![Cuyamaca College logo | Institutional Effectiveness, Success, & Equity](logo)

2024-25 Institutional Effectiveness Report
(September 2025)

Overview of the Cuyamaca College Strategic Plan Evaluation Process

In 2024-25, Cuyamaca College made significant progress in implementing its Strategic Plan. To ensure broad awareness of college performance and Strategic Plan progress, the Institutional Effectiveness Council (IEC) facilitates college-wide planning workshops in fall and spring semesters. Fall workshops are centered on capacity-building, process improvement discussions, and other specific topics of critical and timely interest to the College. For example, Cuyamaca College developed an Innovation and Effectiveness Plan in 2023 with the assistance of an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT). The plan expanded on the current Strategic Plan initiatives by highlighting two areas of improvement that will help strengthen the College's infrastructure and decision-making process: enrollment management and budget.

To this end, the College hosted a fall planning workshop in October and November 2024 to gather input and create a menu of options for its new Strategic Enrollment Management Plan. The College also had broad campus discussions on a new participatory governance group that would help guide and advance the Strategic Enrollment Management Plan. As such, the College created the new Strategic Enrollment Management Committee (SEMC), which launched in Spring 2025. Similarly, the College's budget committee, currently called the Resource and Operations Council (ROC) is discussing revisions to its function and membership to improve budget communication, training, and the overall process for budget development. Lastly, as noted in the College's 2019 Accreditation Self-Evaluation Report, the College Participatory Governance Handbook needed to be revised to reflect current structures and plans. A task force of the College Council began work in Spring 2025 on critical revisions, which will help clarify participatory governance processes, roles, and responsibilities.

Furthermore, IEC, in partnership with the Institutional Effectiveness, Success, and Equity (IESE) Office, partnered to deliver and facilitate a spring planning workshop in April 2025 to review and assess progress on the Strategic Plan and create a space for students to share their experiences at Cuyamaca College from connection to completion. A total of 6 students participated in the on-campus workshop, and 8 students participated in the online workshop. The students served on a panel to share their experiences, reflections, and recommendations for improving the student experience at key momentum points in the student journey. Students also joined employees, including faculty, classified professionals, and administrators, for breakout discussions to share learnings, discuss college achievements, and share recommendations for improving the student experience and advancing the Strategic Plan in 2025-26. This report provides a summary of key progress measures and implementation milestones as well as key performance indicators (KPIs) in relationship to established standards and targets for each college strategic goal. Feedback from student panelists and employee breakout groups on key findings and recommendations for 2025-26 college priorities are also included.

Strategic Goal 1: Increase Equitable Access

2024-2025 Strategic Plan Implementation Progress Highlights
- Outreach: Increased annual contacts by nearly 2,000, with the greatest increase to campus tours
- Registration Labs: A total of 369 participants were served from December to January, representing an increase over previous terms
- Dual Enrollment: 927 students enrolled in CCAP courses in 2023-24, 1,054 students concurrently enrolled, a significant increase over 2023-24 figures

Annual KPI Update
After seeing a substantial decrease in student headcount during the COVID-19 pandemic, with term headcount declining below 8,000 students, the College saw its term and annual student headcount increase to pre-pandemic levels.
- **Term Headcount:** Increased **11%** from Fall 2022 to Fall 2024, nearing the College's target of 9,000 students per semester
- **Annual Headcount:** Increased **9%** from 2021-22 to 2023-24
  - Annual headcount increased for all racial/ethnic groups, except for white students; however, it should be noted that some of this change may be offset by the increase in the number of students identifying as Middle Eastern. Prior to Fall 2018, students applying for admission to the College did not have the option of identifying as Middle Eastern and may have thus identified as white.
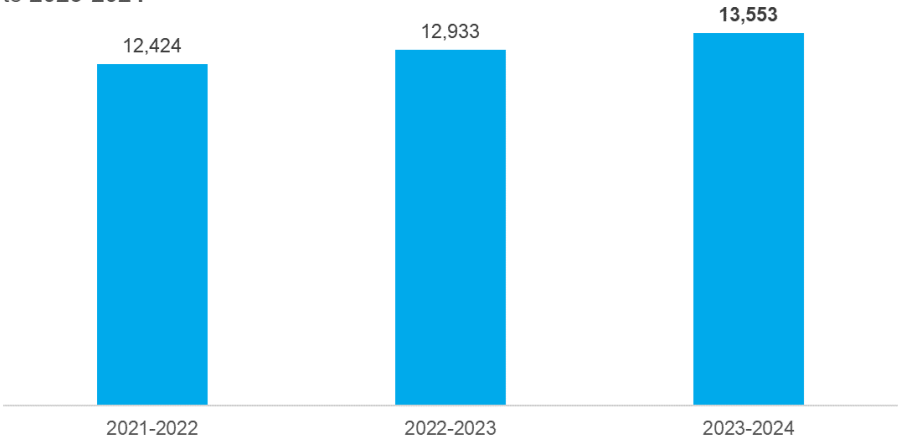
Fall Term Headcount

