CUYAMACA COLLEGE

EQUITY, EXCELLENCE, AND SOCIAL JUSTICE THROUGH EDUCATION

Spring Planning Workshop

April 17, 2025

Facilitated by the Institutional Effectiveness Council & IESE Office

President's Welcome

Today's Agenda

12:30 **Welcome and Overview**

12:45 Strategic Plan:

Celebrating Our Progress & Assessing Our Impact
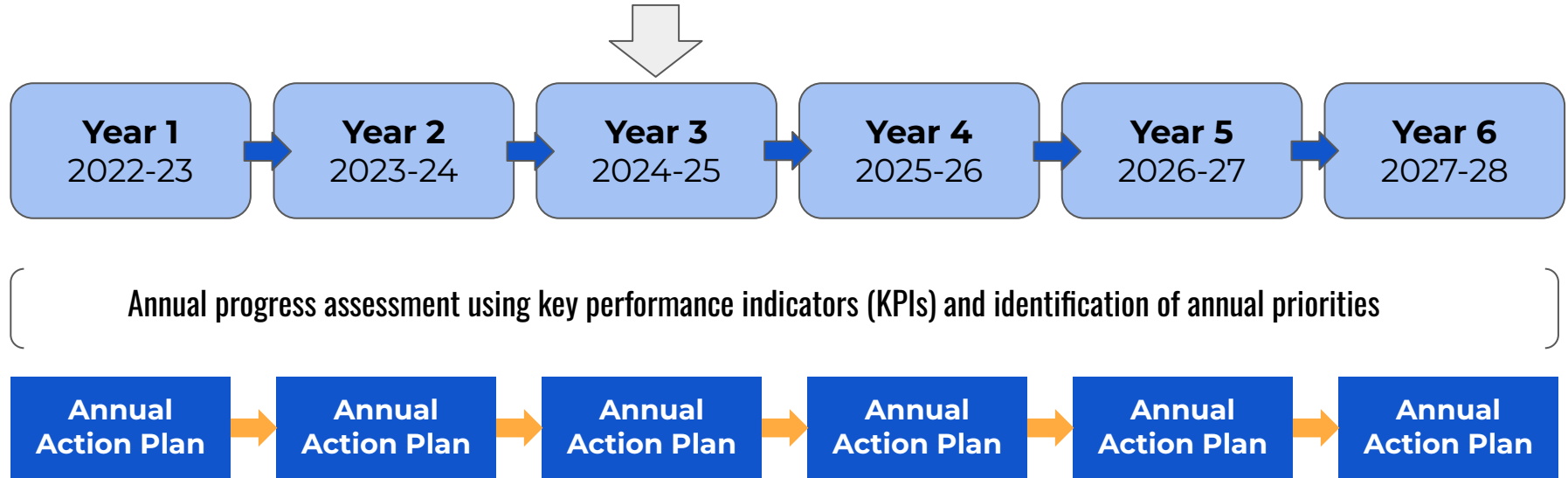
1:30 **Student Panel**

2:20 **Breakout Discussion (50 minutes with break)**

3:10 Brief Report-Outs

3:25 Recap/Next Steps

3:30 Closing

2022-2028 Strategic Planning Cycle

| Year 1 2022-23 | → | Year 2 2023-24 | → | Year 3 2024-25 | → | Year 4 2025-26 | → | Year 5 2026-27 | → | Year 6 2027-28 |

Annual progress assessment using key performance indicators (KPIs) and identification of annual priorities

| Annual Action Plan | → | Annual Action Plan | → | Annual Action Plan | → | Annual Action Plan | → | Annual Action Plan | → | Annual Action Plan |

What comes out of today's workshop?
Input for Our Annual Action Plan: What We Will Focus on Next Year

Strategic Planning Goals

STRATEGIES

| INCREASE EQUITABLE **ACCESS** | ELIMINATE EQUITY GAPS IN **COURSE SUCCESS** | INCREASE **PERSISTENCE** + ELIMINATE EQUITY GAPS | INCREASE **COMPLETION** + ELIMINATE EQUITY GAPS | INCREASE **HIRING + RETENTION** OF DIVERSE EMPLOYEES |

Increase outreach, recruitment, and engagement in the community
- *Expand marketing/branding efforts to ensure relevance to communities we serve*
- *Increase community partnerships*

Adopt a student-centered class schedule development process
- *Optimize class modalities to meet student needs*

Integrate and expand outreach efforts with a pathways framework
- *Increase outreach/recruitment for adult education students*
- *Expand CCAP/dual enrollment*

Integrate equity-mindedness and anti-racism into our courses, programs, and services
- *Expand equity-minded professional development*
- *Develop and expand curriculum that reflects diverse backgrounds and perspectives*
- *Improve the student experience in distance education/hybrid learning environments as well as in-person learning environments*

Expand creation and utilization of Open Education Resources (OER)

Implement a pathways approach to student support by integrating instruction and student services
- *Expand outreach to students who stop out*
- *Implement an early alert process to proactively connect students with campus resources*
- *Create a seamless learning and support experience for students within Academic and Career Pathways*

Build a stronger sense of community among students and employees

Establish a culture of completion
- *Increase awareness among students of career education programs that lead to high-need, high-wage careers*
- *Increase awareness of students' own progress toward completion and next steps*
- *Expand in-reach efforts for students who are close to completion*
- *Expand peer mentoring efforts*

Create clear pathways to completion that address the goals of our diverse student population

Integrate equity-mindedness and anti-racism into hiring practices
- *Implement EEO program*

Expand equity-minded and anti-racist professional development

Create a work culture that values employees and emphasizes employee wellbeing
- *Accommodate flexible work schedules where possible*
- *Optimize staffing to ensure manageable workloads*

Increase sense of belonging and community for employees, particularly among employees of color

Strategic Goal Progress Over the Past Year

What have we done to advance each of our strategic goals?
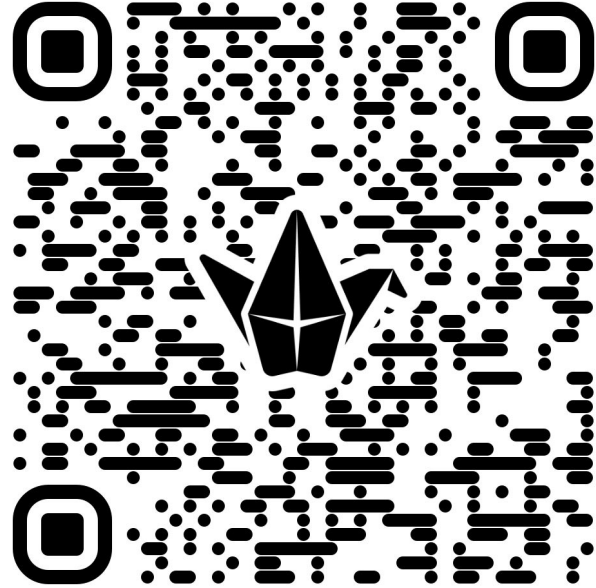
Strategic Goal 1: Increase Equitable Access
2025 Progress Updates

