learning experiences using online learning technology/modality
- Science Engineering Educational Design (SEED; for science and engineering faculty)
- Culturally Relevant Activities in Biology (CRAB; for faculty in Biology)
- Strong Workforce Counselor Institute

- Strong Workforce Faculty Institute

In addition, the College centered a campus-wide commitment to advancing a sense of community for students and employees. This commitment has shifted campus conversations and approaches to center sense of belonging, connection, and community across both students and employees through activities, events, communication, and programs.

### Plan Continuity \*

Among the action items that the College achieved from the 2022-2025 Student Equity Plan are the following:

- Fully launched Comevo online orientation
- Developed equity-focused communities of practice in STEM
- Expanded Equity-Minded Teaching and Learning Institute (EMTLI) to include an option for continuing education credit from UCSD Extension
- Hired first full-time Umoja counselor & relaunched Umoja program
- Expanded activities for Black History Month and Black Student Success Week
- Opened two new student engagement centers (Black Student Success Center and Queer Student Center)
- Piloted new community outreach model
- Launched Academic and Career Pathway (ACP) Leads model with faculty providing community engagement activities for students and faculty
- Launched Ethnic Studies program with new full-time faculty member
- Hired first full-time Puente counselor to launch the Puente program
- Expanded open educational resources (OER/ZTC) for students
- Hosted Kumeyaay community events in the Kumeyaay Village and Student Center

Two of the major initiatives the College will carry forward in the 2025-2028 Student Equity Plan are the Puente and Umoja learning communities, as these both bridge instruction and student services and serve students within each program but also help the College learn as a whole to better serve Latiné students and Black/African American students, respectively. The College will also continue to build out its professional development program to center on equity-minded, anti-racist, and data-informed practices.

## Executive Summary

### URL and PDF Upload

#### Executive Summary URL \*

<https://www.cuyamaca.edu/about-cuyamaca-college/planning/ files/cccco-equity-plan/2025-2028-cuyamaca-student-equity-plan-exec-summary.pdf>

#### PDF Upload \*

Please upload a pdf copy of your college's 2025-28 Executive Summary in case there are technical issues and/or URLs may be inaccessible.

[2025-2028-cuyamaca-student-equity-plan-exec-summary.pdf](https://www.cuyamaca.edu/about-cuyamaca-college/planning/ files/cccco-equity-plan/2025-2028-cuyamaca-student-equity-plan-exec-summary.pdf)

## Metric and DI Population Summary

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Successful Enrollment - DI Student Populations						
Black or African American	13.1%	34	2.3%	6	6.4%	17
White	17.6%	607	2.2%	77	4.3%	148
Completed Both Transfer-Level Math & English - DI Student Populations						
DSPS	10.6%	12	2%	3	7.6%	9
Female	16%	153	1.2%	12	3.4%	33
First Generation	14.4%	112	3.2%	26	5.7%	45
Hispanic Female	14%	43	0.6%	2	4.5%	14
LGBT	9.1%	18	5.7%	12	9.7%	20
Persistence: First Primary Term to Secondary Term - DI Student Populations						
First Generation	53.2%	300	1.5%	9	5.6%	32
Completion - DI Student Populations						
Econ Disadvantaged Male	7.3%	47	1.7%	11	3.7%	24
First Generation Male	4.7%	16	4%	14	6.3%	22
Hispanic Male	7.2%	23	0.3%	1	3.1%	10
Male	7.2%	64	2.9%	26	4.9%	44
Transferred to a Four-Year - DI Student Populations						
Econ Disadvantaged	26.1%	128	2.5%	13	6.4%	32
First Generation	22.9%	55	1.9%	5	7.2%	18

DI Student Population	% of Students for Baseline Year	# of Students for Baseline Year	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap
Hispanic Male	18.9%	18	2%	2	9.9%	10

## Successful Enrollment

### Data Review/Establishing Equity and Student Populations Goals

Successful Enrollment Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	19.2%	1081	N/A	N/A	N/A	N/A
Black or African American	13.1%	34	2.3%	6	6.4%	17
White	17.6%	607	2.2%	77	4.3%	148

\* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

#### Note: Add Additional Student Population(s) (optional)

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

## Goals

## Successful Enrollment Equity Goals

There are two related goals for Successful Enrollment: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Successful Enrollment for the overall student population.

### Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Successful Enrollment as well as goals related to the Vision 2030 Outcome and Benchmark stated below:

**Vision 2030 Outcome:** Increase with equity the number of students attending a California community college, with particular emphasis on the number of undeserved Californians. ([Vision 2030: A Roadmap for California Community Colleges: Goal 2, Equity in Access; Outcome 4—Student Participation](#))

**Benchmark:** By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.

### Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Successful Enrollment? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals aligned with the above Vision 2030 Outcome and Benchmark for Student Participation.

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

## Key Strategies to Advance Successful Enrollment Goals

### Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Successful Enrollment.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Successful Enrollment rates **AND** meet the above goal(s) for your identified DI student population(s).