Term student headcount increased **11%** from Fall 2022 to **Fall 2024**

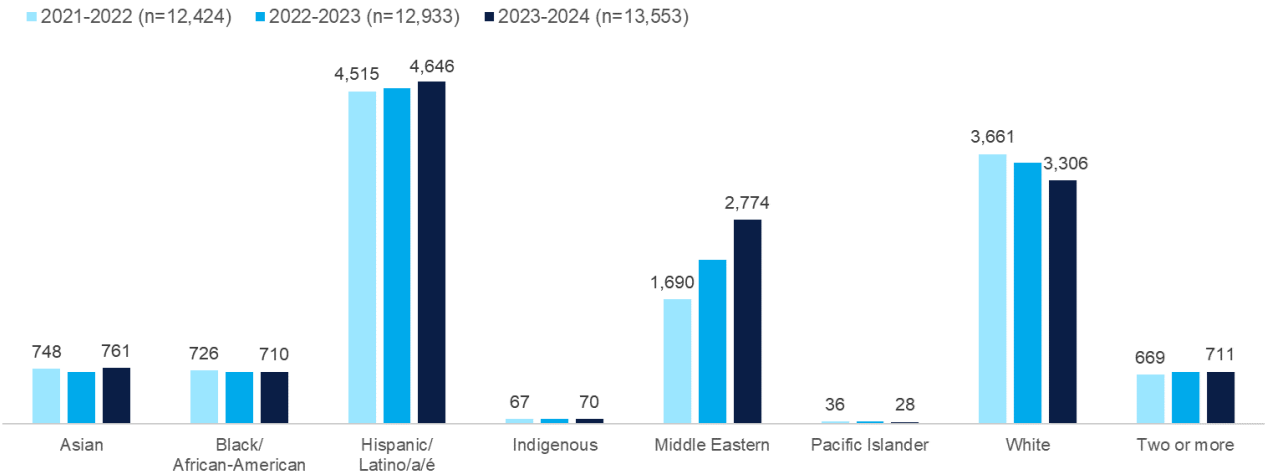- ▬ Standard (8,200) ▬ Target (9,000)
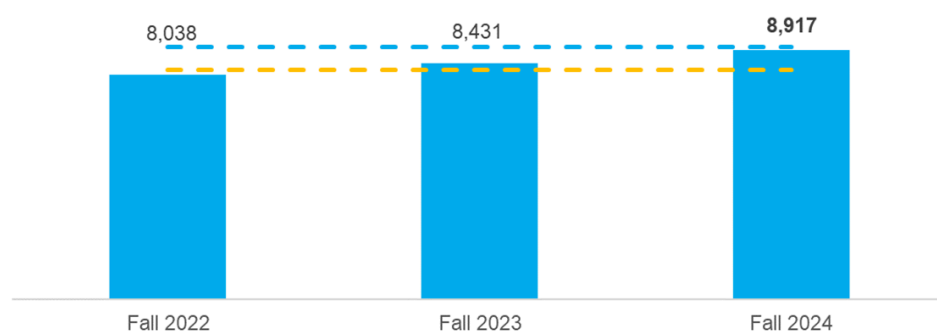
Annual Headcount

Annual student headcount increased **9%** from 2021-2022 to **2023-2024**

Year	Headcount
2021-2022	12,424
2022-2023	12,933
2023-2024	13,553

Annual Headcount by Race and Ethnicity

Annual student headcount increased for **Asian** students, **Latiné** students, **Indigenous** students, **Middle Eastern** students, and students who identify with **two or more races or ethnicities**

Legend: ■ 2021-2022 (n=12,424) ■ 2022-2023 (n=12,933) ■ 2023-2024 (n=13,553)

Race/Ethnicity	2021-2022	2022-2023	2023-2024
Asian	748		761
Black/African-American	726		710
Hispanic/Latino/a/é	4,515		4,646
Indigenous	67		70
Middle Eastern	1,690		2,774
Pacific Islander	36		28
White	3,661		3,306
Two or more	669		711

Strategic Goal 2: Eliminate Equity Gaps in Course Success

2024-2025 Strategic Plan Implementation Progress Highlights

- Expanded Equity Pedagogy & Practice Academy (EPPA): Focused discussions on addressing equity gaps in online courses
- Continued Equity Minded Teaching & Learning Institute: Total of 12 participants in the 2024-25 cohort
- Expanded Communities of Practice: CRAB, SEED, Math, English, Strong Workforce Faculty Institute 3.0
- ESL Department launched new Academic and Career Pathways (ACP) certificates and pathways to bridge ESL classes to ACPs
- Open Educational Resources (OER)/Zero Textbook Cost (ZTC): Library received a grant for e-textbooks in Religious Studies, Social Work, and Child Development, curation of OER materials in Arabic Studies, Electrical Engineering, Music, OH, and Yoga is ongoing
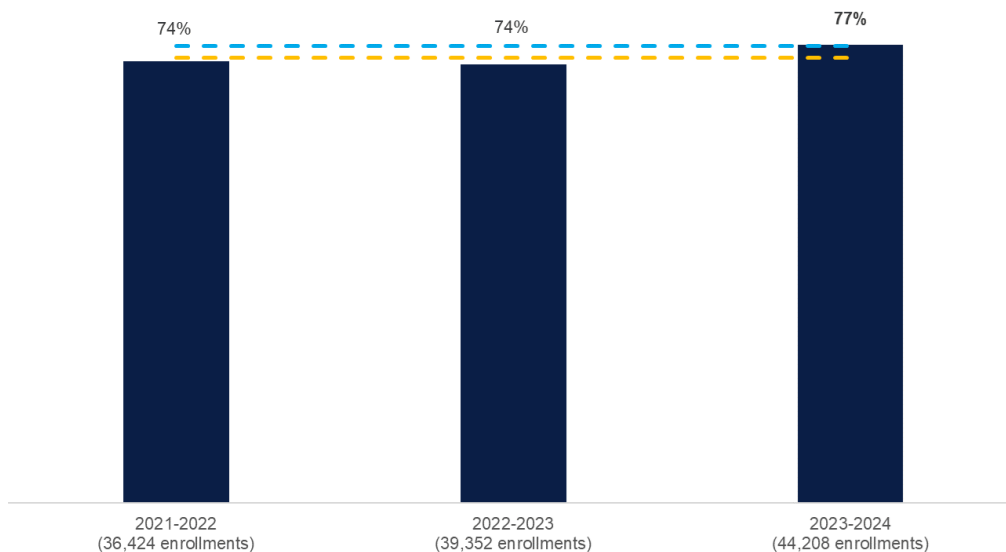
Annual KPI Update

