



C U Y A M A C A

• C O L L E G E •

Spring Planning Workshop

April 5, 2024

EQUITY, EXCELLENCE,
AND SOCIAL JUSTICE
THROUGH EDUCATION

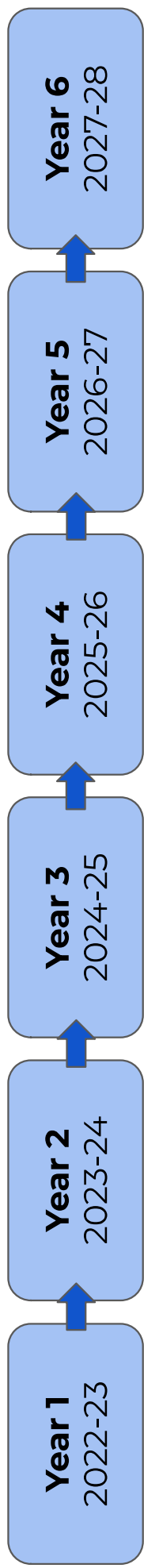
*Facilitated by the Institutional
Effectiveness Council & IESE
Office*

Presidents Welcome

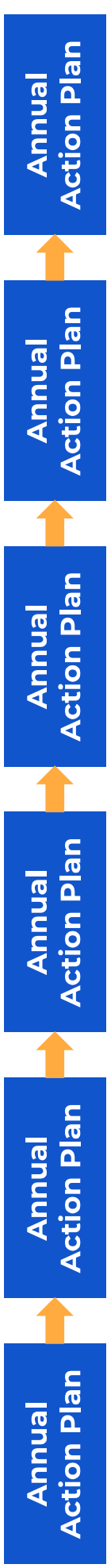
Today's Agenda

- 9:00** Welcome + Overview
- 9:15** Strategic Plan: Celebrating Our Progress
- 9:40** Assessing Impact: Key Performance Indicators
- 10:00** **Breakout Discussion 1 (20 minutes)**
- 10:20** Break (10 minutes)
- 10:30** Persistence: Keeping Students on the Path
- 10:50** **Breakout Discussion 2 (40 minutes with break)**
- 11:30** Report-Outs
- 11:45** Recap/Next Steps
- 12:00** Lunch

2022-2028 Strategic Planning Cycle



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



Annual Action Plan: Identifying the What, Who, and When

Strategic Planning Goals

STRATEGIES

INCREASE EQUITABLE ACCESS

- 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

ELIMINATE EQUITY GAPS IN COURSE SUCCESS

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)

INCREASE PERSISTENCE + ELIMINATE EQUITY GAPS

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

INCREASE COMPLETION + ELIMINATE EQUITY GAPS

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

INCREASE HIRING + RETENTION OF DIVERSE EMPLOYEES

Integrate equity-mindedness and anti-racism into hiring practices

- Implement EEO program

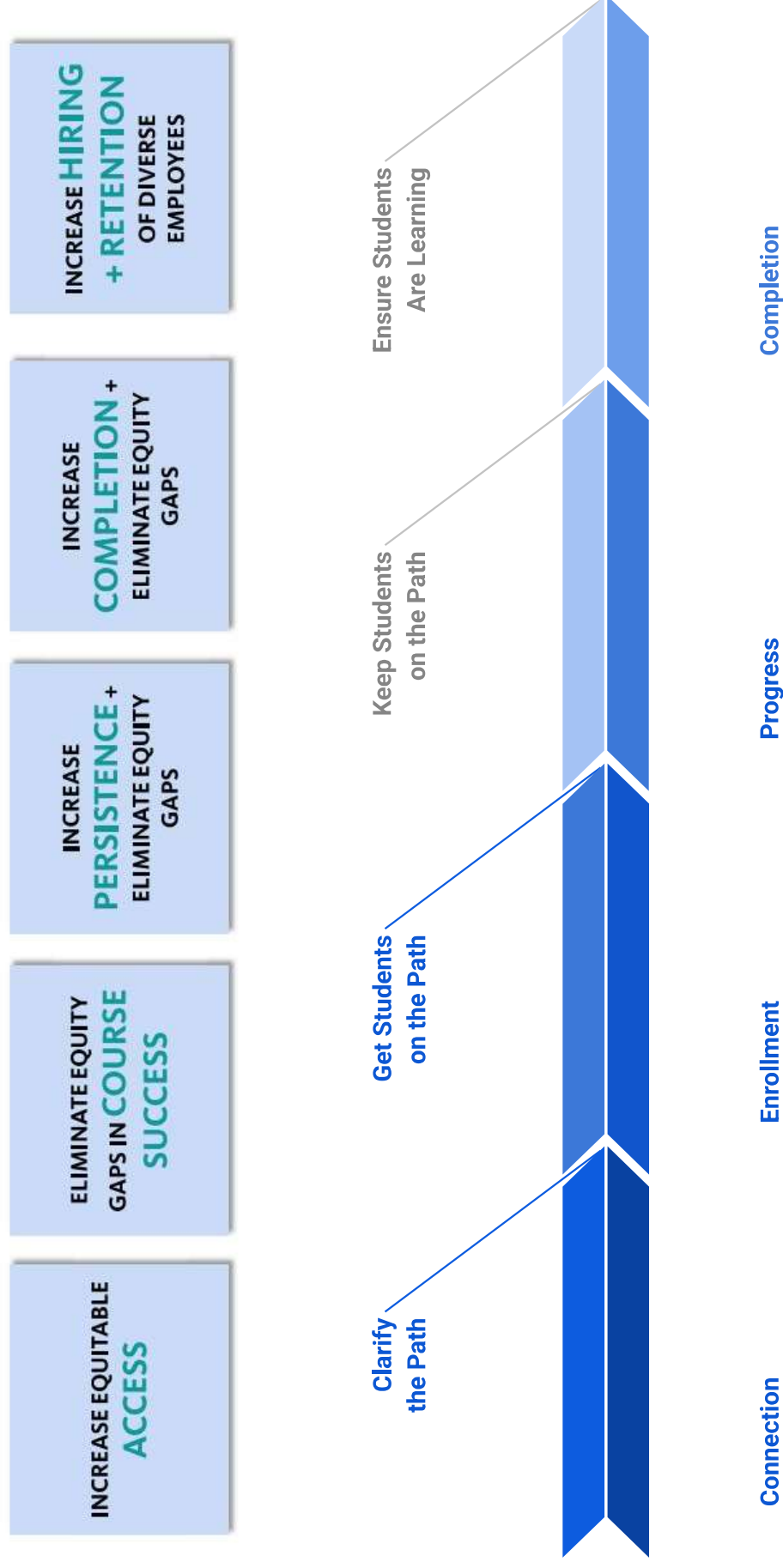
Expand equity-minded and anti-racist professional development

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

Completion by Design x Guided Pathways Pillars



Strategic Goal 1: Increase Equitable Access

2024 Progress Updates

Community Outreach: Focused on Black and African American community, Latinx community, and Kumeyaay community and working with community partners

Registration Labs: Total of **323** participants from December to January

Dual Enrollment: **889** students enrolled in CCAP courses in 2022-23 (+8% over previous year), **563** students concurrently enrolled

Enrollment Increases: 5% increase in headcount, **14% increase in enrollment** from Spring 2023 to Spring 2024



Strategic Goal 2: Eliminate Equity Gaps in Course Success

2024 Progress Updates

SSEC Data Dives: Focused discussions on addressing equity gaps in top-enrolled courses