Outreach: Increased annual contacts by nearly **2,000**, with the greatest increase to campus tours

Registration Labs: Total of **369** participants from December to January

Dual Enrollment: 927 students enrolled in CCAP courses in 2023-24, **1,054** students concurrently enrolled

Increase in Number of Enrolled Students: 11% increase in student headcount from Fall 2022 to Fall 2024
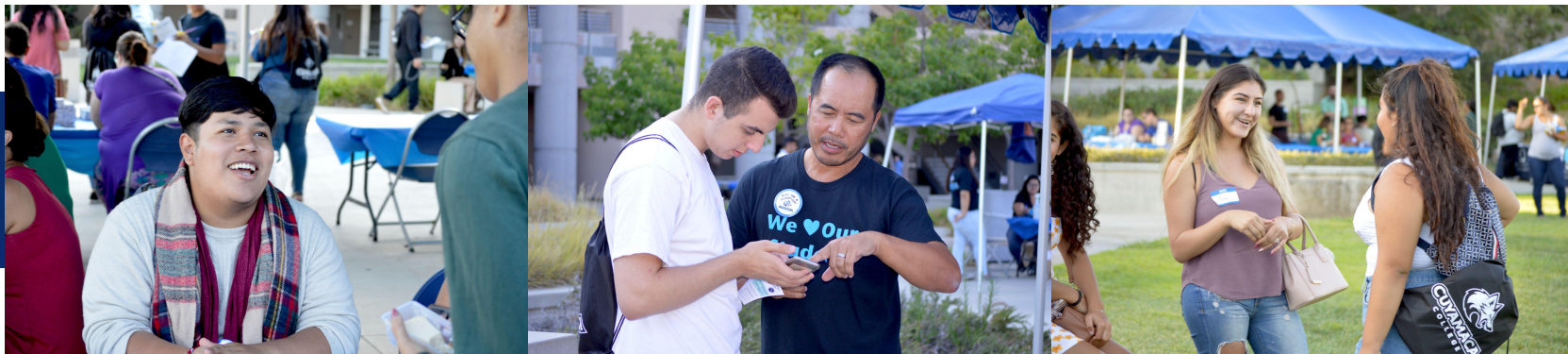
Strategic Goal 1: Increase Equitable Access
Key Performance Indicators (KPIs)

Term Headcount: Students enrolled as of census in a given semester

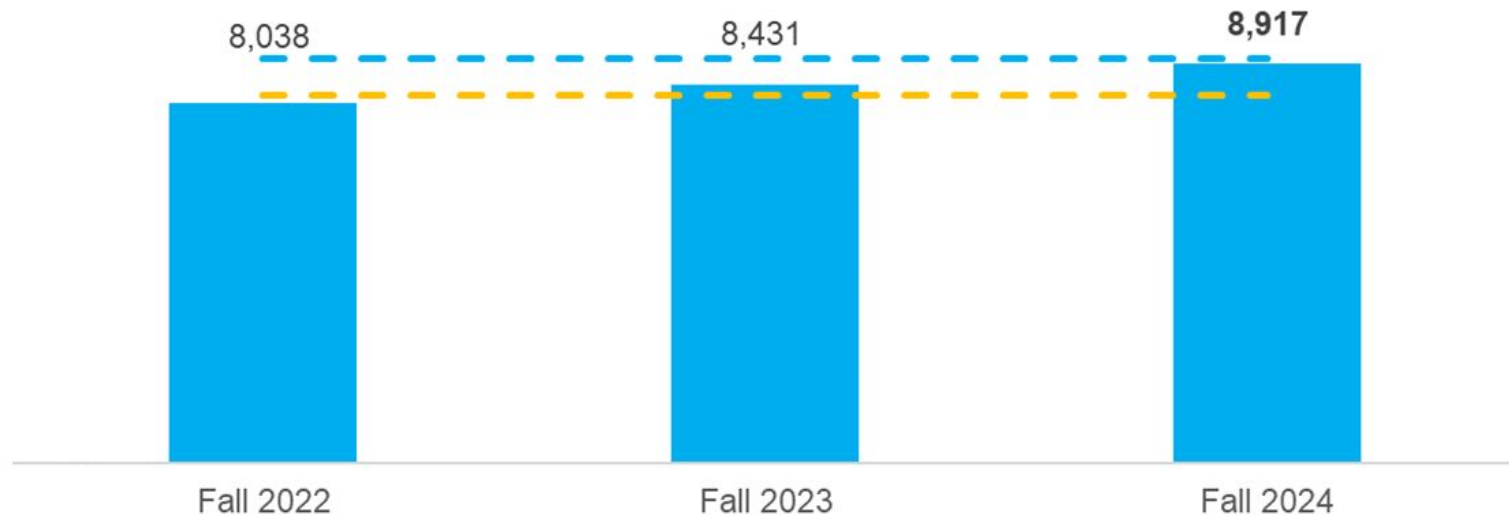**Annual Headcount:** Students enrolled as of census in a given academic year (includes leading summer semesters)