Course Success Rate: Student enrollments increased from 36,424 in 2021-22 to 44,208 in 2023-24 (+21%). Successful course completion rate (course success rate) also increased, **reaching its target of 77% for the first time in this strategic planning cycle**

- Equity gaps in course success rates persisted for Black and African American students, Latiné students, Indigenous students, and Pacific Islander students

Course Success Rate
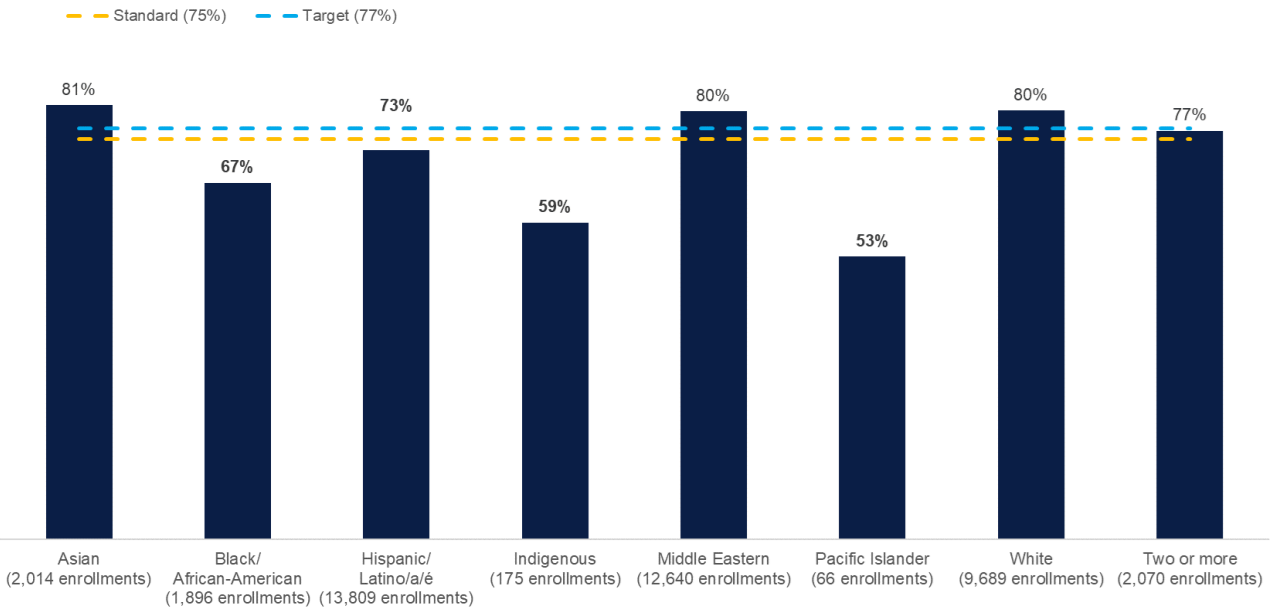
Course success rates reached our target of **77%** in **2023-2024**

- ─ ─ Standard (75%)   ─ ─ Target (77%)

| 2021-2022 (36,424 enrollments) | 2022-2023 (39,352 enrollments) | 2023-2024 (44,208 enrollments) |
| 74% | 74% | 77% |

Course Success Rate by Race and Ethnicity

In 2023-2024, **Black and African-American** students, **Latiné** students, **Indigenous** students, and **Pacific Islander** students experienced course success rates below our institution-set standard of 75%

- - - Standard (75%)   - - - Target (77%)

Asian (2,014 enrollments)	Black/African-American (1,896 enrollments)	Hispanic/Latino/a/é (13,809 enrollments)	Indigenous (175 enrollments)	Middle Eastern (12,640 enrollments)	Pacific Islander (66 enrollments)	White (9,689 enrollments)	Two or more (2,070 enrollments)
81%	67%	73%	59%	80%	53%	80%	77%

Strategic Goal 3: Increase Persistence & Eliminate Equity Gaps

### *2024-2025 Strategic Plan Implementation Progress Highlights*
- Black Student Success Center: Opened in January, with all centers now in Student Affairs, which will be renamed Student Engagement and Belonging
- Counselor Institute: All full-time counselors participated in the Strong Workforce Counselor Institute to review disaggregated data on counseling access and retention and identify projects to address equity gaps
- Academic & Career Pathways engagement events were expanded in specific pathways, such as STEM and Behavioral and Social Sciences, to connect students and faculty and build community
- The College hired its first full-time Puente counselor and launched the Puente Program in 2025
- The Safe Parking and Rapid Re-housing Program was launched in 2024
- Black History Month and Black Student Success Week Activities: Continued Hush & Study Sessions with Tutoring Support
- Increased CalFresh Enrollment: College is 2nd highest enrollment in the State