EMTLI: Total of **21 participants** in the 2023-24 cohort

Communities of Practice: CRAB, SEED, Equitable Grading communities of practice



Strategic Goal 3: Increase Persistence & Eliminate Equity Gaps

2024 Progress Updates

Queer Student Center Grand Opening: Now open daily, including workshops, peer support

Together We Rise Center: Served **250-300** students per month in Fall 2023

Academic & Career Pathways:

- ACP Leads established - 6 currently filled
- ACP Canvas shells launched
- ACP-specific outreach events
- Embedded counselors in 2 ACPs
- Degree maps progress

Strong Workforce Counselor Institute: 17 counselors participating in monthly community of practice



Strategic Goal 4: Increase Completion & Eliminate Equity Gaps

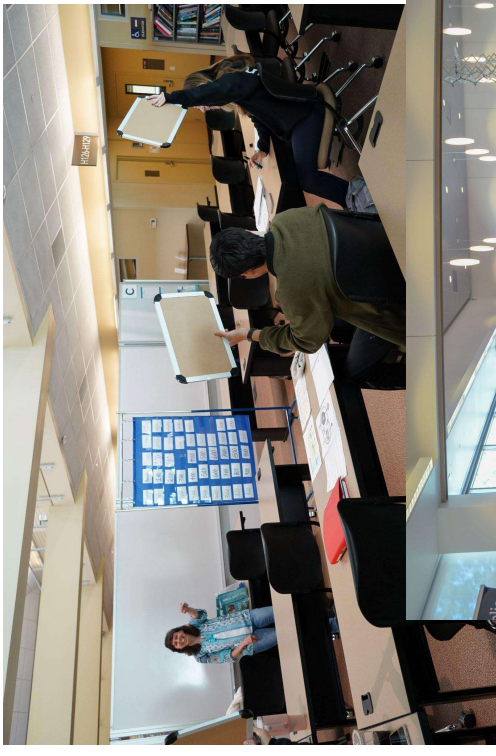
2024 Progress Updates

Transfer Achievements: Highest transfer admission rate to SDSU and UCSD in the region

Career Center Events: Career Fairs by ACP, Explore Cuyamaca event

AB 1705 Efforts: COUN 101/STEM 101 course combo pilot, expanded embedded tutoring, new Calculus I with corequisite support class, *Interactive Calculus I and II* on Canvas textbooks with embedded prep modules

ZTC Pathways: Cuyamaca selected for grant projects to fund several Zero Textbook Cost (ZTC) pathways



Strategic Goal 5: Increase Hiring & Retention of Diverse Employees

2024 Progress Updates

ALAT (Admin Leadership Team) Academy

Launched in March 2024, including manager training on a number of topics ranging from leadership to integrated planning

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

- Welcome Back Event during Flex Week
- Cuyamaca-Grossmont Evening Mixer
- Dr. Kim Hires Combating Burnout Event
- Upcoming Game Night Event - April



! enjoy! !wv! !> you! !u! !

to share even more
successes



Assessing the Impact of Our Efforts To Date



Strategic Goal 1: Increase Equitable Access Key Performance Indicators (KPIs)

Enrollment Rate: Students Who Enroll / Students Who Apply

Spring Headcount*: Students Enrolled as of Census

*Fall headcount was included in the fall planning workshop, so spring is included for the purposes of this workshop



Strategic Goal 1: Increase Equitable Access **Enrollment Rate**



Only **2 in 5** students who apply for admission to Cuyamaca go on to enroll in classes

Just over half go on to enroll at any California Community College

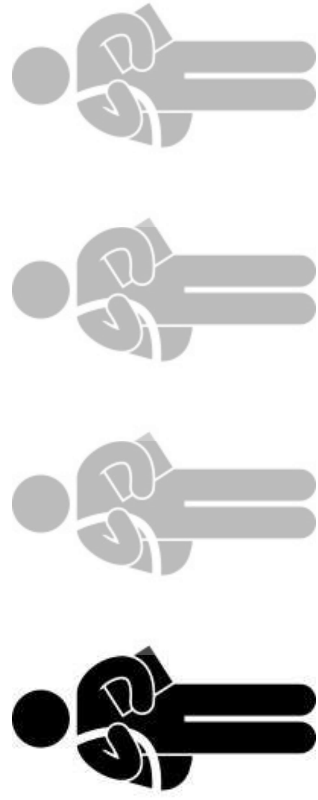
Strategic Goal 1: Increase Equitable Access **Enrollment Rate by Race and Ethnicity**



Only **1 in 3** Black students who apply for admission to Cuyamaca go on to enroll in classes

44% go on to enroll at any California Community College

Strategic Goal 1: Increase Equitable Access **Enrollment Rate by Race and Ethnicity**



Only **1 in 4** Native American students who apply for admission to Cuyamaca go on to enroll in classes

33% go on to enroll at any California Community College

Strategic Goal 1: Increase Equitable Access **Spring Headcount Update by Race Ethnicity**

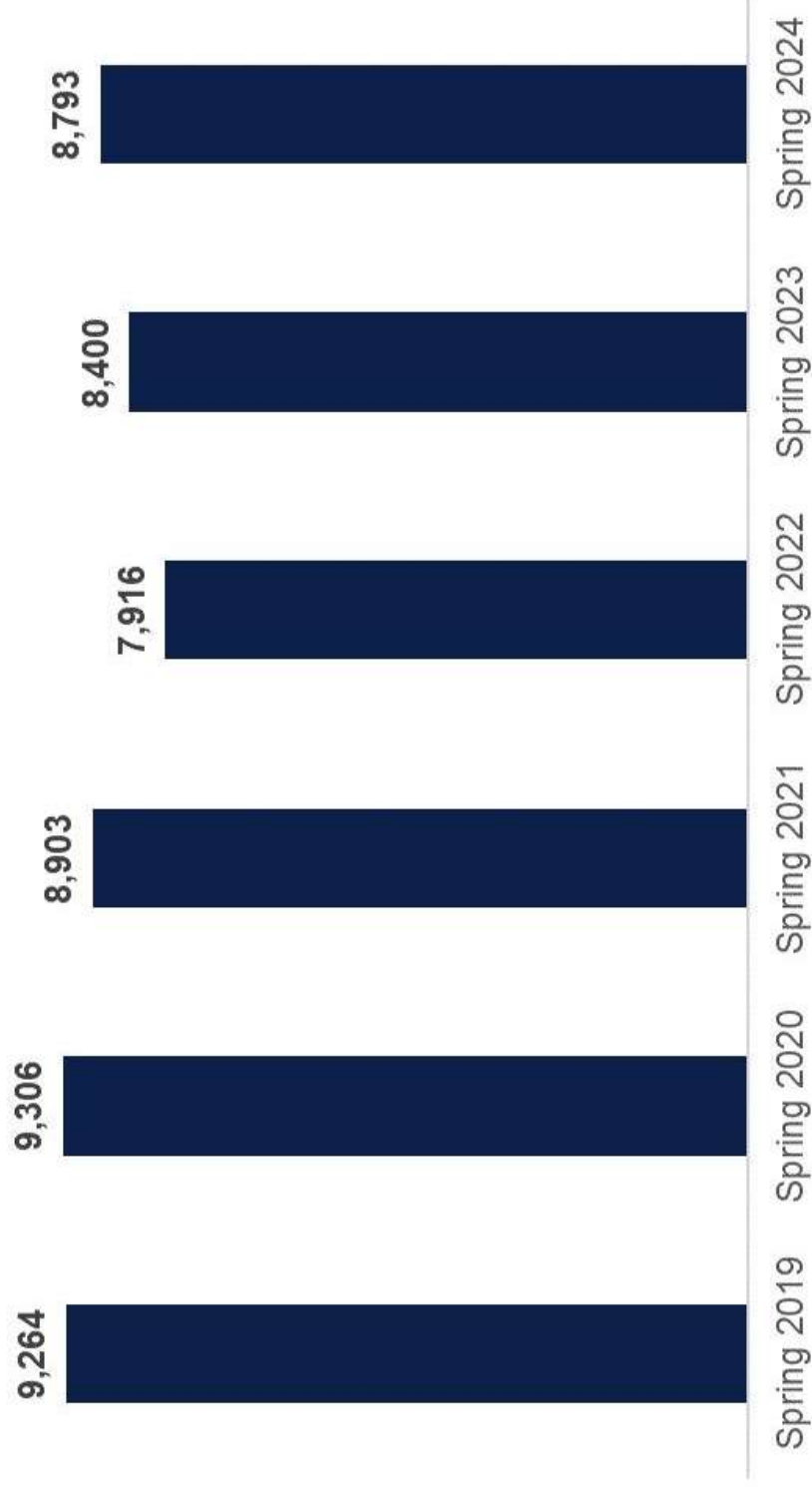
THE GOOD NEWS...