Strategic Goal 1: Increase Equitable Access
Term Headcount

11%

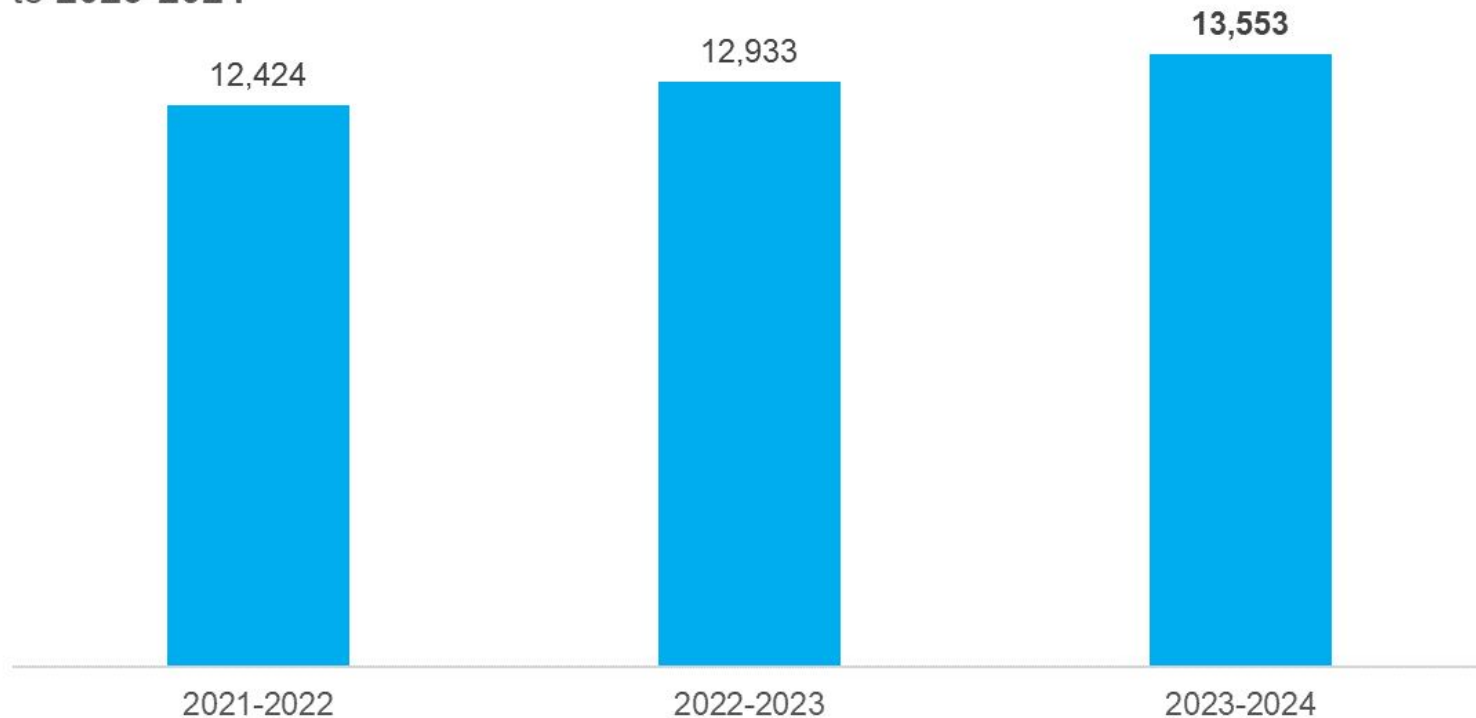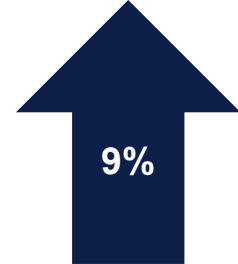Term student headcount increased **11%** from Fall 2022 to **Fall 2024**

— — Standard (8,200) — — Target (9,000)

Strategic Goal 1: Increase Equitable Access
Annual Headcount Update

9%

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

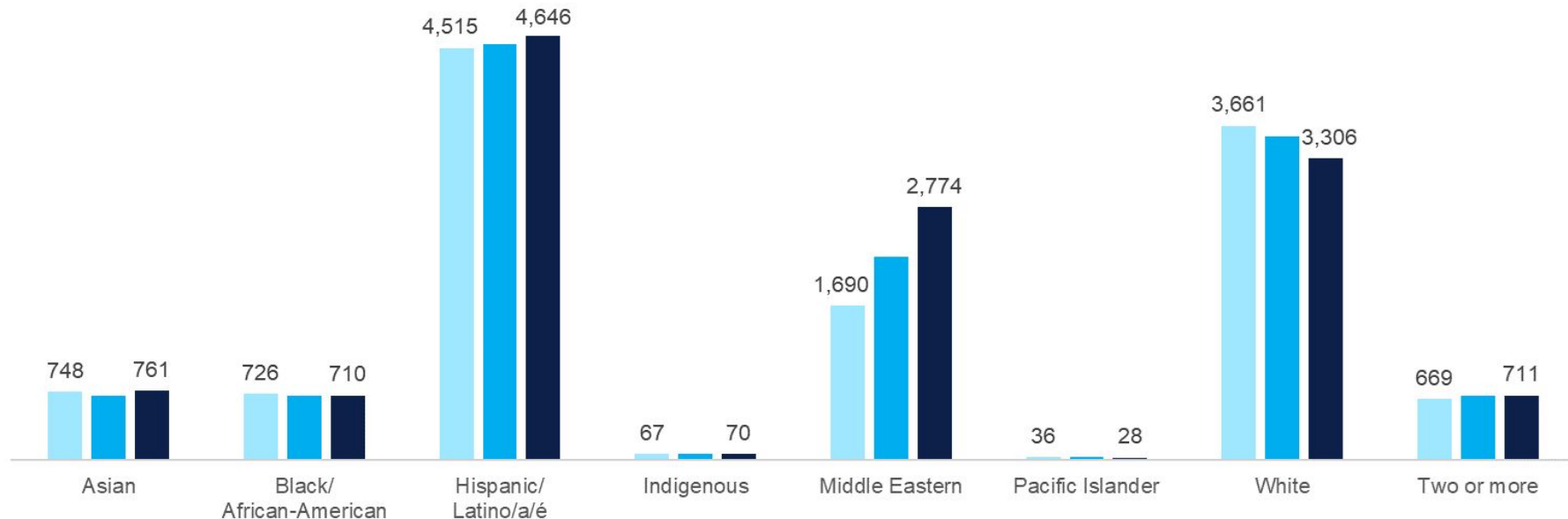|		
12,424	12,933	**13,553**
2021-2022	2022-2023	2023-2024

Strategic Goal 1: Increase Equitable Access
Annual Headcount Update

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**

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

	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

Note: The racially disaggregated graph excludes the "other/unknown" category

Strategic Goal 2: Eliminate Equity Gaps in Course Success
2025 Progress Updates

EPPA: Focused discussions on addressing equity gaps in top-enrolled online courses

EMTLI: Total of **12 participants** in the 2024-25 cohort

Expanded Communities of Practice: CRAB, SEED, Math, English, Strong Workforce Faculty Institute 3.0

ESL: New ACP certificates and pathways developed

OER/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

Strategic Goal 2: Eliminate Equity Gaps in Course Success
Key Performance Indicator (KPI)