Annual KPI Update
- **Fall-to-Spring Persistence:** 70% of students persisted from Summer or Fall 2024 to Spring 2025, meeting the College's standard but falling well below the target of 80%
  - Only Middle Eastern students and students who identified as two or more races/ethnicities had fall-to-spring persistence rates above the college-established standard.
  - Asian students, Black and African American students, and Indigenous students experienced equity gaps in fall-to-spring persistence rates
- **Fall-to-Fall Persistence:** 55% of students persisted from Summer or Fall 2023 to Fall 2024, meeting the College's standard but falling well below the target of 60%
  - Similar to the trend observed for fall-to-spring persistence rates, only Middle Eastern students and students who identified as two or more races/ethnicities had fall-to-fall persistence rates above the college-established standard.
  - Asian students and Indigenous students experienced equity gaps in fall-to-fall persistence rates
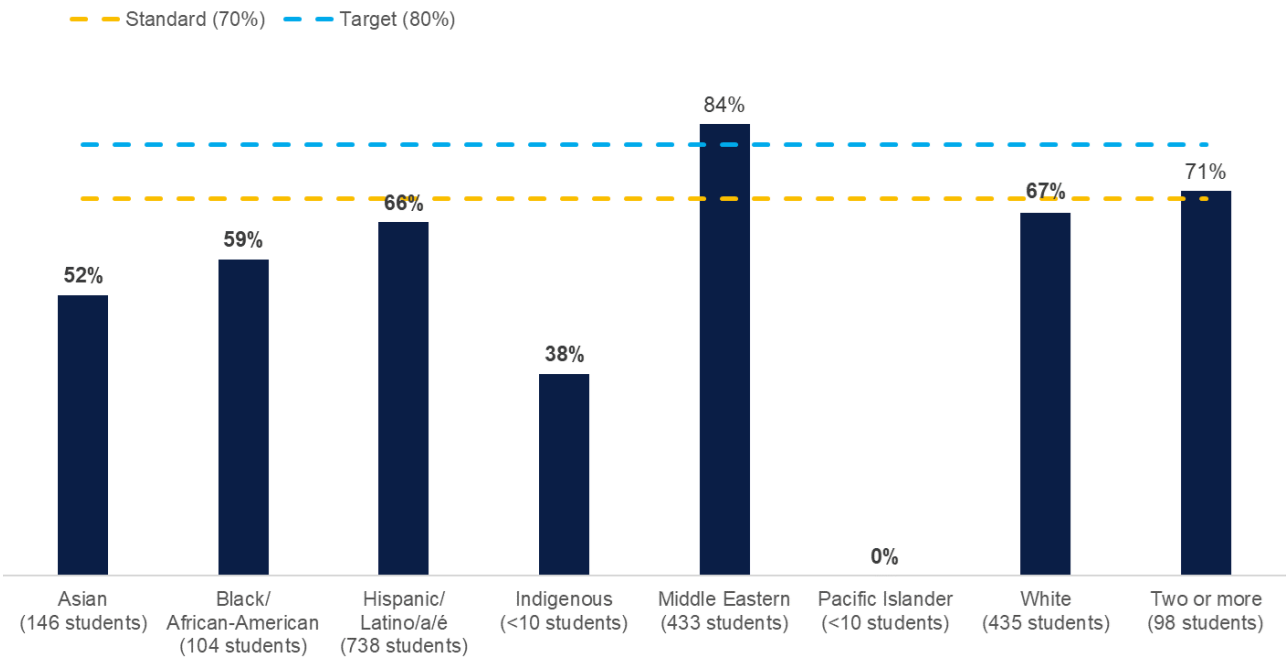
Fall-to-Spring Persistence

70% of first-time non special-admit students who started in
Summer/Fall 2024 persisted to the Spring 2025 semester
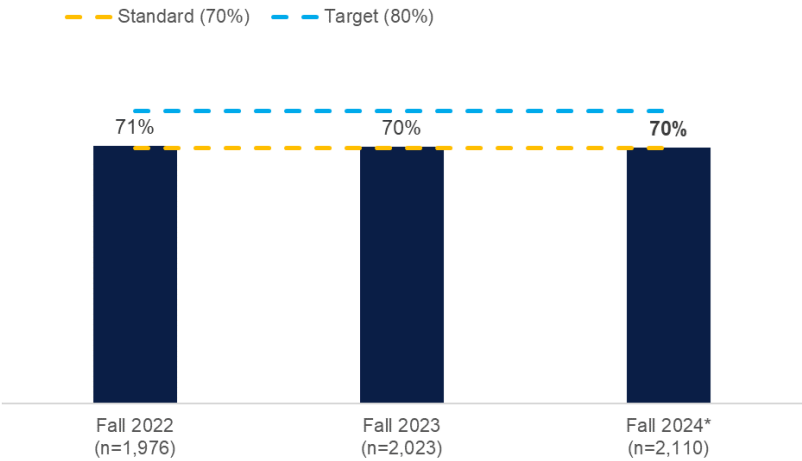
- - - Standard (70%)   - - - Target (80%)

	Fall 2022 (n=1,976)	Fall 2023 (n=2,023)	Fall 2024* (n=2,110)
	71%	70%	70%

Fall-to-Spring Persistence by Race and Ethnicity

For the most recent cohort, **Asian**, **Black and African-American**, **Latiné**, **Indigenous**,
Pacific Islander, and **White** students experienced fall-to-spring persistence rates below
our institution-set standard of 70%