	<p><b>Key Strategies for Successful Enrollment - Disproportionately Impacted Student Population(s)</b> (500 character max for each strategy) <i>Example: Establish and deploy data-driven systematic case management system for successful enrollment for all the identified DI student groups, with an initial primary focus on Black or African American students.</i></p>
1	<p>To support Asian students:</p> <p>Create customized marketing/communications campaigns that center the identities of disproportionately impacted students</p> <p>Market dual enrollment opportunities to families and guidance counselors, focusing on disproportionately impacted students during 8th and 9th grade</p> <p>Expand activities for Asian American and Pacific Islander Heritage Month</p>
2	<p>To support Black/African American students:</p> <p>Identify culturally responsive summer courses to market specifically to dual enrollment students.</p> <p>Implement a Black Faculty and Staff Network to connect students with Black faculty and staff, build community, and ultimately create small mentorship cohorts</p> <p>Begin direct engagement with Umoja program and recruitment for first-year learning community for all students who self-identify as African American/Black.</p>
3	<p>To support Indigenous students:</p> <p>Develop a plan to improve support for Indigenous, and specifically Kumeyaay, students and the community, reflecting the land the College resides on, informed by community input</p> <p>Develop a culturally grounded orientation/onboarding experience for Indigenous students</p> <p>Provide professional development for faculty on Indigenous ways of learning as well as Kumeyaay history, culture, and ecology to help infuse Indigenous perspectives in their classes</p>

### Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Successful Enrollment for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Successful Enrollment and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population



**Additional Key Strategies for Successful Enrollment - Overall Student Population**

(500 character max)

*Example: To help increase overall Successful Enrollment, our college will increase the number of dual enrollment agreements with feeder schools to at least a total of 10 school districts by Spring 2028.*

To support all students:

Create niche marketing and communication plans for connecting with historically underserved populations

Continue to build partnership with local teachers, counselors and community based organizations earlier

Explore ways to provide more transportation assistance to improve student access to campus

Expand technology support for students who have limited access to a computer or wifi

Explore how to best serve evening students with support services and food options on campus

**Completed Both Transfer-Level Math & English****Data Review/Establishing Equity and Student Populations Goals**

Completed Both Transfer-Level Math & English Data						
Student Population	% of Students for 2022-23 (Baseline Year)	# of Students for 2022-23 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	17.8%	356	N/A	N/A	N/A	N/A
DSPS	10.6%	12	2%	3	7.6%	9
Female	16%	153	1.2%	12	3.4%	33
First Generation	14.4%	112	3.2%	26	5.7%	45
Hispanic Female	14%	43	0.6%	2	4.5%	14
LGBT	9.1%	18	5.7%	12	9.7%	20

\* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2022-23; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled

students for each academic year. Data for just Transfer-Level Math and just Transfer-Level English can be found here on DataVista: [Data Vista: Data View - Single Metric – First-Time NSA Cohort](#).

**Note: Add Additional Student Population(s) (optional)**

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

## Goals

### Completed Transfer-Level Math and English Equity Goals

There are two related goals for Completed Transfer-Level Math and English: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

### Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completed Transfer-Level Math and English - as well as more specific completion goals for Transfer-Level Math, Transfer-Level English, and/or ESL Student Completion of Transfer-Level English. Overall, the Completion Transfer-Level Math and English supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

**Vision 2030 Outcome:** Increase with equity the number of California community college students who complete a meaningful educational outcome. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))

**Benchmark:** By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

### Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion of Transfer-Level Math and English? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer-Level Math, English, and/or ESL Student Completion of Transfer-Level English that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

## Key Strategies to Advance Transfer-Level Math & English Goals

### Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion of Transfer-Level Math and English.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion of Transfer-Level Math and English rates **AND** meet the above goal(s) for your identified DI student population(s).

	<b>Key Strategies for Transfer-Level Math &amp; English - Disproportionately Impacted Student Population(s)</b> (500 character max for each strategy) <i>Example: Establish and deploy data-driven systematic case management system and student support outreach—involving instructional faculty, counselors, and classified professionals—to improve completion of transfer-level Math and English for all the identified DI student groups.</i>
1	To support Black/African American students (identified in local equity analysis as a group experiencing disproportionate impact):  Expand Umoja learning communities for English/counseling to include math addition forthcoming Invest in Umoja Summer Learning Institute/PD for faculty teaching in learning communities Implement Equity Accelerator in math classes to improve student sense of belonging/engagement
2	To support Latiné students:  Continue Puente program with English class and ultimately a math class Leverage Puente network to enhance and expand professional development in math, Ethnic Studies Implement Equity Accelerator in math classes to improve student sense of belonging/engagement
3	To support DSPS students:  Increase professional development for faculty on Universal Design Learning (UDL) Strengthen DHH services through integrated support and streamlined scheduling for DHH students
4	To support all disproportionately impacted student groups:  Solidify culturally responsive joint programming with the Tutoring Center

### Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion of Transfer-Level Math and English for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion of Transfer-Level Math and English and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

**Additional Key Strategies for Transfer-Level Math & English - Overall Student Population**

(500 character max)

*Example: Create community of practice for English and Math attainment for all instructors and tutor support, with a focus on data, inclusive teaching and support strategies, co-requisite refinement, and cross-campus relationship building to strategically increase Transfer-Level Math and English completion for the overall student population.*

Continue to expand Communities of Practice that allow faculty to share best practices across disciplines.

Provide additional professional development opportunities for faculty to learn about how to design courses for non-traditional students, English as a second language learners, neurodiversity, and distance learning.

**Persistence: First Primary Term to Secondary Term****Data Review/Establishing Equity and Student Populations Goals**

Persistence: First Primary Term to Secondary Term Data						
Student Population	% of Students for 2021-22 (Baseline Year)	# of Students for 2021-22 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
<b>Overall Student Population</b>	56.7%	860	N/A	N/A	N/A	N/A
<b>First Generation</b>	53.2%	300	1.5%	9	5.6%	32

\* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2021-22; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

**Note: Add Additional Student Population(s) (optional)**

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

**Goals**

## Persistence Equity Goals

There are two related goals for Persistence: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Student Persistence for the overall student population.

### Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Persistence. Increasing equitable Persistence supports the related Vision 2030 Outcome and Benchmark on Completion stated below:

**Vision 2030 Outcome:** Increase with equity the number of California community college students who complete a meaningful educational outcome. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion](#))

**Benchmark:** By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

### Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Student Persistence? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Persistence that support the above Vision 2030 Outcome and Benchmark..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

## Key Strategies to Advance Student Persistence Goals

### Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Student Persistence.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Student Persistence rates **AND** meet the above goal(s) for your identified DI student population(s).

	<p><b>Key Strategies for Student Persistence - Disproportionately Impacted Student Population(s)</b></p> <p>(500 character max for each strategy)</p> <p><i>Example: Create robust, systematic proactive support outreach for all the identified DI student groups, with an initial primary focus on homeless students, to connect them with all campus resources (including basic needs) and enrollment support for the second semester.</i></p>
1	<p>To support first generation to college students:</p> <p>Expand professional development focused on supporting disproportionately impacted students, including an initial focus on, but not limited to, Black and African American students, Latiné students, and Indigenous students.</p> <p>Providing ongoing professional development through Equity-Minded Teaching and Learning Institute (EMTLI), Communities of Practice, Distance Education Sessions, and Teaching and Learning Guest Speaker Series.</p>
2	<p>To support Black/African American students, as this group has been shown as experiencing disproportionate impact in local data:</p> <p>Increase visibility, student engagement and culturally responsive programming in the Black Student Success Center throughout the year</p> <p>Launch Umoja learning communities for English/counseling in Fall 2025, with math addition forthcoming</p> <p>Mobilize student workers to help increase communication and outreach to students in high-traffic times/areas on campus</p>
3	<p>To support foster youth and former foster youth:</p> <p>Share information about special programs and supports early in the process through outreach</p> <p>Expand outreach for the NextUp program in collaboration with other special programs, such as Umoja and Puente</p> <p>Host community-building events for NextUp students</p> <p>Build upon the success of the College's 2025 Foster Care Awareness month activities, events, and awareness campaign</p>

### Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Student Persistence for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Student Persistence and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

**Additional Key Strategies for Student Persistence - Overall Student Population**

(500 character max)

*Example: Our college will ensure all students, especially new incoming and returning students, receive proactive messaging throughout their first semester (and beyond) to promote all available resources for students via all communication methodologies (email, social media, and traditional mailings to students' listed mailing address) prior to the start of each semester. Prioritization of personalized outreach will center on all disproportionately impacted students.*

To support all students:

Establish early connections to academic career path at orientation

Integrate Academic and Career Pathways ACP Leads into new student orientation to help create early connections help solidify important connections to various faculty and career related opportunities related to their intended major

Expand sense of belonging survey to include students at various momentum points and use the results to improve community-building events

**Completion****Data Review/Establishing Equity and Student Populations Goals**

Completion Data						
Student Population	% of Students for 2019-20 (Baseline Year)	# of Students for 2019-20 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	9.7%	177	N/A	N/A	N/A	N/A
Econ Disadvantaged Male	7.3%	47	1.7%	11	3.7%	24
First Generation Male	4.7%	16	4%	14	6.3%	22
Hispanic Male	7.2%	23	0.3%	1	3.1%	10
Male	7.2%	64	2.9%	26	4.9%	44

\* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2019-20; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

**Note: Add Additional Student Population(s) (optional)**

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

## Goals

### Completion Equity Goals

There are two related goals for Completion: **a baseline goal of eliminating disproportional impact (Goal 1)**; and second, **a goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Completion for the overall student population.

### Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Completion, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

**Vision 2030 Outcome:** (I) Increase with equity the number of California community college students who complete a meaningful educational outcome. (II) Increase with equity the number of California community college students who earn an associate degree for transfer. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcome 1—Completion, Outcome 2b—Baccalaureate Attainment](#))

**Benchmark:** By 2030, increase with equity the number of California community college students completing a certificate, associate or baccalaureate degree by 30%.

**Benchmark:** By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.

### Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Completion? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Completion aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

No, our college does not have additional goals

## Key Strategies to Advance Completion Goals

### Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Completion.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Completion rates **AND** meet the above goal(s) for your identified DI student population(s).



	<p><b>Key Strategies for Completion - Disproportionately Impacted Student Population(s)</b> (500 character max for each strategy) <i>Example: Build data-driven, systematic case management centered on early alert, counseling, and early educational planning for all disproportionately impacted students, with an initial primary focus on Black and African American students.</i></p>
1	<p>To support Black/African American students:</p> <p>Increase engagement - Implement a Black Faculty and Staff Network to connect students with Black faculty and staff, build community, and ultimately create small mentorship cohorts.</p> <p>Explore student communication strategies to increase student participation in community-building events</p> <p>Partner with organizations such as A<sup>2</sup>MEND and NANDI to build leadership development and transfer pathways</p>
2	<p>To support Indigenous students(shown in local equity analysis as experiencing disproportionate impact):</p> <p>Expand professional development to the campus community on Indigenous-centered practices and teaching and learning</p> <p>Expand Indigenous-centered programming, speakers, partnerships with local universities and community organizations</p> <p>Provide learning opportunities and community building activities focused on Kumeyaay/Indigenous history and allyship</p>
3	<p>To support Latiné students:</p> <p>Expand Puente program, including learning communities in Counseling, English, and math</p> <p>Launch Puente transfer institution visits</p> <p>Launch Puente mentoring program</p> <p>Partner with the Puente program to offer professional learning workshops for the campus community on how to better serve Latiné students</p>

### Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Completion for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Completion and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

**Additional Key Strategies for Completion - Overall Student Population**

(500 character max)

*Example: Establish a degree auditing system with auto-awarding, and campaign with students after 45 units to ensure they are enrolled in courses that will help them cross the finish line. Prioritization of personalized outreach will center on all disproportionately impacted students.*

To support all students:

Launch refresh of new student orientation to include career exploration, ACP leads, faculty connections, and bridges between instruction and student services

Increase career-related services, including connections to affinity groups and professional organizations that center disproportionately impacted communities

**Transferred to a Four-Year****Data Review/Establishing Equity and Student Populations Goals**

Transferred to a Four-Year Data						
Student Population	% of Students for 2018-19 (Baseline Year)	# of Students for 2018-19 (Baseline Year)	Goal 1: Eliminate Disproportionate Impact		Goal 2: Fully Close Equity Gap	
			% of Increase Needed to Eliminate DI	# of Students Needed to Eliminate DI*	% of Increase Needed to Fully Close Equity Gap	# of Students Needed to Fully Close Equity Gap*
Overall Student Population	27.3%	165	N/A	N/A	N/A	N/A
Econ Disadvantaged	26.1%	128	2.5%	13	6.4%	32
First Generation	22.9%	55	1.9%	5	7.2%	18
Hispanic Male	18.9%	18	2%	2	9.9%	10

\* The number of students needed to eliminate DI and to fully close the equity gap is only based on the baseline year 2018-19; the number needed for each year may be higher or lower depending on the denominator, the total number of enrolled students for each academic year.

**Note: Add Additional Student Population(s) (optional)**

Colleges may further disaggregate their local college data and/or data provided by the Chancellor's Office via DataVisa, Data on Demand, or other Chancellor's Office data platforms to provide specificity and/or identify additional student groups experiencing disproportionate impact or inequities. **If there are no additional student populations, please proceed to the next step.**

## Goals

### Transfer Equity Goals

There are two related goals for Transfer: a **baseline goal of eliminating disproportional impact (Goal 1)**; and second, a **goal of fully closing equity gaps (Goal 2)**. Achieving these incremental goals for the disproportionately impacted populations above should support the increase of equitable Transfer for the overall student population.

### Additional Goals

Colleges may have additional goals for specific DI populations and/or the overall student population for Transfer, including those aligned with the Vision 2030 Outcome and Benchmarks stated below:

**Vision 2030 Outcome:** (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions. ([Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment](#))

**Baseline Benchmark:** By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.

**Stretch Benchmark:** With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.

### Additional Goals

Are there additional goals your college aims to achieve for any of the identified DI populations and/or the overall student population for Transfer? These additional goals may also be revised or renewed goals/target outcomes from your previous Student Equity Plan 2022-25. Your college is encouraged to include any equitable goals for Transfer aligned with the above Vision 2030 Outcome and Benchmarks..

If yes, click 'Yes' and enter a brief description of the additional goal(s). If there are no additional goals beyond Goals 1 and 2 provided above, click 'No' to acknowledge you have no additional goals and you may move on to the next step.

Yes, our college has additional goals

#### Additional Goals for Disproportionately Impacted Student Population(s) and/or Overall Student Population

(500 character max for each goal)

*Example: In our local strategic master plan, we have a goal of increasing with equity the transfer rate for our overall student population from 34% to 45% by Spring of 2028.*

Establish new and expanded partnership with Kumeyaay Community College to streamline pathways to college, ideally including local tribal education departments and high schools.

Amplify culturally responsive transfer application workshops in partnership with SDSU and other local four-year colleges.

Promote existing indigenous student scholarships.

Host family-friendly transfer fairs that accommodate challenging schedules

## Key Strategies to Advance Transfer Goals

### Disproportionately Impacted Student Population(s)

Review your data and goals above. Then, consider the experiences of the disproportionately impacted students on your campus and identify what key strategies, **especially across academic and student affairs**, are needed to address equity in Transfer.

Please share a **minimum of three** key strategies (structural changes, initiatives, action steps, activities, etc.) your college will employ to ensure equitable Transfer rates **AND** meet the above goal(s) for your identified DI student population(s).

	<b>Key Strategies for Transfer - Disproportionately Impacted Student Population(s)</b> (500 character max for each strategy) <i>Example: Build data-driven, systematic case management centered on transfer processes and support for all disproportionately impacted students, with an initial primary focus on students with disabilities.</i>
1	To support Black/African-American Students: Launch Umoja transfer institution visits Participate in the HBCU transfer tour Hire a new Transfer Center Specialist to help focus on increasing transfer among Black or African American students Explore hosting a Black Transfer Summit annually in partnership with local CSUs and UCs
2	To support Latiné Students: Launch Puente transfer institution visits Launch Puente mentoring program Create a career connections speaker series/Charla that builds on introducing students to alumni and professionals in partnership with community organizations such as Mana San Diego
3	To support first generation to college students: Implement EOPS transfer institution visits Partner with local higher education and community partners to create leadership conferences for EOPS students to network and visit 4-year universities
4	To support Indigenous students: Establish an MOU with local Universities like San Diego State University to help ensure successful transfer Build joint programming with SDSU Native American Studies Department. Expand professional development for faculty who aim to center Indigenous ways of learning and knowing in their courses Expand existing partnership with Kumeyaay Community College to better serve local Indigenous communities

### Additional Key Strategies for Overall Student Population

As noted above, achieving the goals for disproportionately impacted populations should support the increase of equitable Transfer for the overall student population.