Course Success Rate: Percentage of students enrolled as of census who pass the course with an A, B, C, or P.
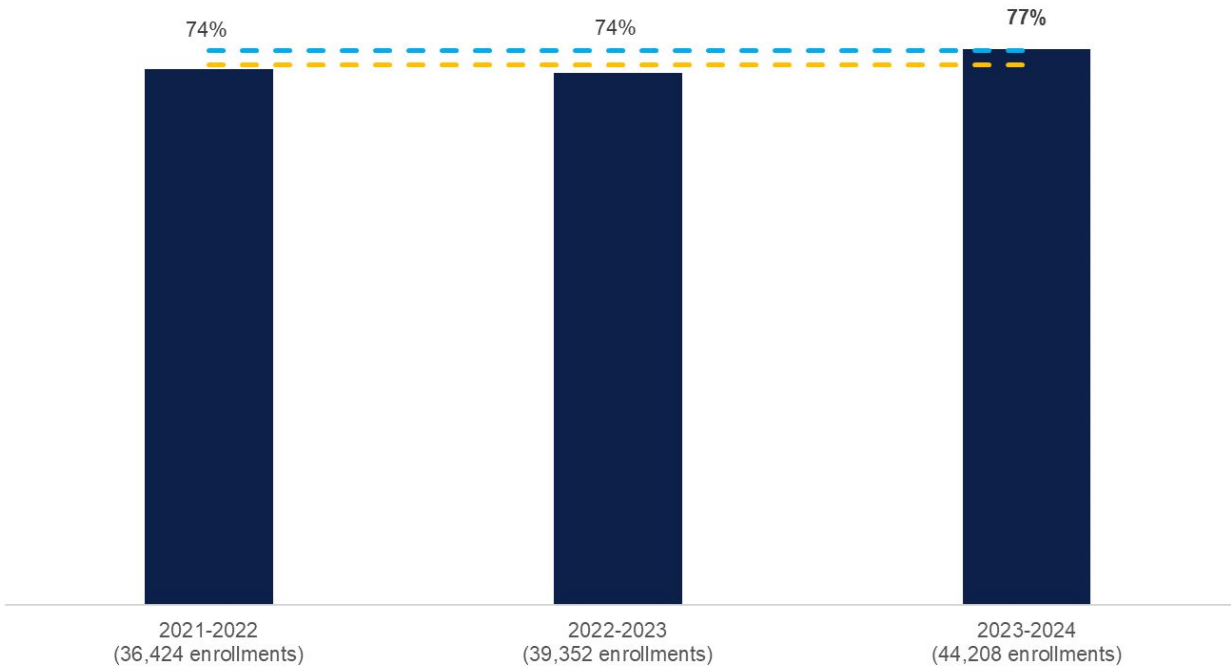
Strategic Goal 2: Eliminate Equity Gaps in Course Success
Overall Course Success Rate

3 pct. points

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

— — Standard (75%) — — Target (77%)

74%   74%   **77%**

2021-2022
(36,424 enrollments)

2022-2023
(39,352 enrollments)
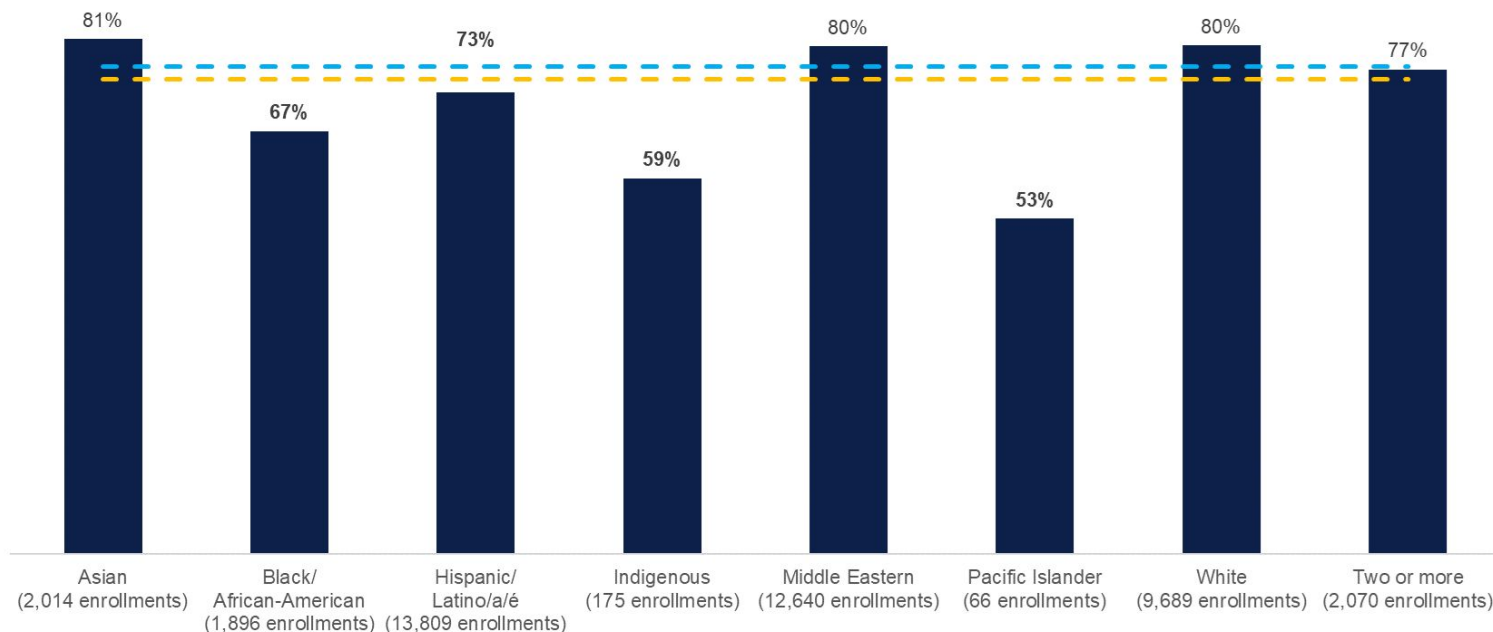
2023-2024
(44,208 enrollments)

Strategic Goal 2: Eliminate Equity Gaps in Course Success
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%

Note: The racially disaggregated graph excludes the "other/unknown" category

Strategic Goal 3: Increase Persistence & Eliminate Equity Gaps
2025 Progress Updates

Black Student Success Center: Opened in January, with all centers now in Student Affairs

Counselor Institute: All full-time counselors participated in the Strong Workforce Counselor Institute

Academic & Career Pathways:
- STEM workshops and faculty-student mixers
- Behavioral & Social Sciences faculty-student connection events

Puente Program Launched in 2025

Safe Parking and Rapid Re-housing Program launched in 2024

Hush & Study Sessions with Tutoring Support: Black History Month and Black Student Success Week Activities

Increased CalFresh Enrollment: Cuyamaca is 2nd in the State

Strategic Goal 3: Increase Persistence & Eliminate Equity Gaps
Key Performance Indicators (KPIs)

Fall-to-Spring Persistence Rate: Percentage of first-time non special-admit students enrolled in a given fall term who enroll in the subsequent spring term, as of census.