- - - Standard (70%)   - - - Target (80%)

Asian (146 students)	Black/ African-American (104 students)	Hispanic/ Latino/a/é (738 students)	Indigenous (<10 students)	Middle Eastern (433 students)	Pacific Islander (<10 students)	White (435 students)	Two or more (98 students)
52%	59%	66%	38%	84%	0%	67%	71%

Fall-to-Fall Persistence

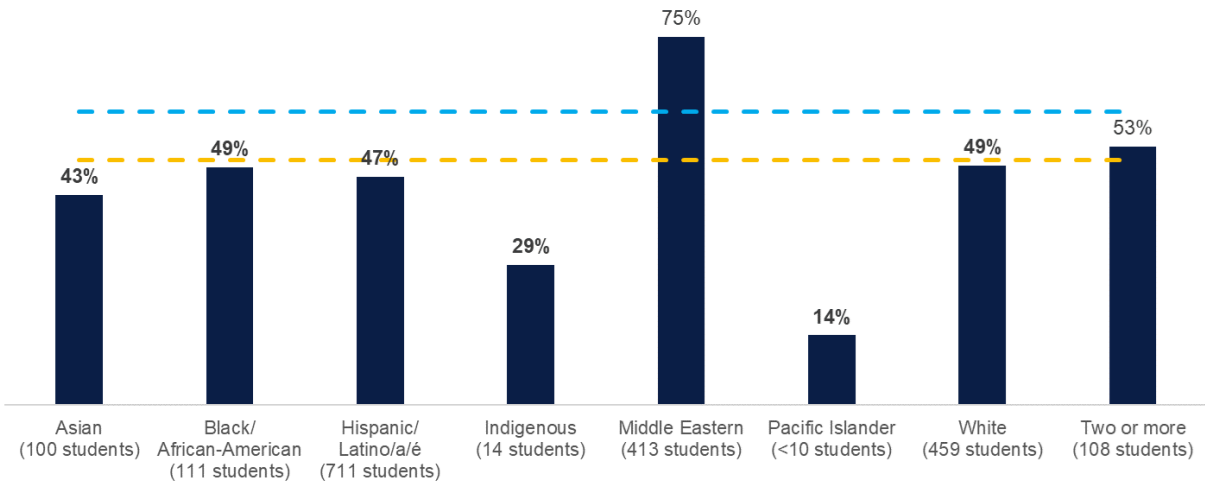**55%** of first-time non special-admit students who started in Summer/Fall 2023 persisted to the Fall 2024 semester

- - Standard (50%)   - - Target (60%)
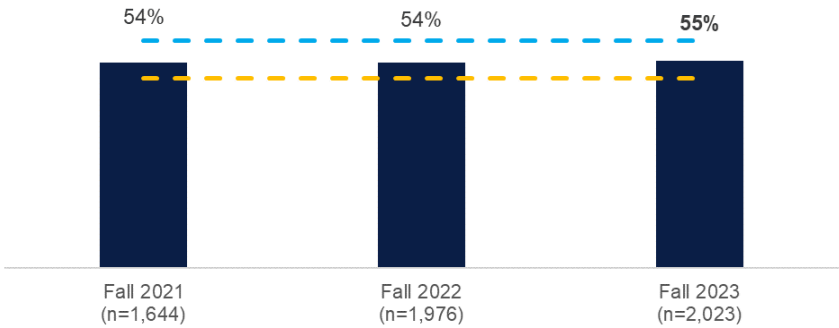
Bar chart showing Fall-to-Fall Persistence:
- Fall 2021 (n=1,644): 54%
- Fall 2022 (n=1,976): 54%
- Fall 2023 (n=2,023): **55%**

Fall-to-Fall Persistence by Race and Ethnicity

For the most recent cohort, **Asian**, **Black and African-American**, **Latiné**, **Indigenous**, **Pacific Islander**, and **White** students experienced fall-to-spring persistence rates below our institution-set standard of **50%**

- - Standard (50%)   - - Target (60%)

Bar chart showing Fall-to-Fall Persistence by Race and Ethnicity:
- Asian (100 students): 43%
- Black/African-American (111 students): 49%
- Hispanic/Latino/a/é (711 students): 47%
- Indigenous (14 students): 29%
- Middle Eastern (413 students): 75%
- Pacific Islander (<10 students): 14%
- White (459 students): 49%
- Two or more (108 students): 53%

Strategic Goal 4: Increase Completion & Eliminate Equity Gaps

2024-2025 Strategic Plan Implementation Progress Highlights
- The College hosted its first-ever Lavender Graduation in 2024: A celebration for LGBTQ+ students and their families
- The Transfer Center increased its service utilization from 436 in 2022-23 to 614 in 2023-24 (41%).
- The STEM ACP Lead hosted a series of STEM career/program exploration workshops
- Career Center served 197 students in 2023-24, with equitable access for Latiné students, Black and African American students, and Indigenous students compared to the overall college student population
- The Admissions and Records team and Counseling team worked with Grossmont College and district colleagues to prepare the new Degree Audit System and educational planning tools for implementation