Are there key strategies (structural changes, initiatives, action steps, activities, etc.), in addition to the strategies shared above for the DI populations, that your college plans to employ to further assist in achieving an equitable increase in Transfer and meet the above goal(s) for the overall student population? If yes, click 'Yes' and enter a brief description of

the additional strategies. If there are no additional strategies, click 'No' to acknowledge you have no additional strategies and you may move on to the next step.

Yes, our college has additional key strategies for the overall student population

### Additional Key Strategies for Transfer - Overall Student Population

(500 character max)

*Example: Our college will increase our number of ADTs and ensure every student who has completed 30 units or more are scheduled with a counselor and/or complete a transfer workshop.*

To support all students:

Improve campus connectivity through student workers

Centralize student worker hiring in the Career Center

Streamline and align student worker onboarding materials

Create and implement student worker job fair and work-based learning resources

### Transfer Emphasis \*

While the work and efforts for all student success metrics are crucial to the success of our students the 'Transfer' metric is of the utmost importance for this 2025-28 Student Equity Plan cycle. As a system, "only 21 percent of community college students who began college from 2017 to 2019 and intended to transfer did so within four years, and transfer rates were even lower for students from certain demographic groups and regions of the State". (*California's Systems of Public Higher Education: Streamlining the Community College Transfer Process Could Increase Access to Bachelor's Degree, September 2024, California State Audit, pg1*).

The Chancellor's Office encourages all colleges to examine and address the root causes as to why the majority of transfer-intending students, including many from disproportionately impacted populations, do not transfer.

Please describe how and why your college strategies listed above for both DI and overall student populations will work to remove barriers, address student needs, and create clear pathways to **improve transfer** and meet related goals outlined in Vision 2030.\*

The College is seeking to address root causes of inequities in transfer through the following initiatives:

- Expand **Dual Enrollment** opportunities and pathways to high school students, with an emphasis on the expanded Mount Miguel High School partnership
- **Early Engagement:** Expand in-class transfer presentations and increase awareness of college transfer fairs and transfer center workshops
- **Early College Outreach:** Offer culturally responsive, family-oriented outreach activities for students starting in middle school
- **Strengthen partnerships** with existing community based organizations to support community connections for students and help students build social and academic support networks within and beyond the College

\*[Vision 2030: A Roadmap for California Community Colleges: Goal 1, Equity in Success; Outcomes 2d and 2e—Baccalaureate Attainment](#) includes the following: (I) Increase with equity the number of California community college students who transfer to CSU or UC. (II) Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

## Intensive Focus on Population(s) Experiencing Disproportionate Impact (DI)

### Student Population(s) Experiencing DI for Intensive Focus

#### DI Student Population

Black or African American

#### Current Challenges/Barriers \*

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college?**

Current challenges/barriers include:

- Underrepresentation of Black/African American faculty
- Limited professional development centered on better serving Black/African American students
- Staffing capacity as a small college with limited resources
- Recent changes to federal financial aid application and local financial aid system migration
- Technology challenges and changes, which in the long term will be beneficial, but in the short-term can cause confusion and frustration for students
- Communication challenges - email is not the preferred means of communication for many students, as noted by student panelists and Associated Student Government leaders; the College must work to find other, more effective ways of letting students know about support programs and community-building activities

#### Action Plan for Ideal Institution \*

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

1. How will your college address and overcome the challenges and/or barriers shared above?
  2. What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
  3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?
- 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
  - Build partnerships 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 and supporting the establishment of a Black/African American affinity or employee resource group
  - Partner with organizations like the African American Male Education Network and Development (A<sup>2</sup>MEND) for leadership development and transfer pathways.
  - Pilot Umoja recognition/awards for Academic Excellence
  - Develop a "Real Talk: Why I Chose Cuyamaca" campaign with alumni voices and transfer success stories to connect students with alumni and students who look like them
  - Invest in Umoja Summer Learning Institute/PD for faculty teaching in learning communities
  - Expand professional development centering culturally-sustaining pedagogies to validate students' cultural knowledge
  - Implement Equity Accelerator in math classes to improve student sense of belonging/engagement

- Expand HBCU tour participation
- Expand outreach to Black students to increase access to EOPS and other special programs in which Black students are underrepresented

### DI Student Population

Hispanic Female

#### Current Challenges/Barriers \*

Consider your institution policies, processes, practices, and culture: what current structures are challenges/barriers for the **identified student population experiencing DI at your college?**

Current barriers/challenges include:

- National policy impacts to students, including the current status of the Hispanic-Serving Institution program and other federally-funded support programs
- Underrepresentation of Latiné faculty
- Underrepresentation of Latiné students in categorical programs, such as EOPS and CalWORKs
- Underrepresentation of Latiné students among financial aid recipients
- Staffing capacity as a small college with limited resources
- Recent changes to federal financial aid application and local financial aid system migration
- Technology challenges and changes, which in the long term will be beneficial, but in the short-term can cause confusion and frustration for students
- Communication challenges - email is not the preferred means of communication for many students, as noted by student panelists and Associated Student Government leaders; the College must work to find other, more effective ways of letting students know about support programs and community-building activities
- Transportation challenges - students mention getting to campus as a barrier to access
- Limited access to computer or wifi to complete coursework and access online services and courses

#### Action Plan for Ideal Institution \*

What is your college's action plan to achieve your identified goals across all five metrics for this specific student population? Please include, at minimum, the following information in the action plan:

1. How will your college address and overcome the challenges and/or barriers shared above?
2. What specific strategies will be implemented, **especially across academic and student affairs**, and what will success look like?
3. What resources, structures, and/or support will be utilized to effectively accomplish this action plan?