Fall-to-Fall Persistence Rate: Percentage of first-time non special-admit students enrolled in a given fall term who enroll in the subsequent fall term, as of census.
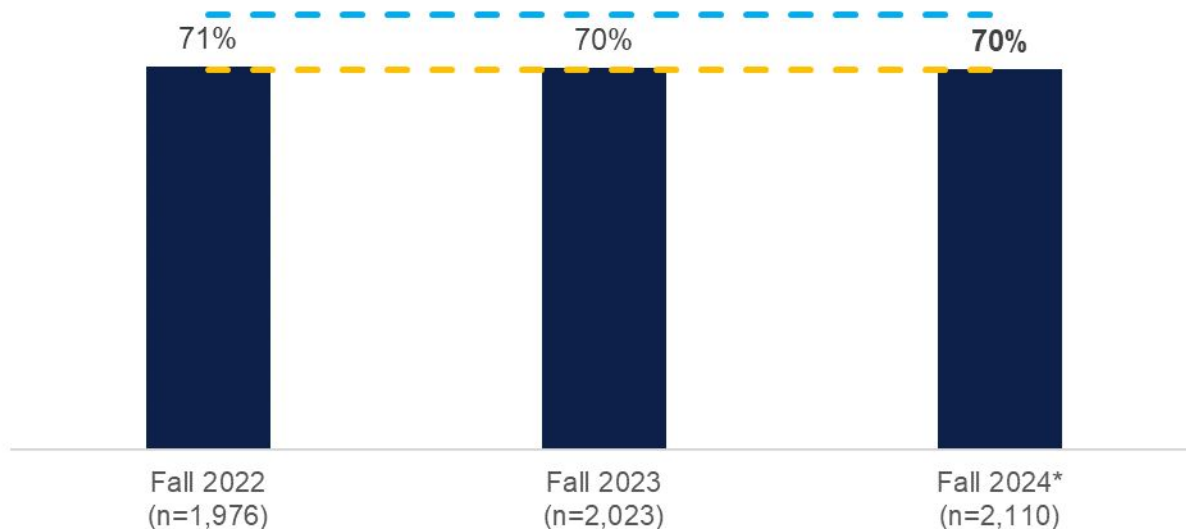
Strategic Goal 3: Increase Persistence & Eliminate Equity Gaps
Term Persistence

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

Legend: Standard (70%) — Target (80%)

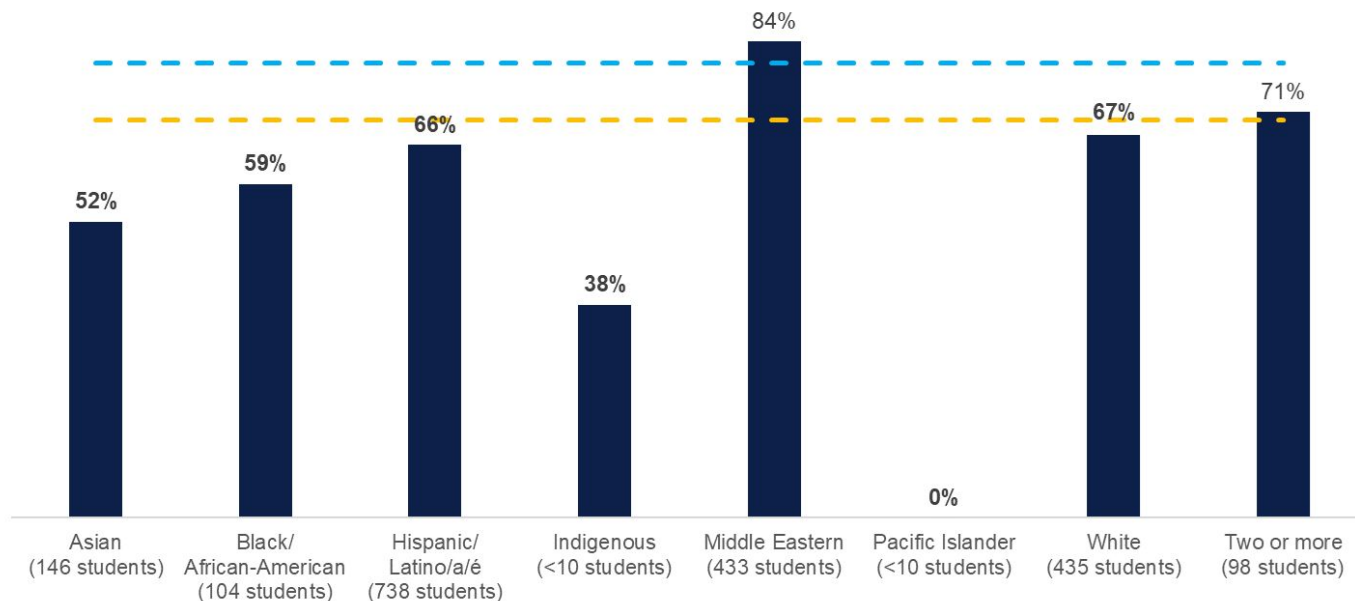|	Fall 2022 (n=1,976)	Fall 2023 (n=2,023)	Fall 2024* (n=2,110)
	71%	70%	70%

*Spring 2025 persistence outcome for Summer/Fall 2024 cohort is based on census enrollments as of March 25, 2025.

Strategic Goal 3: Increase Persistence and Eliminate Equity Gaps
Term 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%

Note: The racially disaggregated graph excludes the "other/unknown" category
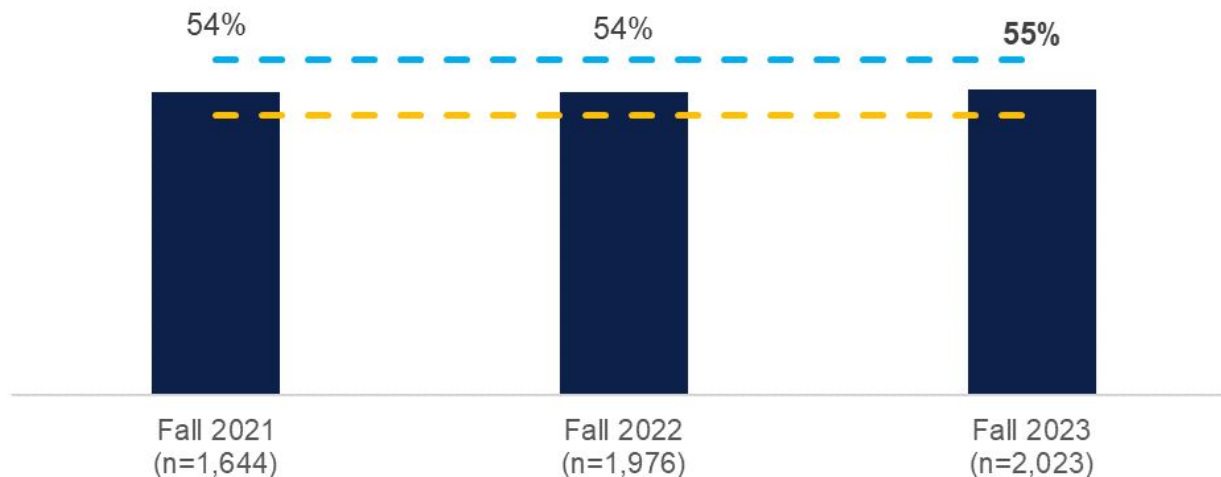
Strategic Goal 3: Increase Persistence & Eliminate Equity Gaps
Annual Persistence

1 pct. point

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

— Standard (50%)   — Target (60%)