We are seeing increases in enrollment for:

- Latino/a/x students
- Middle Eastern students
- Asian students

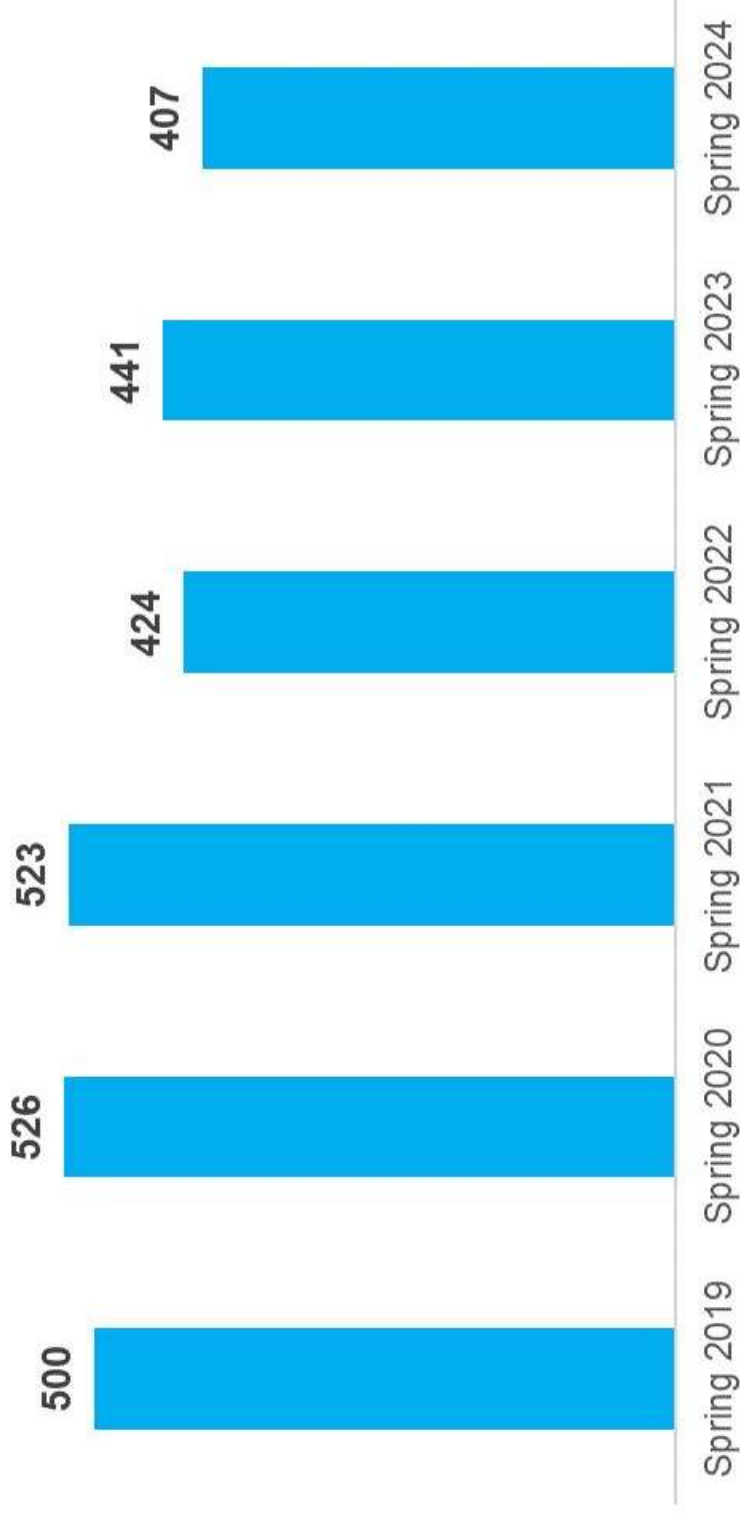
Strategic Goal 1: Increase Equitable Access Spring Headcount Update

Student headcount is nearly back to pre-pandemic levels



Strategic Goal 1: Increase Equitable Access Spring Headcount Update: Black Students

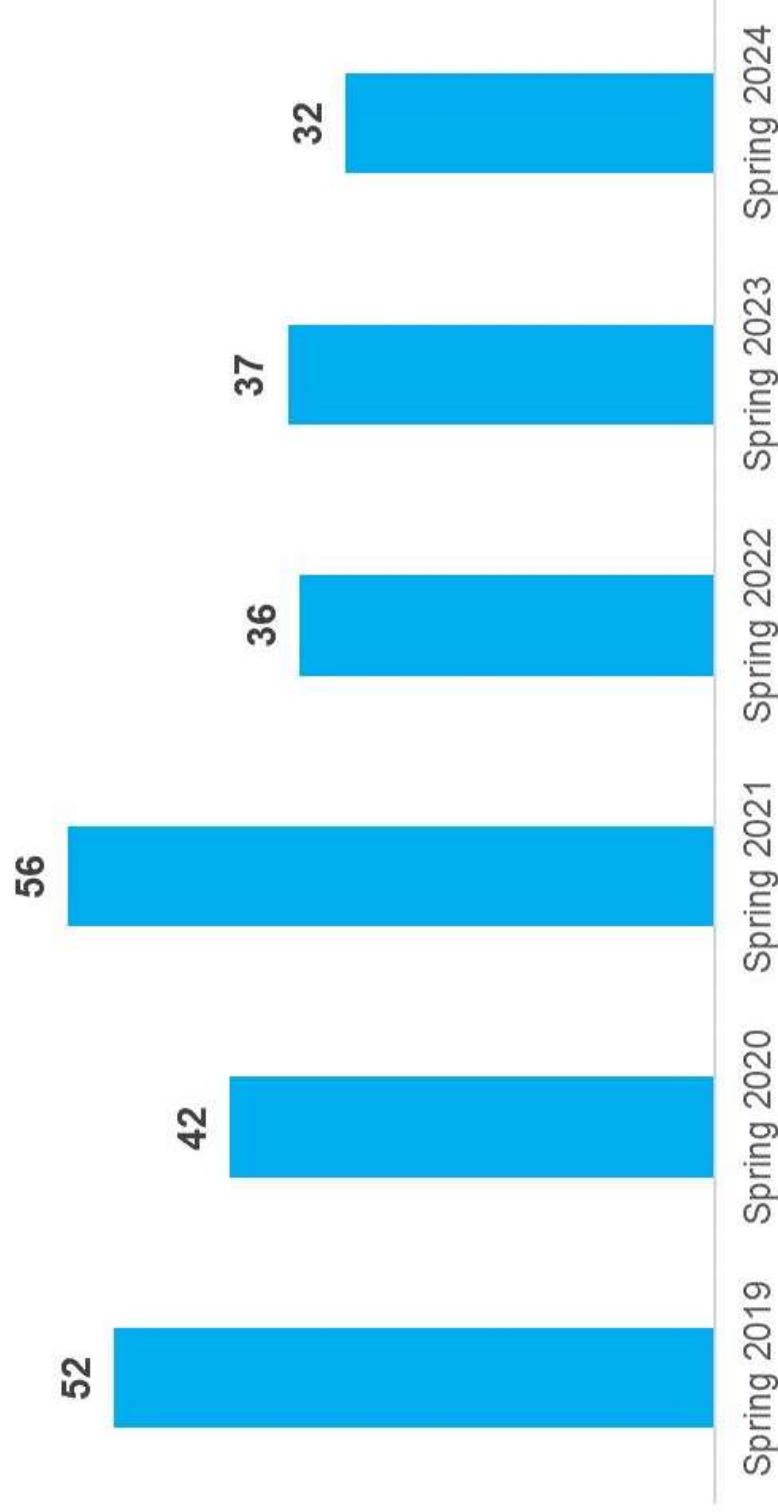
We continue to see declines in Black student enrollment -
we must turn this trend around