- Expand Puente-focused professional development for faculty and other campus practitioners
- Launch new Puente program 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 Latiné faculty to better represent the student population
- Increase advertising of available scholarships and transportation assistance
- Leverage Puente network to enhance and expand professional development for faculty
- Expand professional development centering culturally-sustaining pedagogies to validate students' cultural knowledge
- Implement new Chicano Studies program with a full-time faculty member
- Implement Equity Accelerator in math classes to improve student sense of belonging/engagement

- Improve support for Indigenous students who also identify as Latiné, acknowledging students' intersectional identities and gathering input from the community

## Student Education Plans

### Completed Comprehensive Student Education Plans

Using local college data, please complete the Comprehensive Student Education Plans table below and in collaboration with Academic and Student Affairs, complete the three questions related to student education plans.

Definitions:

**Cohort:** New, First-Time, Non-Special Admit Unduplicated Students for that Term

**Exempt Students:** *To the extent possible, please do not include students who are exempt from student education plans in your count of students who have received a comprehensive student education plan. Refer to [Title 5 Section 55532](#) for a list of possible exempt students.*

**Comprehensive Student Education Plans:** A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student's declared course of study. (*Current MIS Data Element Dictionary SS09 for Student Credit Education Plan*).

**Note:** The following is a newly proposed 2025 MIS definition for comprehensive education plans: *A comprehensive education plan is at least 2 terms in length and should, at minimum, comply with [Title 55524 Student Education Plans](#) and include the student's declared course of study along with all required courses and other requirements needed to complete each term to achieve the student's declared course of study (i.e. degree, certificate, transfer, apprenticeship).*



Comprehensive Student Education Plans (Local College Data)					
Academic Year Cohort (include summer and winter sessions if applicable)	Total Number of Enrolled Students in Cohort	# of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	% of Students Who Received a Comprehensive Ed Plan by End of First Primary Term	# of Students Who Received a Comprehensive Ed Plan by End of First Academic Year	% of Students Who Received a Comprehensive Ed Plan by End of First Academic Year
<b>Fall 2022 Cohort</b> (Comprehensive Ed Plan by 6/30/2023)	2,432	228	9%	356	15%
<b>Spring 2023 Cohort</b> (Comprehensive Ed Plan by 12/31/2023)	1,024	60	6%	93	9%
<b>Fall 2023 Cohort</b> (Comprehensive Ed Plan by 6/30/2024)	2,560	303	12%	458	18%
<b>Spring 2024 Cohort</b> (Comprehensive Ed Plan by 12/30/2024)	1,110	77	7%	121	11%

#### Identify Student Populations Experiencing DI in Receiving a Comprehensive Ed Plan \*

Among the student populations experiencing disproportionate impact in comprehensive student equity plans are the following:

Asian students

Black/African American students

Indigenous students

#### Comprehensive Education Plan Implementation for DI Student Populations \*

Presently all students are required to have a comprehensive education plan, but barriers exist.

Connecting early at new student orientation through multiple channels will help ensure disproportionately impacted (DI) student populations are engaged in education planning earlier.

1. **New Student Orientation** counseling and advising.
2. **Academic major** and career pathways ACP Leads and departments.
3. **Culturally responsive connections**, Affinity groups, Umoja, Puente, Next Up, peer ambassadors, mentoring. etc.
4. **Parent/Guardian Workshop** - Educate families in the importance of a Comprehensive Education Plan.

Introducing students to comprehensive education plans while in high school will also help reinforce the importance of establishing an education plan earlier.

#### Comprehensive Education Plan Implementation for ALL Students \*

For the 2025-2028 Student Equity Plan, the College has prioritized early connection, integrated onboarding, and a welcoming, supportive, and community-building experience through the following:

- **Early connections** - prior to enrollment through outreach, high school, and community engagement activities.
- **New Student Orientation** includes early academic connections with **Academic and Career Pathway (ACP) Leads**, key faculty
- Implementation of academic mixers, and career workshops facilitated by ACP Leads
- Provide **professional development** for the campus community to build awareness of what a Comprehensive Education Plan is and its importance to student success and completion
- Establish "**Plan Ahead Pop-ups**" where students receive small incentives or digital badges for accomplishing milestones in their plan
- **Wrap-around support** for the College's large percentage of students that takes one or more online classes per semester, including Canvas orientation and virtual presentations on support services and programs
- Integration of the **Community Cultural Wealth Model** into professional learning opportunities for employees and activities for students

## Vision 2030 Alignment/Coordination

### 1. Guided Pathways \*

By transforming institutional structures and processes, aligning efforts across a college, and redesigning holistic support for students who need it most, the Guided Pathways framework centers the student experience in decision making and helps us meet the goals of Vision 2030. Education Code 78222 (2)(A) requires colleges to implement activities and practices pursuant to the California Community College Guided Pathways Grant Program described in Education Code [88920](#) and [88921](#).

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement (or continue) to align SEA Program and equity-centered efforts with your local Guided Pathways framework.

The College is continuing to implement guided pathways with a focus on sustaining the following key elements of its guided pathways work:

#### Strategic Enrollment Management

- Establish a data-informed SEMC plan that aligns with our Vision, Mission, and Values, student success, and Guided Pathways goals.
- Use data on student demand, course completion, and equity gaps to optimize course offerings, recruitment, and retention efforts.

#### Equity-Focused Recruitment

- Develop targeted recruitment strategies that prioritize historically underserved populations, ensuring alignment with our Academic and Career program offerings.
- Deepen partnerships with local high schools, community organizations, and employers will strengthen these efforts.