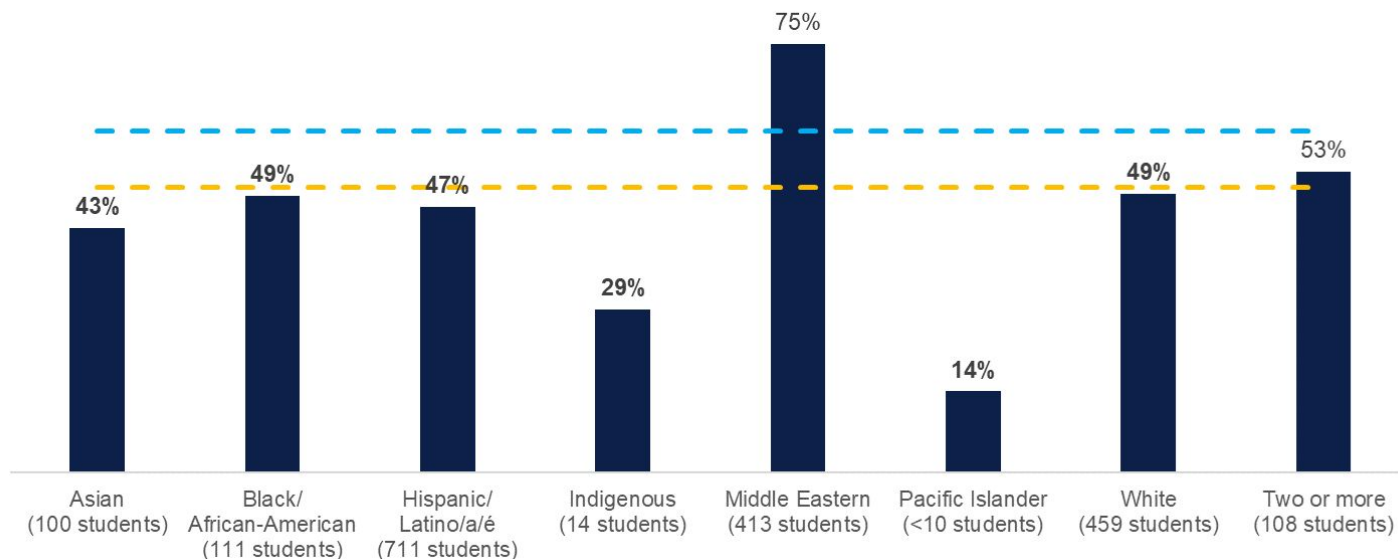| Fall 2021 (n=1,644)	Fall 2022 (n=1,976)	Fall 2023 (n=2,023)
54%	54%	55%

Strategic Goal 3: Increase Persistence & Eliminate Equity Gaps
Annual 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%)

Category	Percentage
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%

Note: The racially disaggregated graph excludes the "other/unknown" category

Strategic Goal 4: Increase Completion & Eliminate Equity Gaps
2025 Progress Updates

First-Ever Lavender Graduation in 2024: Celebration for LGBTQ+ students and their families

Increased Transfer Center Utilization: Number of students served increased from 436 in 2022-23 to **614** in 2023-24

ACP Workshops: STEM Career/Program Exploration workshops

Career Services: Career Center served **197** students in 2023-24, with equitable access for Latiné students, Black students, and Indigenous students

District-wide Implementation of **Degree Audit** System

Strategic Goal 4: Increase Completion & Eliminate Equity Gaps
Key Performance Indicator (KPI)

4-Year Completion Rate: Percentage of first-time, non special-admit students in a given fall term who show a behavioral intent to obtain a degree or certificate, who complete an associate degree, certificate, transfer, or become transfer-prepared within 4 years.

Time to Degree: The number of terms a student was enrolled prior to completing their <u>first</u> associate degree; this includes any Summer, Fall, and/or Spring semesters in which a student was enrolled.
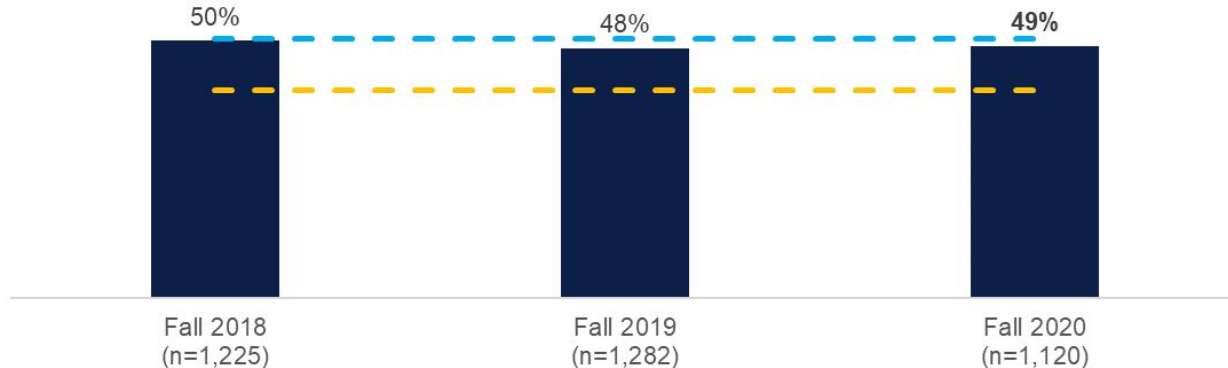
Strategic Goal 4: Increase Completion & Eliminate Equity Gaps
4-Year Completion Rate

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%)

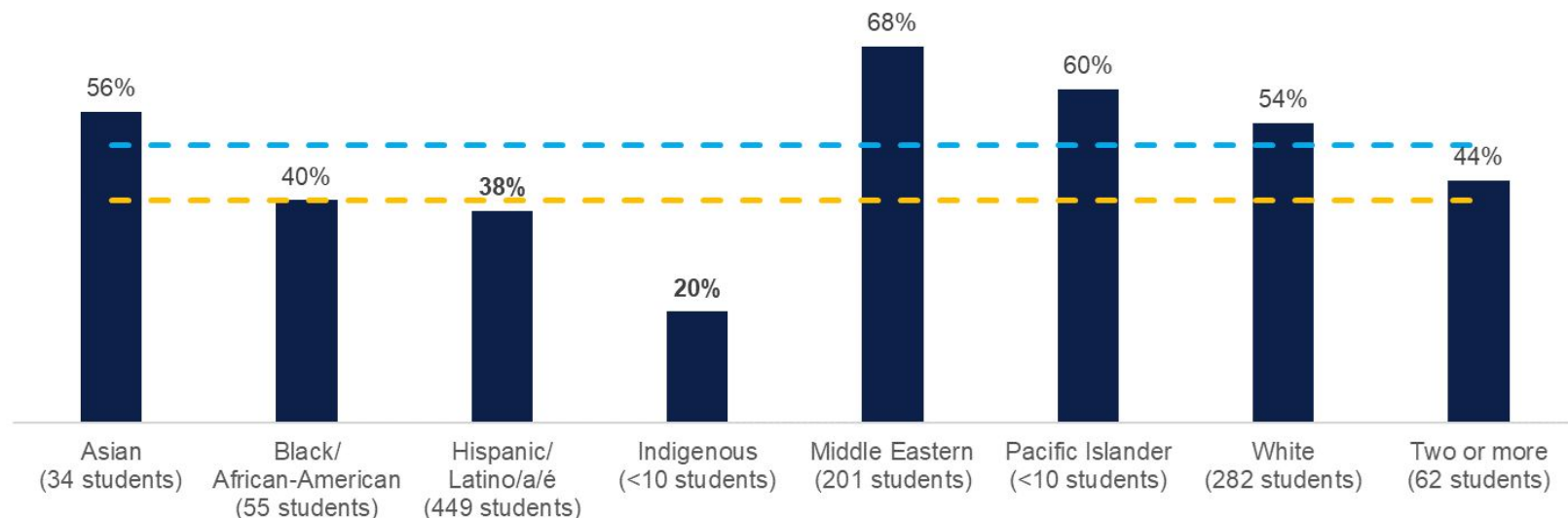|		
50%	48%	49%
Fall 2018 (n=1,225)	Fall 2019 (n=1,282)	Fall 2020 (n=1,120)

