

Cuyamaca College

Student Equity Plan 2025-2028

Presentation to the Academic Senate

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Dr. Aaron Bruce, Theresa Carlson & Bri Hays



Plan Purpose and Context

- Student Equity Plan codified in education code
- CCCCO sets guidelines and content for the plan template
- Completed on a 3-year cycle
- Race-conscious approach
- Data-informed
- Data are provided by the CCCCO based on college MIS data
- **Goal: Identify measurable goals to eliminate disproportionate impact and activities to achieve them**



Framework for the Student Equity Plan

Rooted in:

- **College Mission, Vision, Values**
- **2022-2028 Strategic Plan**
- **Disaggregated data**
- **Organic innovation** driven by practitioners and informed by students
- **Student Equity Plan Metrics**
 1. Successful Enrollment
 2. Math & English Throughput in 1st Year
 3. Persistence
 4. Completion
 5. Transfer
 6. Comprehensive Student Education Plan



Populations Included in the Student Equity Plan (per Ed Code)

- Asian students
- Black/African American students
- Filipino students
- Hispanic/Latiné students
- Indigenous students
- Pacific Islander students
- Students who identify with two or more races/ethnicities
- Female students
- Male students
- Non-binary students
- Current or former foster youth
- Students with disabilities
- Economically disadvantaged students
- Veterans
- Homeless students
- LGBTQ+ students
- First-generation college students

Equity Gaps (Local Definition)

<i>Populations Experiencing Disproportionate Impact</i>					
	<i>Percentage Point Difference between Equity Group and Reference Group</i>				
Equity Group	Enrollment 2023-24	Throughput 2023-24	Persistence 2022-23	Completion 2020-21	Transfer 2019-20
Asian	6	4	4		19
Black or African American	5	7	19		6
Filipino	6				19
Hispanic/Latine		4	9		
Indigenous		20	30	*	*
Pacific Islander	4	*	*	*	*
Two or more races		5		3	
Female					
Non-binary	15				
Disability	N/A	8			12
Economically disadvantaged	N/A				
First Gen	N/A	10		5	13
Foster youth	N/A	10	22	8	
Homeless	N/A				
LGBTQ+	N/A	10		6	16
Veterans	N/A	4	15		

Activities to Address Disproportionate Impact

Successful Enrollment – Representative Activities

Supporting Asian students:

- Market dual enrollment opportunities to families and guidance counselors disproportionately impacted students during 8th and 9th grade.
- Create summer college course offerings targeting 8th and 9th grade students from historically underserved communities.
- Partner with community-based organizations like Pacific Arts Movement to offer activities and community-building events

Activities to Address Disproportionate Impact

Successful Enrollment – Representative Activities

Supporting Indigenous students:

- 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
- Develop a culturally grounded orientation/onboarding experience for Indigenous students
- Provide professional development for faculty and staff on Kumeyaay history, culture, and ecology to help infuse Indigenous perspectives in their classes

Activities to Address Disproportionate Impact

Math & English Throughput – Representative Activities

Supporting Disabled Student Programs Services (DSPS) students:

- Increase professional development for faculty on Universal Design Learning (UDL)
- Strengthen Deaf or Hard of Hearing (DHH) services through integrated support and streamlined scheduling for DHH students

Activities to Address Disproportionate Impact

Persistence – Representative Activities

Supporting first generation to college students:

- Expand professional development focused on supporting disproportionately impacted students, with an initial focus on, but not limited to, Black and African American students, Latiné students, Indigenous/American Indian Students.
- Providing ongoing professional development through Equity-Minded Teaching and Learning Institute (EMTLI), Communities of Practice, Distance Education Sessions, Teaching and Learning Guest Speaker Series

Activities to Address Disproportionate Impact

Persistence – Representative Activities

Supporting foster youth and former foster youth:

- Share information about special programs and supports early in the process through outreach
- Expand outreach for the NextUp program in collaboration with other special programs, such as Umoja and Puente
- Host additional community-building events for NextUp students
- Build upon the success of the College's 2025 Foster Care Awareness month activities, events, and awareness campaign

Activities to Address Disproportionate Impact

Completion – Representative Activities

Supporting Indigenous students:

- Expand professional development to the campus community on Indigenous-centered practices and teaching and learning
- Expand Indigenous-centered programming, speakers, partnerships with local universities and community organizations
- Provide learning opportunities and community building activities focused on Kumeyaay/Indigenous history and allyship

Activities to Address Disproportionate Impact

Transfer – Representative Activities

- Build joint programming with SDSU Native American Studies Department
- Launch Umoja and Puente 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
- 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

Activities to Address Disproportionate Impact

Comprehensive Education Plan

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** and key faculty
- **Implementation of academic mixers**, and career workshops Provide **professional development** for the campus community to build awareness of what a Comprehensive Education Plan
- Establish "**Plan Ahead Pop-ups**"
- **Wrap-around support** including Canvas orientation and virtual presentations on support serves and programs
- **Community Cultural Wealth Model** professional learning opportunities for employees and activities for students

Intensive Focus Populations



Opportunity for the College to add additional focus, based on data and local context, to 1-2 populations of students

Proposed Intensive Focus Populations:

- **Black/African American students**
- **Latiné students**

Intensive Focus Activities: Black/African American Students

- **Umoja Summer Bridge** - Establish an early enrollment and engagement program that supports a healthy academic and social transition into college.
- **Engage all new students who identify as Black/African American** with Umoja program, marketing the first year Counseling/English Umoja learning community; promote Umoja program at new student orientation
- **Expand Umoja First-Year** Learning Community to include math
- **Partner** with other regional colleges/institutions to explore a possible Umoja second year study abroad experience
- **Build a stronger sense of community** by connecting Black/African American students with Black/African American employees
- **Partner with organizations** like the African American Male Education Network and Development (A²MEND) for leadership development and transfer pathways.



Intensive Focus Activities: Latiné Students

- Expand **Puente-focused professional development** for faculty and other campus practitioners
- Launch new **Puente program** learning community with English class and ultimately a math class
- Launch new **Puente mentoring program**
- Expand programs and services in **Together We Rise Latiné Student Center**
- **Mobilize student workers** to help increase communication and outreach to students in high-traffic times/areas on campus
- Implement a **strategic focus on recruitment of Latine faculty** to better represent the student population
- Increase advertising of available **scholarships and transportation assistance**



Questions?