#### Student Engagement Centers & Pathway-Aligned Services

- Highlight programming in student centers that focuses on the college's Academic and Career Pathways (ACPs), providing students with one-stop opportunities within their chosen pathway.
- Create a peer mentorship program that connect new students with those further along their academic journey, as well as opportunities for faculty to mentor students in pathway-specific guidance.
- Partner with campus departments in student engagement activities, such as career fairs, workshops, and pathway-specific events that connect students with industry professionals and alumni, fostering a sense of community within each pathway.

#### Student Onboarding

- Develop a seamless onboarding experience that highlights financial aid and counseling services and bridges student services and instruction through ACP leads

#### Program Maps

- Ensure every academic program has a clear, structured program map that includes course sequences, milestones, potential career or transfer opportunities, and highlights time to completion.
- Maintain a process for regularly updating program maps to reflect industry changes, student feedback, and curriculum improvements. Ensure that these maps are available online and easily navigable by students.

#### Faculty Leadership

- ACP faculty leads will collaborate with academic departments, counseling, and career services to provide integrated support for students.

#### Professional Development

- Provide ongoing professional development for Faculty, Administrators, and Classified Professionals to build capacity in areas such as data usage, culturally responsive teaching, and equity-minded practices.

## 2. Student Financial Aid Administration \*

In coordination with your Financial Aid Department, please summarize college's holistic plan to maximize financial aid receipt and systematically increase FAFSA completion, especially among the identified disproportionately impacted student populations within this Student Equity Plan. This can include federal, state, and other campus aid programs (e.g., Pell Grant, Cal Grant, emergency aid, etc.).

The Cuyamaca College Financial Aid Department has worked hard to streamline the student financial aid experience, reducing time from application to disbursement and developing a more student-centered financial aid advising model. The Financial Aid Office regularly offers financial aid workshops, and Financial Aid team members attend Registration Workshops, a one-stop shop for students to receive assistance from various departments to apply, access services, and register for classes. In addition, the College's Financial Aid Department recently implemented a new financial aid system (which was implemented district-wide) to improve operational efficiency and integration with other student services and processes. Furthermore, to better support students in selecting a meaningful educational goal and program of study, the Financial Aid Department worked with Admissions and Records, the Counseling Department, and instructional faculty to develop a referral system to help students access counseling support and guidance when they change their program of study, reducing errors and frustration with previously disjointed processes.

## 3. Students with Disabilities (DSPS) \*

In coordination with your DSPS program, please summarize how your college DSPS program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

Cuyamaca College is committed to engaging students with an interactive process to determine appropriate accommodations regardless of the operational status/hours of operation of Disabled Students Programs and Services.

The college provides ongoing professional development for faculty and staff to support growth beyond accommodations and access. Regular workshops in Universal Design, Neurodiversity, and Inclusive Curriculum Design are encouraged. Several areas of campus including our tutoring center are equipped with various types of assistive technology. Cuyamaca will partner with a local non-profit organization, Access to Independence, to learn more about ways we can not only support students, but also existing and potential employees.

## 4. Extended Opportunity Programs and Services (EOPS)/CalWORKs \*

In coordination with your EOPS and CalWORKs programs, please summarize how your college EOPS and CalWORKs programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations

identified in this Student Equity Plan.

Helping students achieve their educational goals and objectives by obtaining career technical skills and certificates, associate degrees, and transferring to four-year institutions.

College support services include **academic counseling, priority registration, financial assistance (book vouchers & grants as funding permits), and student success workshops**. The services below are an intensive supplement to those offered by Cuyamaca College.

- Priority Registration
- EOPS school supplies (as funds are available)
- Textbook assistance (as funds are available)
- EOPS Grants (as funds are available)
- Lending Library (textbooks, laptops and hotspots)
- Academic, vocational, and career counseling
- Referrals for free tutoring
- EOPS/CalWORKs Satellite Food Pantry
- Graduation Cap and Gown

In Spring of 2025 Cuyamaca College **served over 747** unduplicated EOPS students.

### 5. NextUp/Foster Youth \*

In coordination with your NextUp and other Foster Youth programs, please summarize how your college NextUp and Foster Youth support programs will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

The NextUp program is a supplemental component of the Extended Opportunity Programs (EOPS) program. Next Up is designed to support the educational goals and holistic well-being of current and former foster youth. The goal is to provide ‘over and above’ supportive services to help former foster youth overcome the extra obstacles that may be holding them back from the pursuit of higher education through the completion of a certificate, degree or transfer. Students who qualify receive access to.

- Academic Counseling Appointments
- Faculty and Peer Mentoring
- Life Skill Workshops
- Community Building Events
- Textbook Assistance
- Grants
- Transportation Assistance Resources
- Housing Referral
- Hygiene Closet (Basic needs supplies)
- Personal Counseling Referral
- Access of Food Pantry

### 6. Programs for Veterans (Veterans Resource Center) \*

In coordination with your Veterans Resource Center or program, please summarize how your Veterans-centered program will proactively support efforts to eliminate disproportionate impact and meet the developed goals for the student populations identified in this Student Equity Plan.

The Veterans Center is a communal space to help ease the transition of student veterans into the academic setting. It is now a **one-stop shop for all veterans services**, including

- Resource Center
- VA Education Benefit Certification
- Veteran Academic Counseling.