Strategic Goal 1: Increase Equitable Access

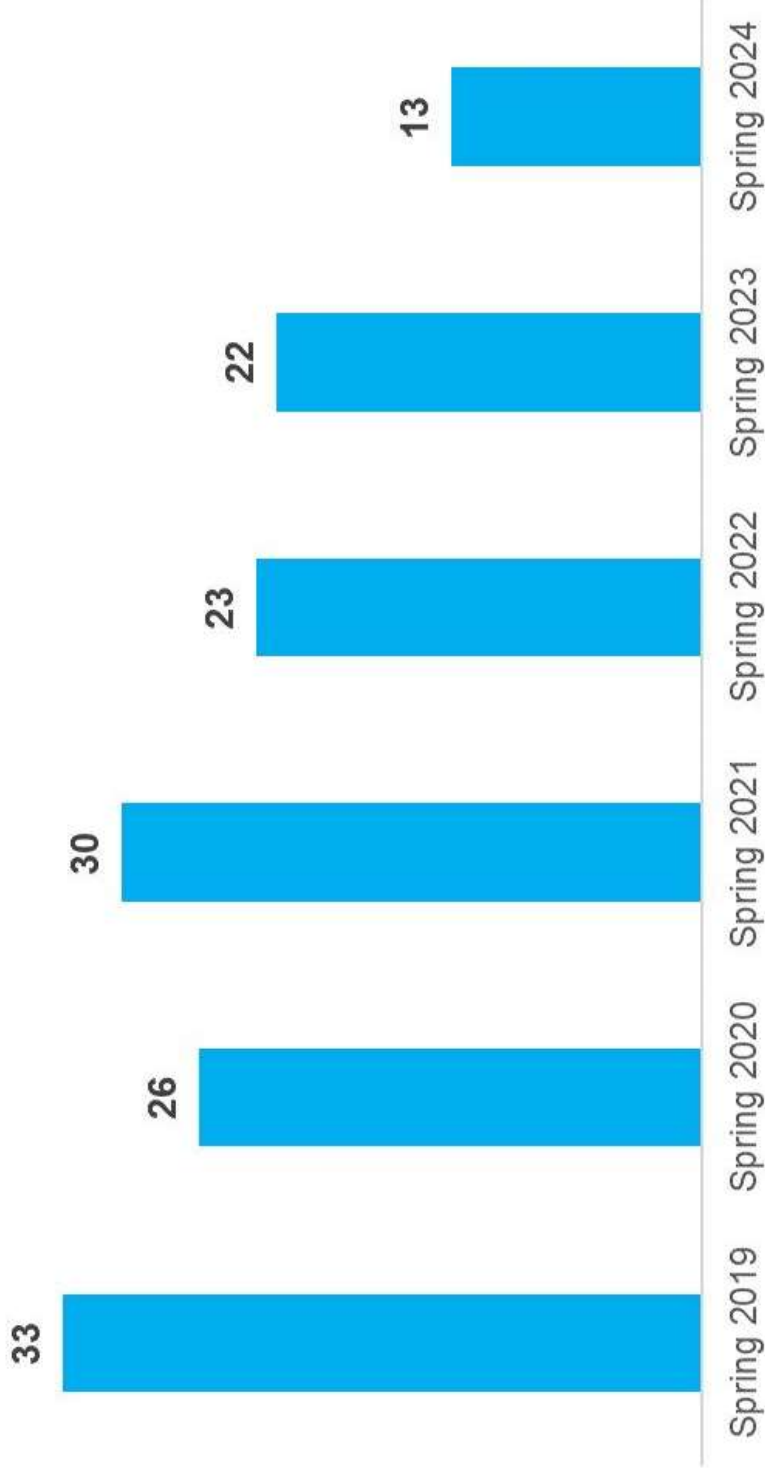
Spring Headcount Update: Native American Students

We continue to see declines in Indigenous student enrollment - we have more work to do



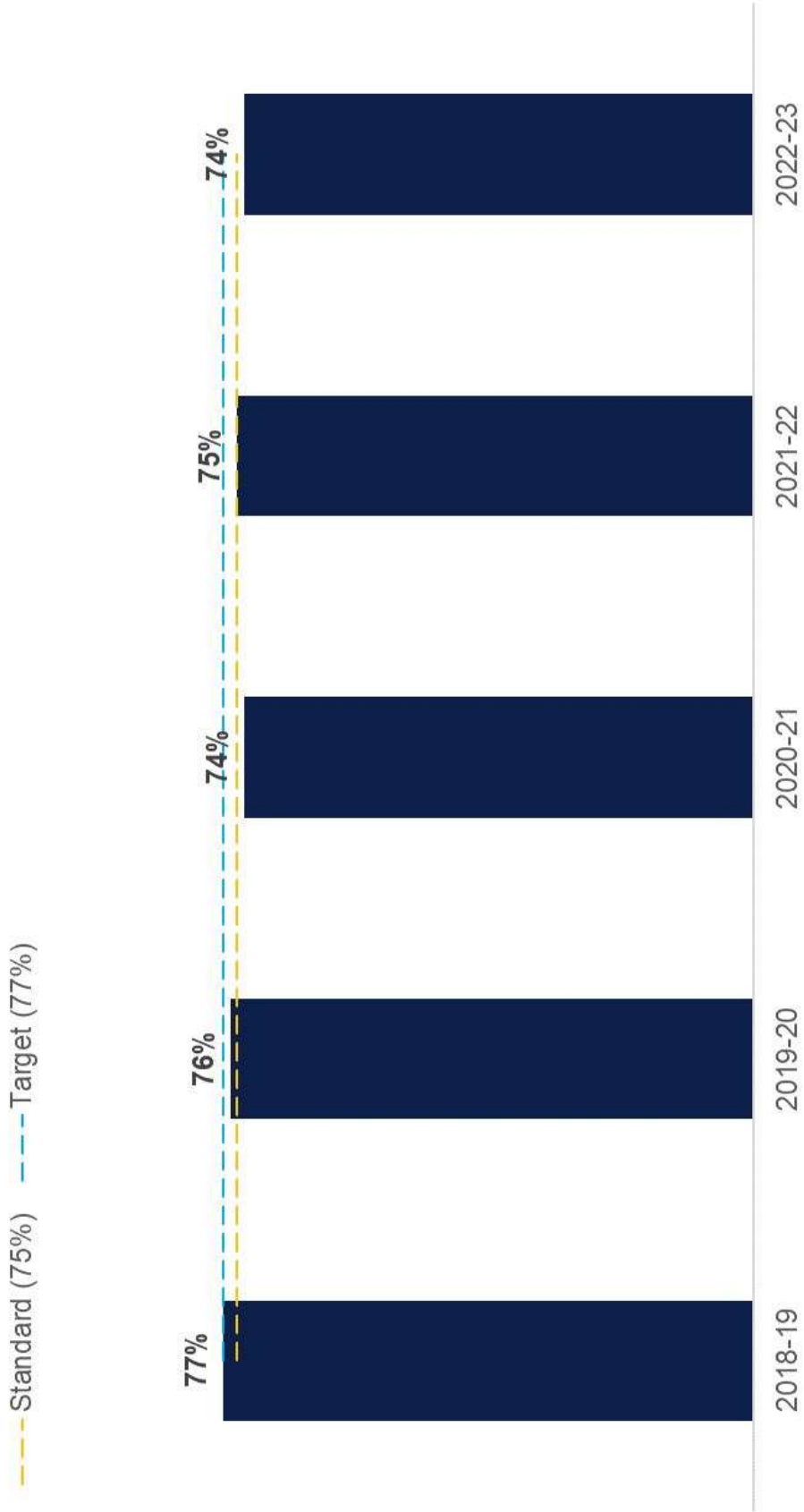
Strategic Goal 1: Increase Equitable Access Spring Headcount Update: Pacific Islander Students