Strategic Goal 4: Increase Completion & Eliminate Equity Gaps
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%

Note: The racially disaggregated graph excludes the "other/unknown" category
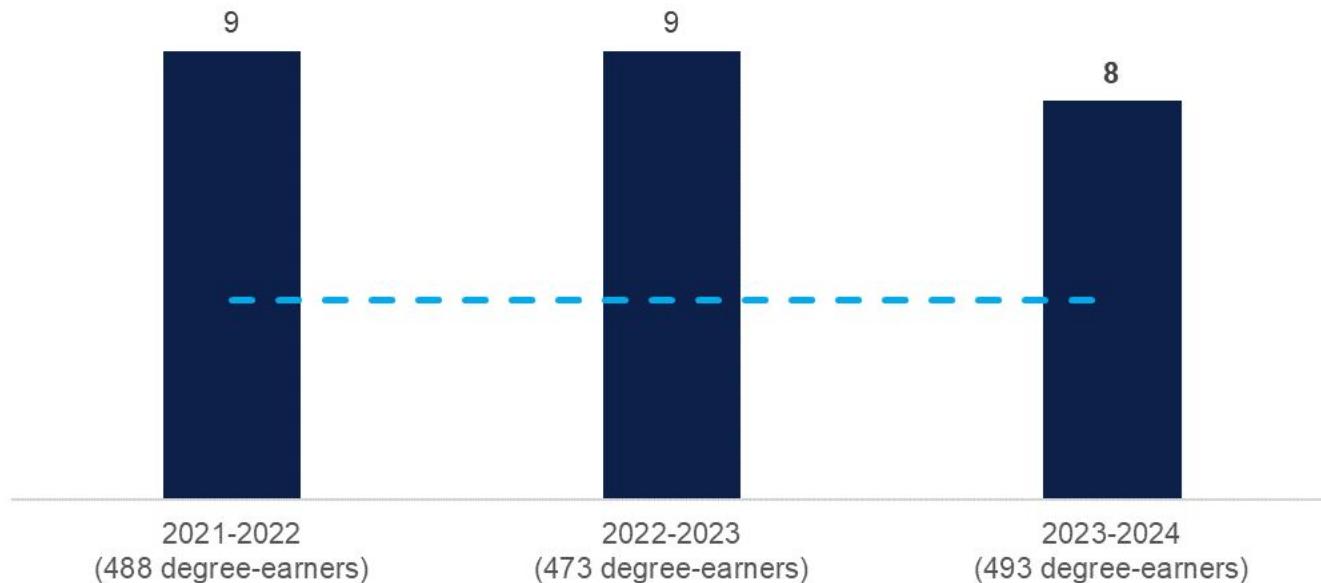
Strategic Goal 4: Increase Completion & Eliminate Equity Gaps
Time to Degree

1 term

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

9	9	8

2021-2022
(488 degree-earners)

2022-2023
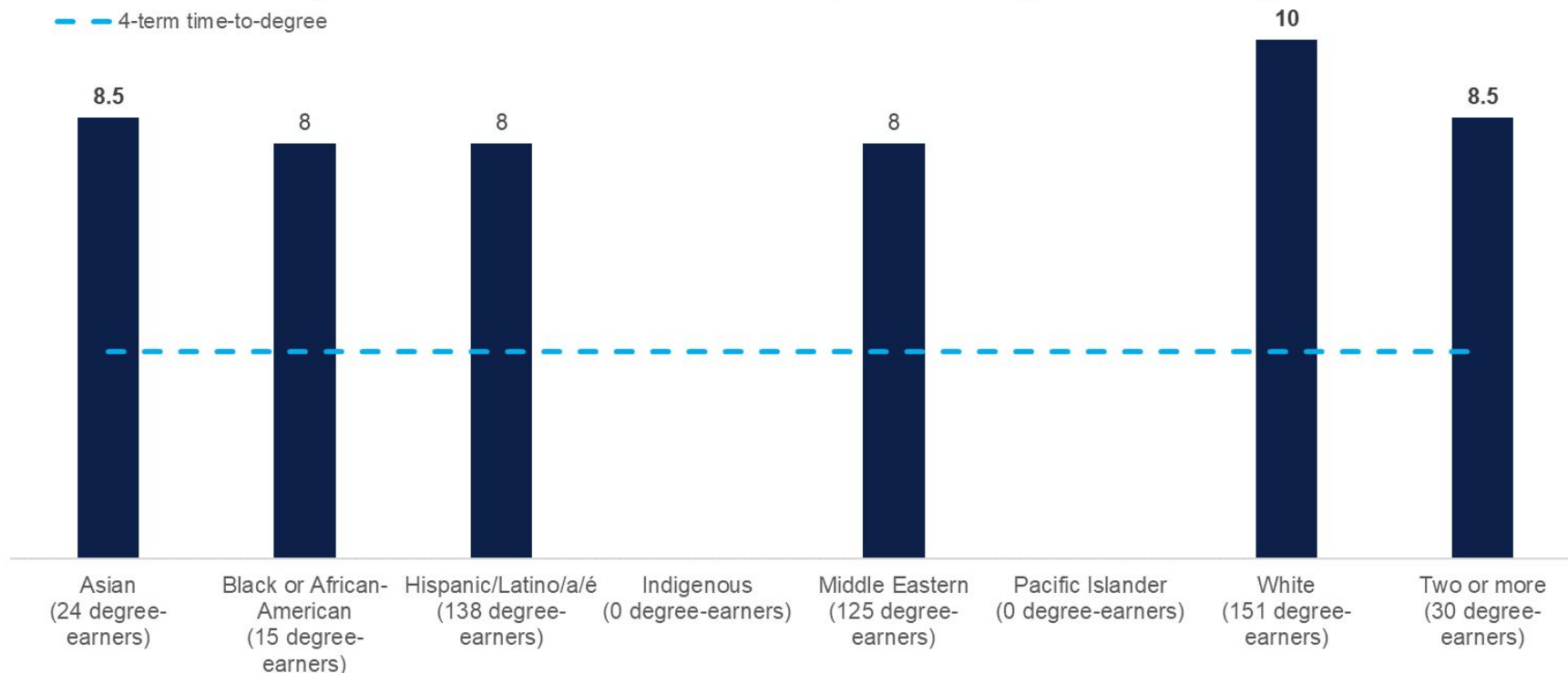(473 degree-earners)