- Community building activities.
- Priority Registration
- Advancing into Veteran Live Workshops
- Community Referrals
- Graduation Celebration, Wall of honor recognition
- Laptop giveaways
- Warriors 2 Waterworks - Career pathways in Water Studies.
- Housing Resources
- Legal Resources
- Children and Youth Resources
- Mental Health Resources for Families

The Veterans Center is staffed by a Veteran Coordinator, Certifying Official, and Academic Counselor along with VA work study students to ensure that all student veterans receive the adequate help, support, and resources to succeed academically. The College, including the Veterans Center, was recognized by Military Times as one of 300 colleges in the United States as a "Best for Vets" college for 2024. This recognition highlights the commitment Cuyamaca College has to supporting our veterans and military affiliated students.

### 7. Justice-Involved and Justice-Impacted Students \*

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for justice-involved and justice-impacted students, especially among identified disproportionately impacted student populations within this Student Equity Plan.

The Cuyamaca Rising Scholars Program provides college support services for students who are justice-involved, formerly incarcerated, on probation, or who have parole supervision.

- Mentorship
- Rising Scholars Virtual Community Support Group
- Priority Registration
- Enrollment Support
- Laptop and hotspot rentals for the semester
- Tutoring- Request a Tutoring Appointment
- Transfer Guidance
- Referrals to campus support services and community resources
- Specialized Counseling
- Career Exploration
- Job Readiness

### 8. Low-Income Adults \*

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to provide access and increase success for low-income adult learners, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

The **Grossmont-Cuyamaca Promise** offers up to two years of free tuition and mandatory fees for qualified California residents or those with tuition exemptions.

The **Foundation for Grossmont & Cuyamaca** Colleges provides hundreds of scholarships each semester, funded by community donors. Some scholarships are based on financial need.

- **Cuyamaca Cares** Pantry services: Offers free groceries for students on a weekly basis.
- **Housing assistance:** Provides navigation and referrals for emergency rental assistance, low-income housing, and shelter.

- **Emergency assistance fund:** Students can apply for funds up to \$500 per semester for financial emergencies like car repairs, housing, or utilities.
- **Hygiene resources:** Provides basic hygiene supplies for students.
- **CalFresh assistance:** Offers help with applications for the state's food assistance program

## 9. Credit for Prior Learning \*

Summarize key strategies (structural changes, initiatives, action steps, activities, etc.) your college will implement to support the equitable expansion of Credit for Prior Learning, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

**Cuyamaca College offers Credit for Prior Learning (CPL)** by evaluating existing knowledge gained outside the classroom through various methods, including external exams like AP, IB, and CLEP, Joint Services Transcripts (JST) for military service, industry-recognized credentials, and student portfolios.

## 10. Dual Enrollment \*

"The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit." - [Vision 2030: A Roadmap for California Community Colleges \(page 2\)](#)

Summarize key strategies (structural changes, initiatives, actions steps, activities, etc.) your college will implement to meet this vision goal and to increase equitable dual enrollment, especially among the identified disproportionately impacted student populations within this Student Equity Plan.

- New partnership with Mount Miguel Early College High School designed to expand dual enrollment and engagement
- Additional CCAP courses across high school partners
- Strengthening ties to the local Indigenous community in partnership with Kumeyaay Community College

## 11. Strong Workforce Program/Perkins \*

As part of Goal 1: Equity in Success, Vision 2030 sets a workforce outcome to "increase with equity the number of California community college students who earn a living wage." Vision 2030 sets a system Strategic Direction of Equitable Workforce and Economic Development, centering on the action to "increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them." - [Vision 2030: A Roadmap for California Community Colleges \(pages 8 and 12\)](#)

Please summarize how your college Strong Workforce Program and Perkins Program will coordinate efforts with the SEA Program, especially to meet the goals of Vision 2030 and to increase the success of the identified disproportionately impacted student populations within this Student Equity Plan.

Cuyamaca offers Work-Based Learning opportunities like internships, connects students to employers, and provides comprehensive support for student success on their path from K-12 to higher education and employment.

**Regional Collaboration:** Cuyamaca is part of the San Diego and Imperial Counties Strong Workforce Program (SDIC). This regional consortium works with **Economic Development Corporations** and employers to identify industry needs and align college programs to meet them.

**Work-Based Learning (WBL):** The college embeds real-world experiences, such as internships and practicums, into its career education programs to connect classroom learning with job opportunities.

**Student Pathways:** SWP helps students navigate clear, supported, and efficient paths from their initial college experience through to obtaining an industry-valued certificate or degree and entering the workforce with a living wage.

**Career Education Program Expansion:** The college's career education programs focus on equity, access, inclusion, and increased employer engagement, with a goal of helping more students succeed in high-growth, high-wage sectors.

The college will continue to provide pathways to workforce access for students through a variety of campus-wide initiatives.

**Promotion of workshops hosted by industry professionals** from diverse communities. Online video features, articles, lunch and learn sessions, mentoring opportunities. workshops, networking sessions and internships.

## 12. Additional Programs (Optional)

The above questions primarily listed the strategies, programs, and student groups emphasized in the regulations related to the Student Equity Plan and/or prioritized in the *Vision 2030: A Roadmap for California Community Colleges* document. The Chancellor's Office encourages colleges to coordinate and collaborate with other programs or services not listed above in their student equity efforts.

If you would like to share how your college will coordinate with additional programs not listed above, please enter the name of the program(s) and summarize how the additional program will coordinate efforts with the SEA Program to support the identified disproportionately impacted student populations within this Student Equity Plan.

Not Entered

## Certification

### Chancellor/President

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President

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Approved by Jessica Robinson

11/19/2025 03:08 PM PST

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11/19/2025 06:33 PM PST

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Approved by Dr. Aaron Bruce

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