We continue to see declines in Pacific Islander student enrollment - we have more work to do



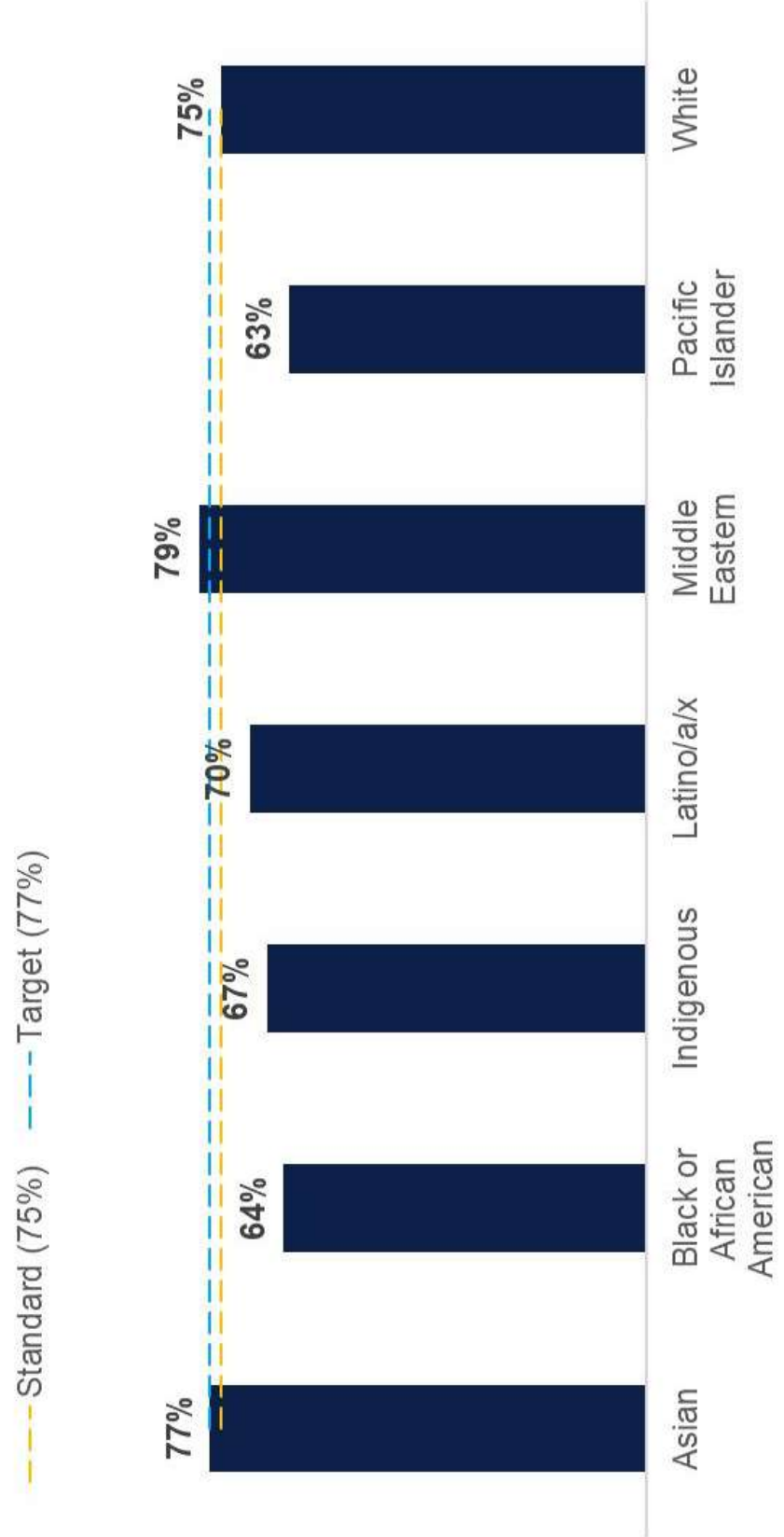
Strategic Goal 2: Eliminate Equity Gaps in Course Success

Overall Course Success Rate



Strategic Goal 2: Eliminate Equity Gaps in Course Success

Course Success Rate by Race and Ethnicity



Note: The racially disaggregated graph excludes the “two or more races” and “unknown” categories

Strategic Goal 5: Increase Hiring & Retention of Diverse Employees **Key Performance Indicator (KPI)**

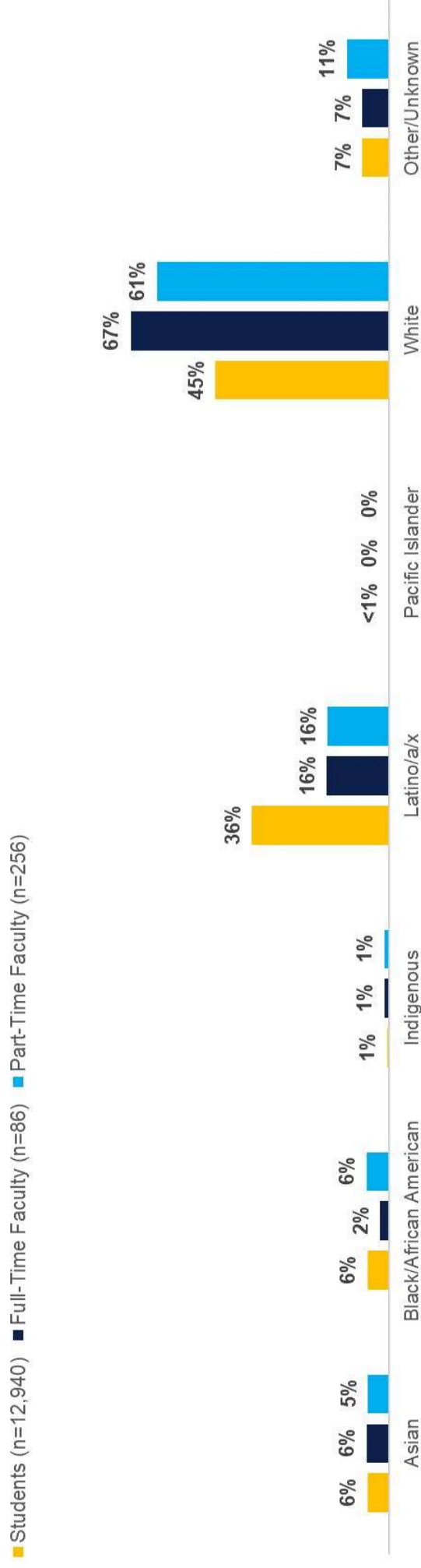
Student and Employee Demographics: The percentage difference in representation between students and employees by race/ethnicity.