Annual KPI Update
- **4-Year Completion Rate:** While Cuyamaca College is a 2-year college, most students are enrolled in the College on a part-time basis, meaning they will require at least 3 or 4 years to complete an associate degree, based on the number of units they are able to take each semester. However, not all students who enter the College intend to graduate with a degree, or even a certificate. Some students take classes for career advancement or to learn English, Spanish, or Arabic so they can advance their own businesses or communicate more effectively with their clients or fellow community members. Thus, to more accurately describe the College's completion rate, only first-time students who showed behavioral intent to complete (meaning they enrolled in a math <u>and</u> English course in their first three years were included in the cohort for the completion rate calculation. Furthermore, students in the cohort were tracked for their first 4 years at Cuyamaca College to assess whether they graduated with an associate degree or certificate, whether they transferred to a 4-year university, or whether they became transfer prepared (meaning they completed 60 units of transferable coursework with a GPA of 2.0 or above).
  - Nearly half (49%) of Fall 2020 first-time cohort students completed within 4 years. This percentage was relatively consistent over the past three years. This percentage approximates the College's target of 50% and exceeds the college-established standard of 40%.
  - Latine students, Indigenous students, Black and African American students, and students who identified as two or more races/ethnicities experienced the largest equity gaps in completion rate.
  - Completion rates for Asian students, Middle Eastern students, Pacific Islander students, and white students exceeded the College's target for completion rate.
- **Time to Degree Completion:** The median number of terms it took students to complete an associate degree decreased slightly from 9 terms for 2021-22 graduates to 8 terms for 2023-24 graduates. The College has not yet established a standard or target for this KPI.
  - The median number of terms to complete an associate degree was higher for white students than for other groups.

4-Year Completion Rate

49% of first-time non special-admit students who started in Summer/Fall 2020, and showed behavioral intent to complete, completed a certificate or degree, transferred, or became transfer-prepared within four years
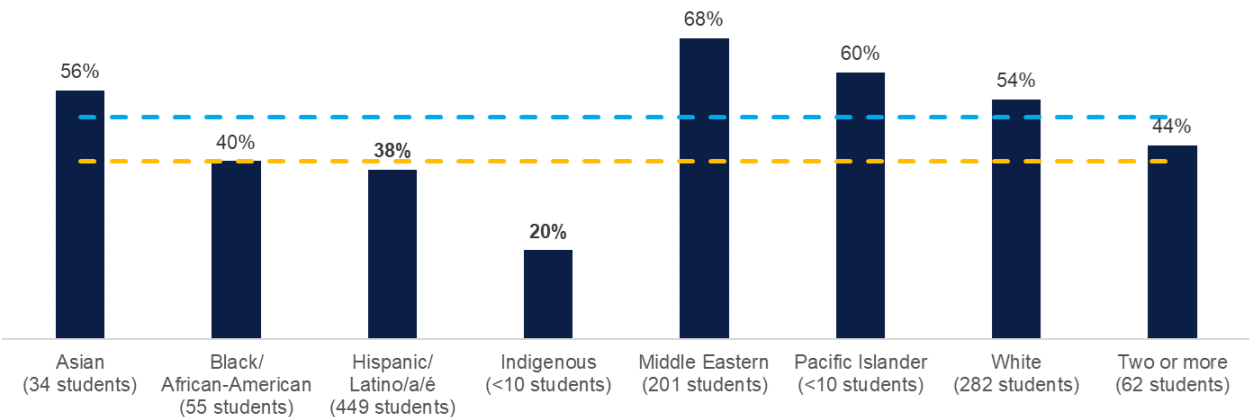
— — Standard (40%)   — — Target (50%)

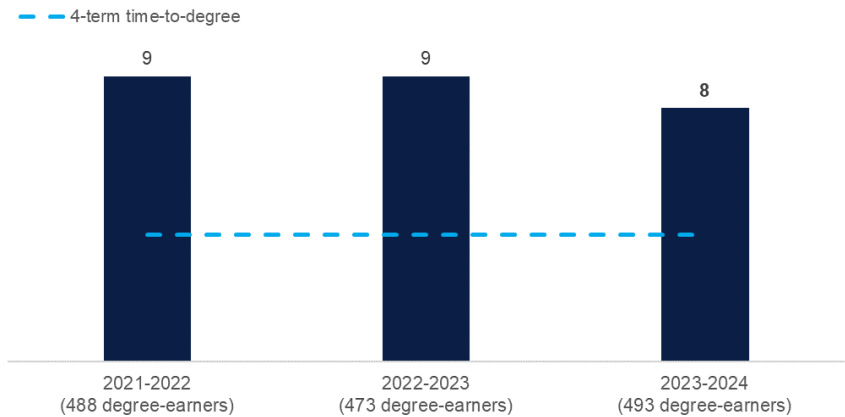| Fall 2018 (n=1,225)	Fall 2019 (n=1,282)	Fall 2020 (n=1,120)
50%	48%	49%
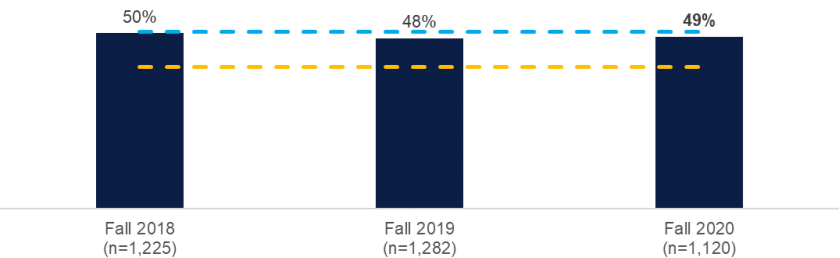
4-Year Completion Rate by Race and Ethnicity