2023-2024
(493 degree-earners)

Note: Term counts include all Summer, Fall, and/or Spring semesters in which a degree-earner was enrolled

Strategic Goal 4: Increase Completion & Eliminate Equity Gaps
Time to Degree 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
2025 Progress Updates

Culture & Community Circle Events and Heritage Month Events: Black History Month Student-Employee Celebration, Out@Cuyamaca Affinity Group

Multiple **THRIVE Employee Retention events** held each semester:

- Welcome Back Events during Flex Week
- Game Night
- Dr. Devon Price event "Laziness Does Not Exist"

Coyotes ThRIVE

Thrive | Retain | Invest | Validate | Engage

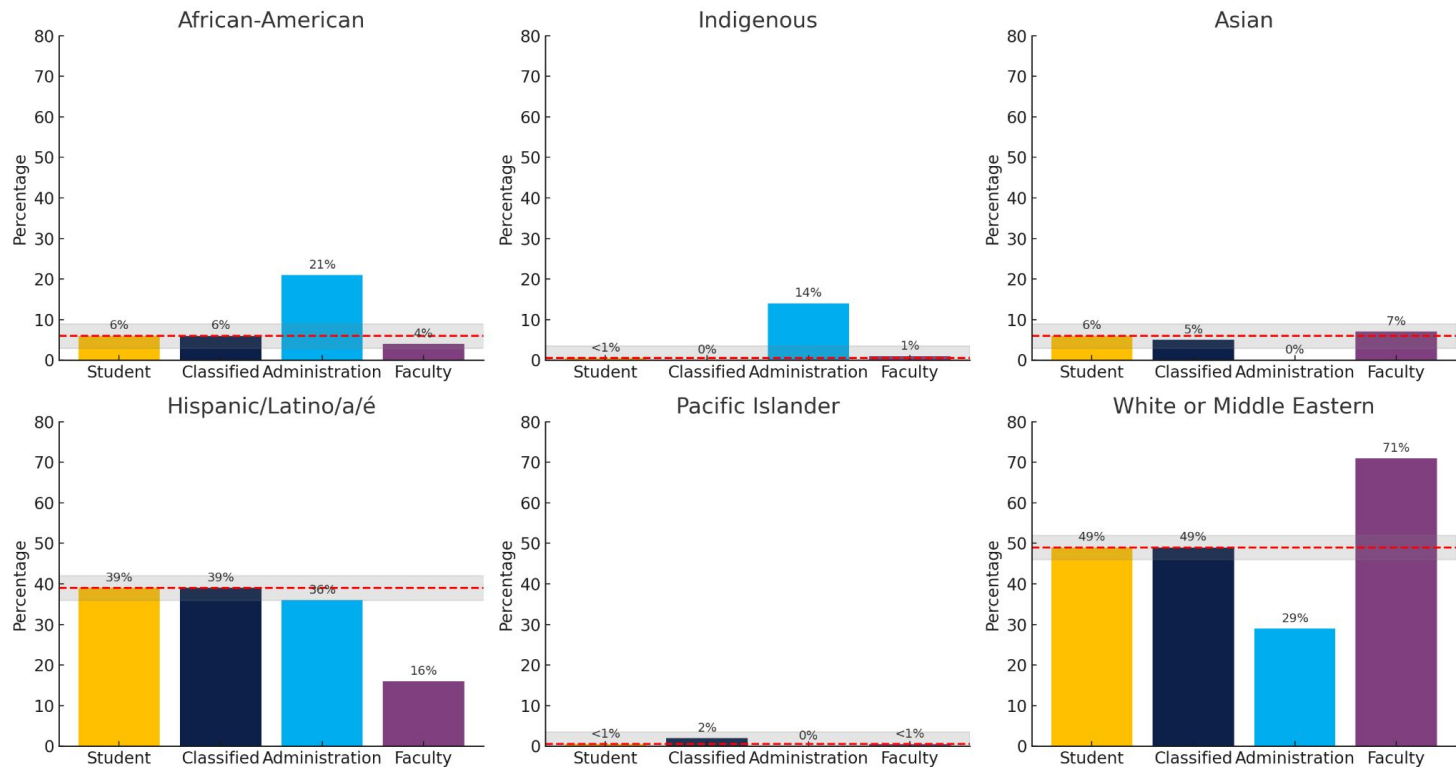# Strategic Goal 5: Increase Hiring & Retention of Diverse Employees
Demographics for Students and Employees

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

Strategic Goal 5: Increase Hiring & Retention of Diverse Employees
Demographics for Students and Employees

African-American
- Student: 6%
- Classified: 6%
- Administration: 21%
- Faculty: 4%

Indigenous
- Student: <1%
- Classified: 0%
- Administration: 14%
- Faculty: 1%

Asian
- Student: 6%
- Classified: 5%
- Administration: 0%
- Faculty: 7%

Hispanic/Latino/a/é
- Student: 39%
- Classified: 39%
- Administration: 36%
- Faculty: 16%

Pacific Islander
- Student: <1%
- Classified: 2%
- Administration: 0%
- Faculty: <1%

White or Middle Eastern
- Student: 49%
- Classified: 49%
- Administration: 29%
- Faculty: 71%

Please Welcome Our Student Panel

Student Panelist Introductions

What led you to enroll at Cuyamaca?

What was your experience in your classes like here?

- **What was your favorite class and why?**
- **How could your experience in classes be improved?**

What challenges did you encounter during your time at Cuyamaca?

- **What kept you coming back to the college to finish your degree, certificate or transfer?**

What was your favorite aspect of campus life?

- **What campus supports were most helpful?**

- **And what would have been most helpful that the College does not already have?**

What is one thing you wish you had known when starting college?

- **What advice would you give to new Cuyamaca students?**

Were you able to complete your educational goal in the amount of time you expected? Why or why not?

- **How could the college help students like you complete their educational goals on time?**

Breakout Groups

Goal: Discuss the progress we have made on our strategic plan implementation and identify where we need to focus for 2025-26

Thank you to our Breakout Session Facilitators!

Group	Facilitator
1	Liza Kakos
2	Jeanie Machado Tyler
3	George Dowden
4	Katie Cabral

1-Minute Report-Outs

Next Steps

- IESE Office will collate and analyze the feedback received today

- Input will be summarized along with KPIs in the new Cuyamaca Institutional Effectiveness Report and will inform strategic plan implementation for 2025-26

Thank you to our...
Students!
Facilitators!
Everyone who participated today!