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

Compared to students, **Black, Latino/a/x, and Pacific Islander** groups are underrepresented among faculty

2022-2023 Cuyamaca College Students and Faculty Members by Race and Ethnicity



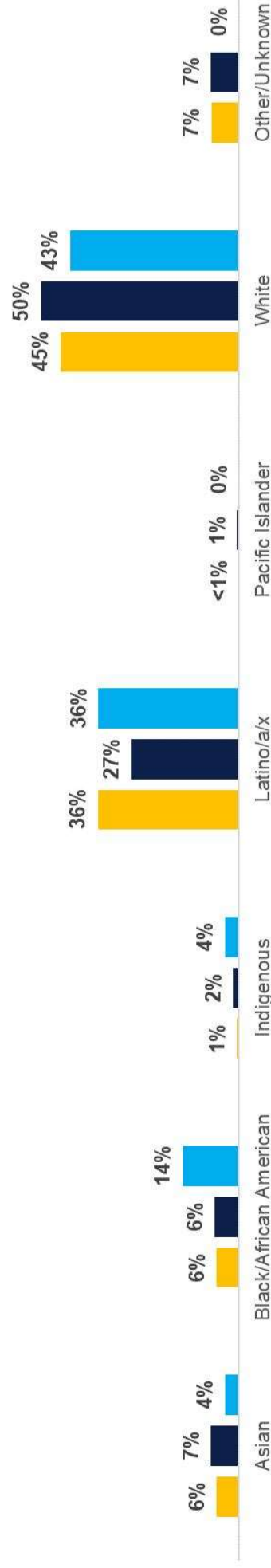
Source: Student headcount retrieved from GCCCD Information System, 2022-2023; full-time and part-time faculty headcount retrieved from CCCCO Data on Demand Faculty and Staff Demographics, Fall 2022

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

Compared to students, the **Latino/a/x** group is underrepresented among classified staff, and the **Asian** and **Pacific Islander** groups are underrepresented among administrators

2022-2023 Cuyamaca College Students, Classified Staff, and Administrators by Race and Ethnicity

■ Students (n=12,940) ■ Classified Staff (n=197) ■ Administrators (n=28)



Source: Student headcount retrieved from GCCCD Information System, 2022-2023; classified staff and administrator headcount retrieved from CCCCO Data on Demand Faculty and Staff Demographics, Fall 2022

Thank you to our Breakout Session Facilitators and Note-Takers!

Group	Facilitator	Note-Taker (if applicable)
1	George Dowden	Tonette Salter
2	Matthew Chase	
3	Sharlene Nordquist	Katie Cabral
4	Moriah Gonzalez-Meeks	Luis Legaspi

Breakout Session I:

20 minutes

***REVIEW OUR MOST RECENT
KEY PERFORMANCE INDICATOR DATA***

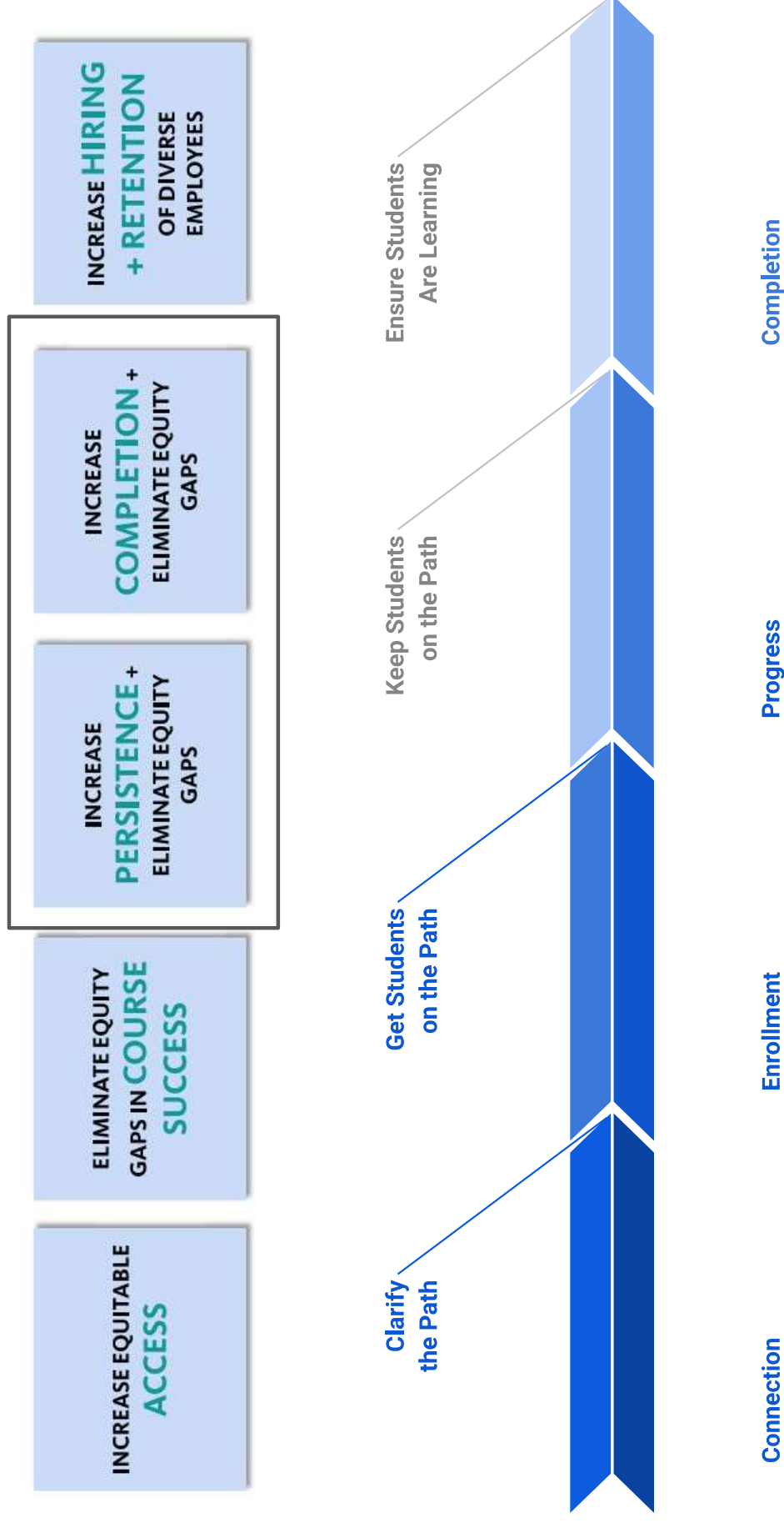
REMEMBER TO PAUSE AND ASK FOR STUDENT INPUT

1-Minute Report-Outs

Based on the KPI data and your group discussion, briefly report out on one of the following questions:

- Where are we doing well?
- Where do we need to improve?
- What surprised you or most caught your attention?