The four-year completion rates for **Latiné** and **Indigenous** students in the most recent cohort were below our institution-set standard of 40%

— — Standard (40%)   — — Target (50%)

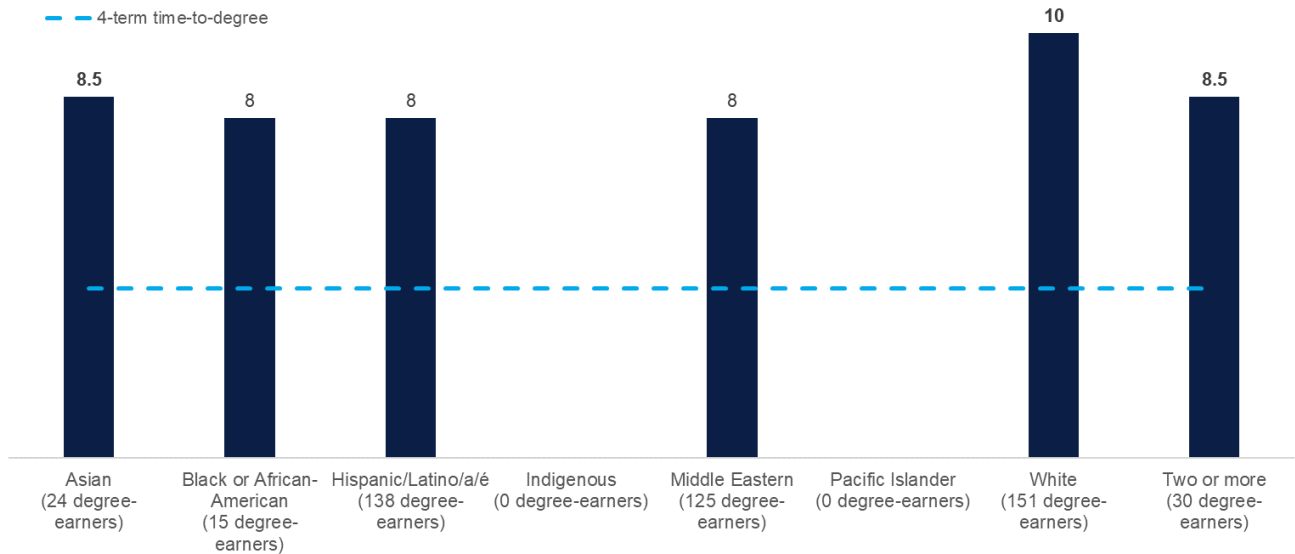| Asian (34 students)	Black/ African-American (55 students)	Hispanic/ Latino/a/é (449 students)	Indigenous (<10 students)	Middle Eastern (201 students)	Pacific Islander (<10 students)	White (282 students)	Two or more (62 students)
56%	40%	38%	20%	68%	60%	54%	44%

Time to Degree Completion

The median number of terms enrolled prior to earning an associate degree decreased from 9 terms in 2021-2022 and 2022-2023 to **8 terms in 2023-2024**

- - - 4-term time-to-degree

2021-2022 (488 degree-earners)	2022-2023 (473 degree-earners)	2023-2024 (493 degree-earners)
9	9	8

Time to Degree Completion by Race and Ethnicity

Asian students, **White** students, and students who identify with **two or more races or ethnicities** had a higher median number of terms enrolled prior to earning an associate degree

- - - 4-term time-to-degree

Asian (24 degree-earners)	Black or African-American (15 degree-earners)	Hispanic/Latino/a/é (138 degree-earners)	Indigenous (0 degree-earners)	Middle Eastern (125 degree-earners)	Pacific Islander (0 degree-earners)	White (151 degree-earners)	Two or more (30 degree-earners)
8.5	8	8		8		10	8.5

Strategic Goal 5: Increase Hiring & Retention of Diverse Employees

2024-2025 Strategic Plan Implementation Progress Highlights
- The College continued its THRIVE employee retention program, which includes a welcome event at the start of each semester for new employees as well as continuing employees.
- THRIVE community events were held each semester, including Game Night convenings for students and employees and wellness-related workshops and speaker events for employees.
- Culture and Community Circles events, with the return of popular 2024 heritage month events, such as Hush and Study sessions for Black History Month and Black Student Success Week.

Annual KPI Update
Demographics for Students and Employees
Representation matters, and representation among faculty and other employees such that students see themselves among college community members is critical to student sense of belonging and community building. One of the ways the College assesses its progress on this strategic goal is through the comparison of student demographics and employee demographics.
- As of Fall 2024, Classified Professionals largely mirrored the Cuyamaca College student population.
- Among Cuyamaca College administrators, Latine administrators comprised a similar percentage of administrators as students. Black and African American and Indigenous administrators were overrepresented compared to the Student population; however, the number of administrators (14) is relatively small compared to other employee groups.
- Among faculty, the vast majority (71%) were white, significantly greater than the percentage of students (49%) who identified as white or Middle Eastern. Latine faculty and Black and African American faculty were underrepresented in comparison to the student population.

