



C U Y A M A C A
• C O L L E G E •

Annual Update Report

Admin - President's Office

Reexamine our equitable hiring and retention practice. (Goal 1)

Program Goal: Reexamine our equitable hiring and retention practice.

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Hiring and Retention of Diverse Employees:** Reexamine our equitable hiring and retention practice. (X)

Summary of Progress or Results

Summary Date: 12/18/2025

Summary of Progress or Results: Over the past year, our work to strengthen equitable hiring and retention practices has continued, while also adapting to significant structural changes in districtwide processes. The implementation of the Personnel Commission (PC) has meaningfully changed how we hire, introducing new procedures, layers of review, and shifts in roles and responsibilities. These changes, coupled with evolving districtwide EEO structures and expectations, have added complexity to the hiring process and required ongoing adjustment to ensure our practices remain aligned with our values of equity, inclusion, and excellence.

Despite these evolving conditions, I remain firmly committed to advancing equitable hiring and retention across all employee groups. A key focus continues to be the goal of developing a robust onboarding program that helps new employees understand college and district systems, fosters belonging, and supports long-term success. This aligns with strengthening professional development opportunities and expanding the THRIVE program so that Cuyamaca College continues to recruit, support, and retain a diverse and highly talented workforce.

Reporting Period: 2025 - 2026

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

Action Steps for this Academic Year

- **Continue to closely monitor the evolving PC and district EEO processes**, offering input, elevating concerns, and collaborating where appropriate to help ensure hiring practices support timely, equitable outcomes for the College.
- **Work collaboratively with District HR and Personnel Commission leadership** to improve communication, transparency, and shared understanding of college needs, while advocating for processes that support equity, efficiency, and student-centered decision-making.
- **Begin laying the foundation for a comprehensive onboarding and retention framework**, recognizing this is multi-year work that requires dedicated leadership, clear ownership, and a permanent structural “home” to sustain and implement it; support planning conversations to help identify where this work should live and how it can be resourced.
- **Strengthen professional development and retention supports already within reach**, including partnership with THRIVE and opportunities that foster employee belonging, growth, and connection to the institution.

Summary of Progress or Results

- **Monitor hiring timelines, outcomes, and employee feedback** to identify emerging challenges and inform recommendations for improvement.
- **Ensure equity remains centered in retention practices**, including mentorship and connection strategies that help employees feel valued, supported, and committed to Cuyamaca College.

Increase equitable enrollment overall when compared to the 2021-2022 academic year (Goal 2)

Program Goal: Increase equitable enrollment overall when compared to the 2021-2022 academic year

Goal Status: Active

Mapping

2022 - 2028 Strategic Plan: (X)

- **Increase Equitable Access:** Increase equitable enrollment overall when compared to the 2021-2022 academic year (X)

Summary of Progress or Results

Summary Date: 12/18/2025

Summary of Progress or Results: Over the past few years, Cuyamaca College has made significant and measurable progress in increasing equitable enrollment compared to the 2021–2022 academic year. Institutional data show that overall student headcount and FTES have grown, reflecting intentional outreach, strategic enrollment management, and a continued focus on equity in access.

Based on the Institutional Self-Evaluation Report, overall student headcount increased from 12,436 in 2021–2022 to 13,220 in 2023–2024, an increase of approximately 6%. During that same period, full-time equivalent students (FTES) increased from 4,427 to 5,759, representing an increase of roughly 30%. Importantly, these gains not only surpass 2021–2022 levels, but also exceed pre-pandemic enrollment levels, signaling strong institutional recovery and renewed community trust in Cuyamaca College. The growth has been driven in part by expanded dual enrollment, strengthened K–12 partnerships, has worked to improve student-centered scheduling, and continued efforts to remove barriers to access through culturally responsive support services and basic rights resources.

While progress is encouraging, the focus remains on ensuring enrollment growth is equitable and reflects the diversity of our region, particularly for historically marginalized student groups. The President's Office remains committed to supporting data-informed planning, advancing collaborative strategies across divisions, and maintaining student-centered, equity-focused decision-making to sustain and build upon this momentum.

Reporting Period: 2025 - 2026

Status: In Progress - will carry forward into next year

Action steps for this academic year.:

Action Steps for this Academic Year

- Continue intentional efforts to increase equitable enrollment through the Strategic Enrollment Management Committee (SEMc), using disaggregated data to guide outreach, course scheduling, and student engagement strategies, with a focus on populations where gaps persist, particularly historically marginalized student groups.