Break: 10 minutes



Completion by Design x Guided Pathways Pillars

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

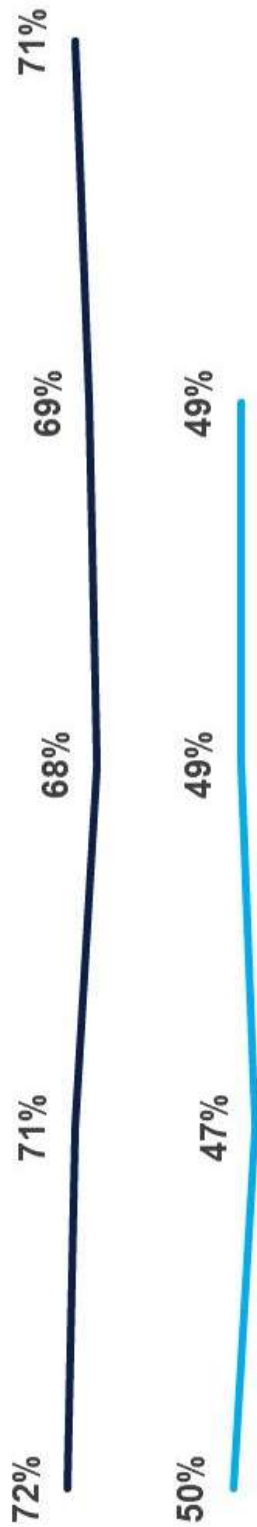
Fall-to-Spring Persistence Rate: Percentage of students enrolled (as of census) in a given fall term who enroll in the subsequent spring term as of census (any number of units).

Fall-to-Fall Persistence Rate: Percentage of students enrolled (as of census) in a given fall term who enroll in the subsequent fall term as of census (any number of units).



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

— Fall-to-Spring Persistence — Fall-to-Fall Persistence



Fall 2019

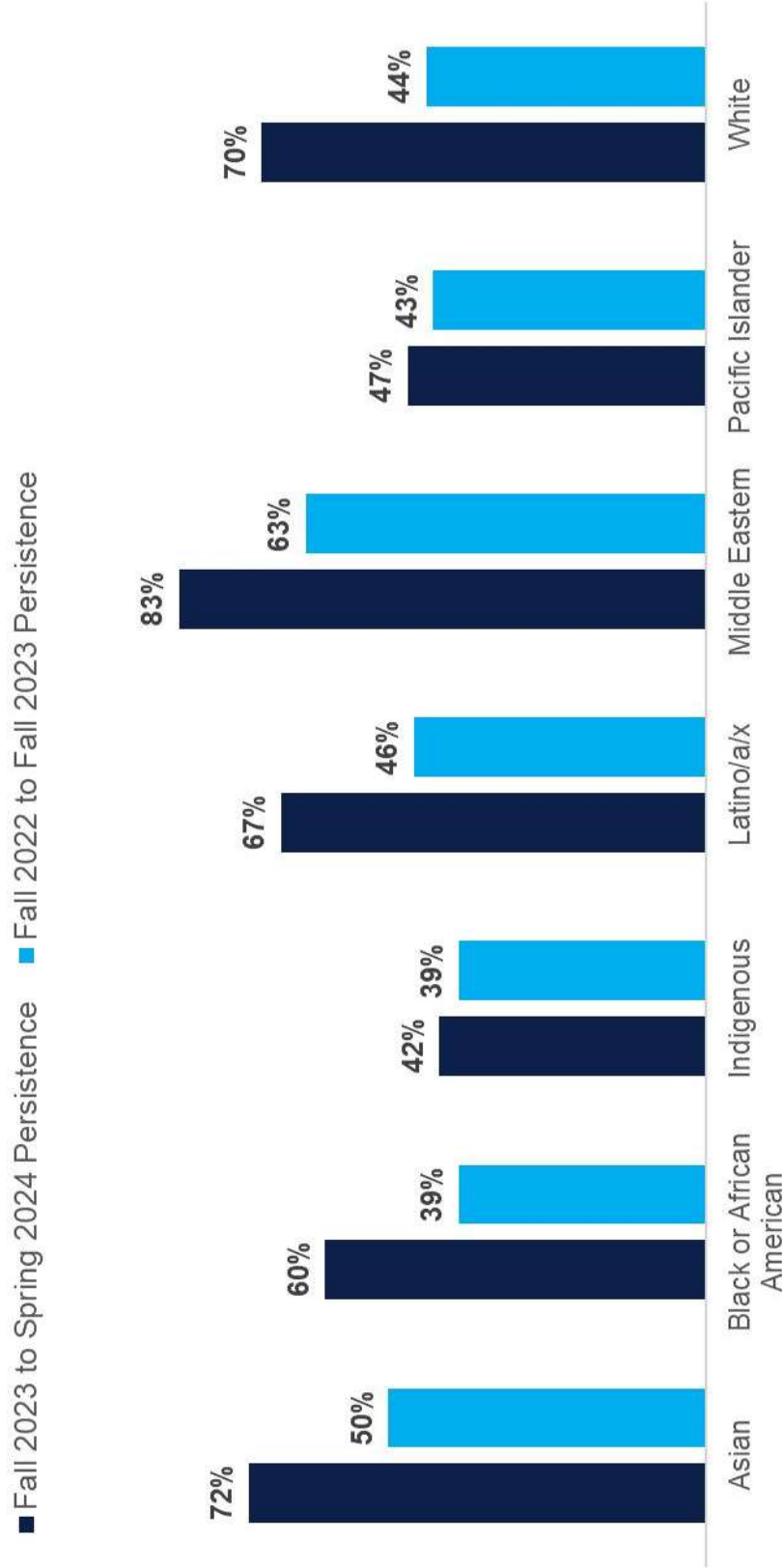
Fall 2020

Fall 2021

Fall 2022

Fall 2023

Strategic Goal 3: Increase Persistence and Eliminate Equity Gaps Term and Annual Persistence by Race and Ethnicity



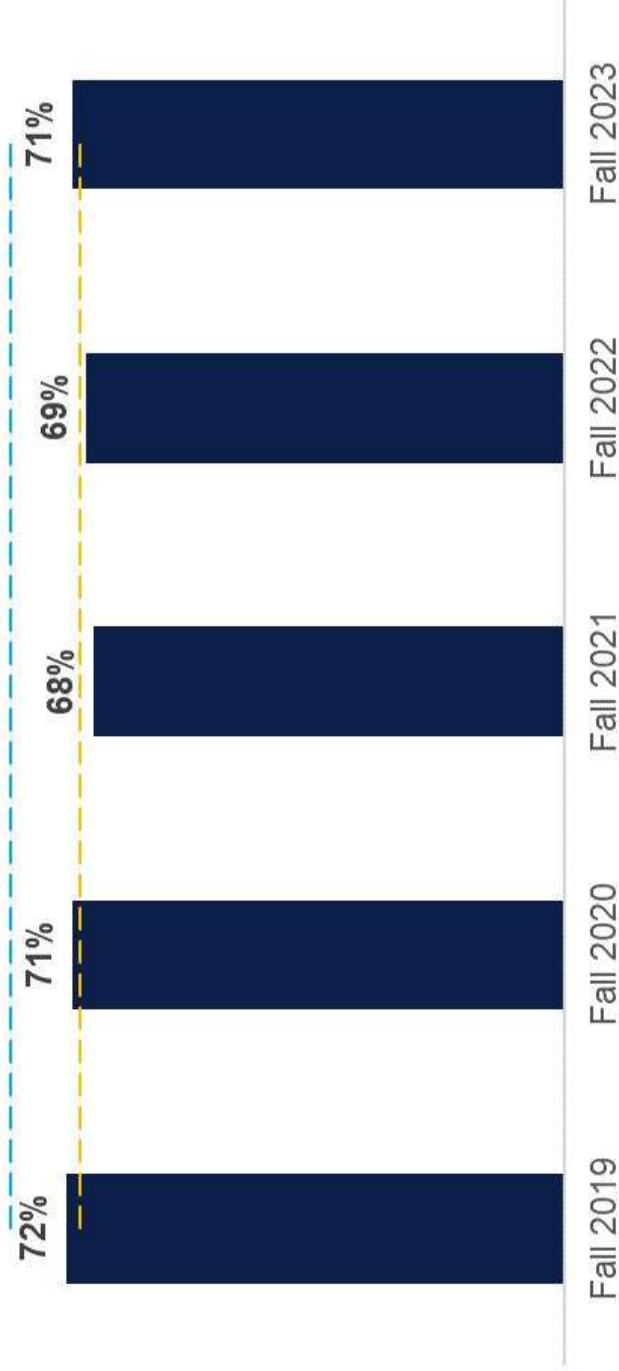
Note: The racially disaggregated graph excludes the “two or more races” and “unknown” categories