Race and Ethnicity for Students and Employees as of Fall 2024

Race/Ethnicity	Students (n = 8,042)	Classified Staff (n = 121)	Administration (n = 14)	Faculty (n = 288)
Asian	6%	5%	0%	7%
Black or African-American	6%	6%	21%	4%
Hispanic/Latino/a/é	39%	39%	36%	16%
Indigenous	<1%	0%	14%	1%
Pacific Islander	<1%	2%	0%	<1%
White or Middle Eastern	49%	49%	29%	71%

Source: Student headcount retrieved from GCCCD Information System, Fall 2024; full-time and part-time faculty headcount retrieved from CCCCO Data on Demand Faculty and Staff Demographics, Fall 2024.
Table excludes "Two or More" and "Other/Unknown" race/ethnicity categories

Summary of Spring 2025 Planning Workshop Discussions & Possible Priorities for 2025-26

Across four breakout groups at each of the two Spring Planning Workshops, college employees and students discussed learnings from the student panel, key performance indicator (KPI) presentation, strategic initiative progress update, and breakout questions focused on successes, action items, and general observations. Below is a summary of the items brought forward in the breakout discussions.

General Observations

Awareness/Communication
- Many students are not aware that they should meet with a counselor or that there are so many campus resources to support them.
- Students feel overwhelmed with email communication, and this form of communication is no longer effective for many students.

KPI and Strategic Initiative Progress Reflections
- It is important for the campus community to see how much our performance has improved in some areas.
- The College has a lot of part-time students, and it takes longer than 2 years for most students to complete their associate degree.
- The downward trend in the number of certificates awarded prior to 2024-25 is concerning and needs some inquiry to determine factors that may be driving this trend.
- Representation (among employees) matters to students and supports student success.
- While overall KPI figures show improvement, when disaggregated by race/ethnicity, equity gaps persist across most metrics.
- Classified professional and administrator demographics showed diversity and generally aligned with those of the student population, but faculty demographics did not.
- Approximately one in six Cuyamaca students are dual enrollment students.

Impactful Practices
- It is important for the College to support students' basic life needs.
- Students appreciate having access to recorded lectures so they can go back to catch anything they may have missed or need to revisit.
- Some disciplines have seen success with online class outcomes, while others have determined in-person modality to be more effective for some classes, particularly labs.

Challenges
- National policy changes, including those tied to immigration and funding for higher education, are creating constant challenges to students and community colleges.
- Staffing limitations present challenges in scaling up or expanding promising practices.

Reflections on the Workshop Content and Format
- The Student panel was informative and insightful.

Celebrating Success

Campus Services to Support the College's Diverse Student Population
- College wrap-around supports for students (e.g., Cuyamaca Cares, counseling, engagement centers, tutoring) are providing much-needed services to students.
- Group tutoring options and faculty-led support classes support student success.
- Special programs are providing strong support for first-generation to college students and undocumented students.

Caring Campus Culture and Employees
- The Cuyamaca College community is a caring one and centers students.
- The College has caring faculty who are proactive and responsive to student concerns, helping students and creating a strong support network.
- As a college, the sense of community and supportive, welcoming culture is strong.
- The student conduct process has completely shifted to a more compassionate, care-based approach.

Strategic Initiative Progress
- The College has made notable progress in increasing enrollment to pre-pandemic levels.
- Block scheduling in some disciplines, such as in Athletics, Kinesiology, and Exercise Science, has improved the department's ability to offer classes at the time students need them.
- The Curriculum Committee, Instructional Operations, and the curriculum work is making strong progress to implement the many different initiatives coming from the state.
- Dual enrollment programs show students thriving.
- Many faculty are offering free or low-cost textbook alternatives, which has helped reduce the financial burden on students.
- The Cuyamaca Counseling Office provides critical support to students to help them start and complete their educational journey.
- The Transfer Center saw a significant increase in service utilization.

Areas for Improvement: Action Items and Possible Priorities for 2025-26

Communication, Marketing, and Outreach Improvements
- Provide college information workshops that are family-focused and family-friendly and offered in different languages
- Ensure the Outreach team has information and promotional materials to inform students about campus supports and programs, including EOPS, ESL, and tutoring
- Create a stronger social media presence for the college and incentivize students following social media accounts
- Expand outreach for adult learners
- Communicate more effectively to students and employees to improve student awareness of support services, such as health services, personal counseling, veterans services, and student engagement centers
- Improve marketing and advance communications about campus events to improve participation/engagement
- Reorganize and improve the college website to be more student friendly and easier to navigate
- Expand digital information boards across the campus to convey important information to students on programs, services, and events

Operational Improvements
- Implement degree audit system so that students can see their progress
- In collaboration with the District Services team, explore ways to streamline operations and administrative processes
- Scale up block scheduling and course rotations to ensure students can complete on time

Comprehensive Support for New Students
- Design a comprehensive and intentional student onboarding and orientation program for students
- Re-envision and re-launch the College's first-year experience program
- Create a summer bridge for special programs, Umoja, or Puente
- Launch mentoring model as part of Puente and Umoja programs
- Streamline degree program course offerings to ensure students can complete in a timely manner

New or Expanded Student Support Services
- Improve/expand campus services for students who take classes outside of the traditional mid-day (approximately 9:00am to 4:00pm) time frame
- Improve supports for Latine students and truly embody the term "Hispanic-Serving Institution"
- Strengthen and integrate support for Black and African American students

Improve Work-Based Learning Opportunities and Resources
- Increase connections for students to outside employment and work-based learning resources, such as jobs and internships
- Increase early career exploration opportunities for students to inform their major selection
- Create curriculum vitae template for students to access and use through Career Services
- Strengthen and expand on-campus employment opportunities for students

Increase Support/Professional Development for New and Continuing Faculty
- Create a stronger new faculty onboarding process
- Offer professional development on Universal Design for Learning (UDL)