Summary of Progress or Results

- Strengthen efforts to support and increase Black student enrollment and belonging through intentional investment in the Black Student Success Center and UMOJA, enhanced outreach partnerships with GUHSD and regional high schools serving Black students, and programming that builds connection, community, retention, and success.
- Sustain and expand dual enrollment growth with intentional, equity-focused outcomes. Build upon recent growth to further increase access, representation, and success among dual enrollment students.
- Align enrollment management and student success strategies, including student-centered scheduling, onboarding supports, and connection to basic rights resources, to reduce barriers to access and ensure students can enroll, persist, and thrive.
- Leverage institutional planning and governance structures to keep equity centered in enrollment discussions, strengthening accountability, transparency, and collegewide shared ownership.
- Monitor enrollment trends and student experiences using institutional data, student voice, and campus feedback to refine strategies and ensure continuous improvement.

Service Area Overview and Update

Lead Author

Jessica Robinson

Collaborator(s)

Cabinet members and campus community. More below.

Please briefly share the ways in which you collaborated with colleagues within and outside of your department to gather input to inform your program review.

In an effort to ensure this program review reflects shared perspectives, priorities, and needs I engaged Cabinet members, Vice Presidents, Deans, and Classified and Faculty leadership to gather feedback, discuss emerging trends, operational needs, and student success priorities. I also sought input through participatory governance structures, including collegewide councils and committees, to ensure alignment with our strategic goals and institutional planning efforts. Externally, I consulted with District leadership and key partners to better understand regional context, resource opportunities, and broader system initiatives influencing our work. This collaborative approach ensured that the President's Office program review is informed by diverse voices and grounded in institutional data, lived experiences, and collective expertise.

Please briefly share the ways in which you collaborated with your Dean on your program review to discuss your vision, goals, and resource needs/requests.

N/A

Please summarize the changes, additions, and achievements that have occurred in your program since the last program review.

Over the past year, the College successfully hired several permanent administrators, significantly reducing the number of interim positions and establishing a more stable leadership structure. At the time of this review, only one administrator vacancy remains. While Cuyamaca has historically experienced frequent annual administrative turnover, this past year reflects meaningful progress toward sustained leadership continuity. At the same time, I remain mindful that administrative transitions are an ongoing reality, and the President's Office continues to plan proactively for leadership stability, succession, and operational continuity.

In addition to leadership stabilization, the President's Office has supported several major institutional achievements. These include continued advancement of student success and equity initiatives; strengthened participatory governance processes; and alignment of planning and decision-making with and for the college budget processes.

Service Area Outcome Assessment and Operational Improvements

Administrative service areas collect data in many different ways. This may include the number of students, employees, or community members served, survey results, or other reports prepared by the department and external organizations. Which data was used to assess your service area?

The President's Office relied on multiple quantitative and qualitative data sources to assess effectiveness and inform priorities for this annual review. Institutional data from the Office of Institutional Effectiveness, including enrollment trends, student success and equity data, and persistence and completion rates, provided insight into how collegewide leadership decisions are impacting outcomes. Participation and engagement data from governance councils and committees, collegewide initiatives, campus forums, and major institutional planning processes were also reviewed to understand levels of involvement, communication effectiveness, and institutional climate.

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In addition, feedback gathered through formal and informal mechanisms, including employee surveys, leadership discussions, President's Cabinet dialogue, accreditation input processes, program review submissions across divisions, and districtwide collaboration, helped identify needs, strengths, and opportunities for improvement. External reports and statewide guidance, including CCCCCO directives, system initiatives, and accreditation expectations, also served as important inputs.

How were the data used to inform changes or improvements to a service area or to the college as a whole?

The data reviewed informed intentional, meaningful improvements to college processes, communication, and decision-making structures. For example, feedback from the previous program review cycle highlighted a need for more explicit guidance and more timely communication around requests and prioritization. In response, the college refined the program review request and feedback process to communicate outcomes better, provide clearer rationale for decisions, and ensure authors understood how requests were being evaluated.

Budget transparency was another area shaped by data and feedback. Input from employees and governance discussions indicated a need for greater clarity around how financial decisions were made. This resulted in expanded communication regarding the budgeting process, increased sharing of information, and additional opportunities for dialogue and questions, helping to strengthen trust and understanding across the college.

Additionally, data and feedback regarding resource prioritization and planning informed improvements to the Resource Oversight Committee (ROC). Engagement data and campus input suggested the need to streamline processes, clarify roles, and better connect resource allocation to institutional priorities. As a result, ROC is currently working to refine alignment with strategic goals, increase transparency, and strengthen integration with broader institutional planning structures.

Through these examples, data were not only reviewed but actively used to redesign processes, improve transparency, and enhance institutional effectiveness, reinforcing a culture of responsiveness, accountability, and continuous improvement.

Program Goals

Program Goals Status

I have updated the progress on my previous goals.

Submission

Program Review response is complete and ready for review.

Yes - Response is complete and ready for review