Strategic Goal 3: Increase Persistence and Eliminate Equity Gaps

Term Persistence

Fall-to-Spring Persistence

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

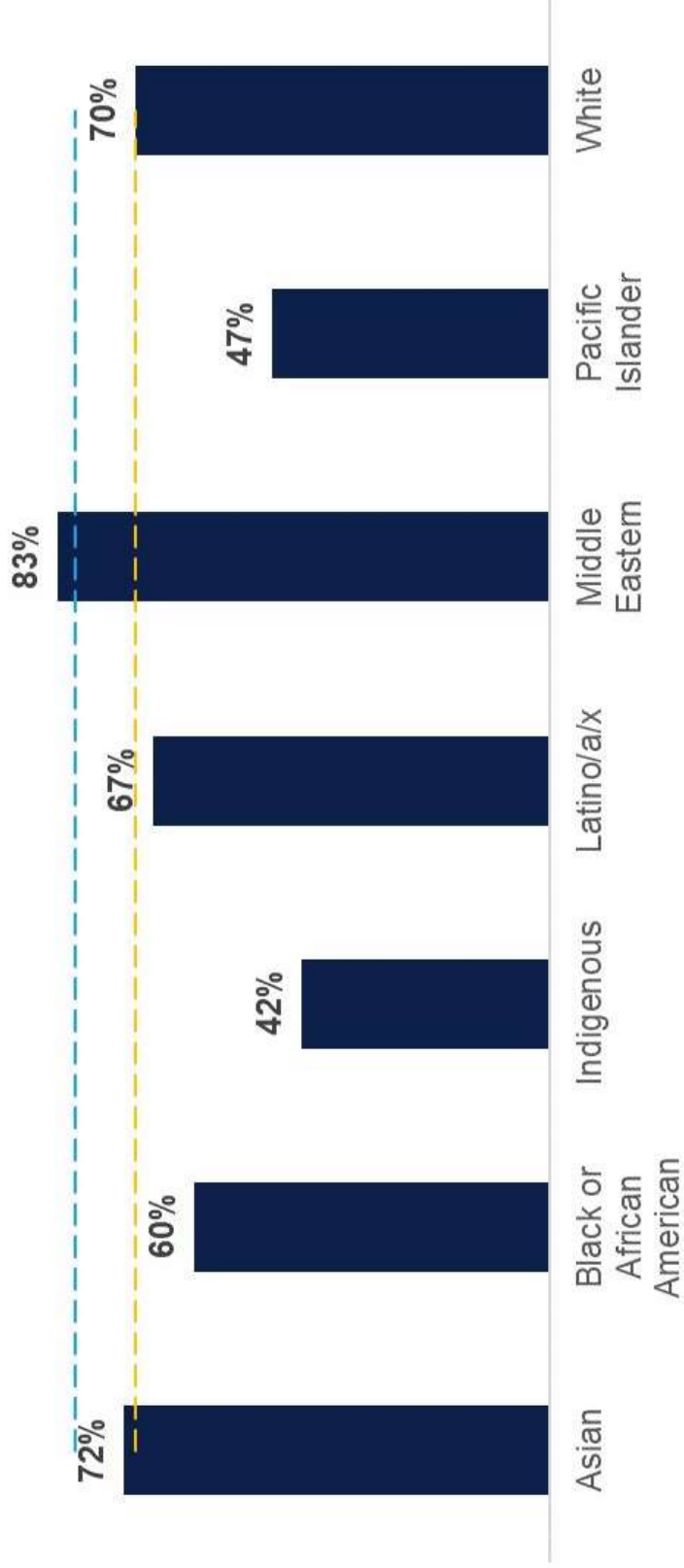


Strategic Goal 3: Increase Persistence and Eliminate Equity Gaps

Term Persistence by Race and Ethnicity

Fall 2023 to Spring 2024 Persistence

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

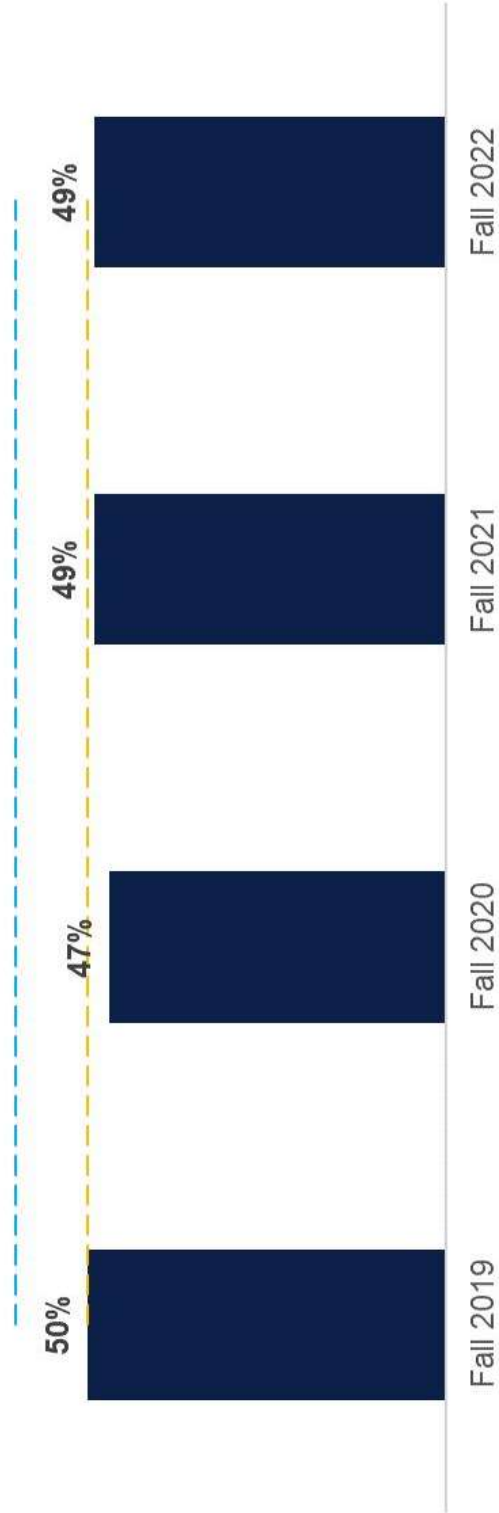


Strategic Goal 3: Increase Persistence and Eliminate Equity Gaps

Annual Persistence

Fall-to-Fall Persistence

Standard (50%) Target (60%)

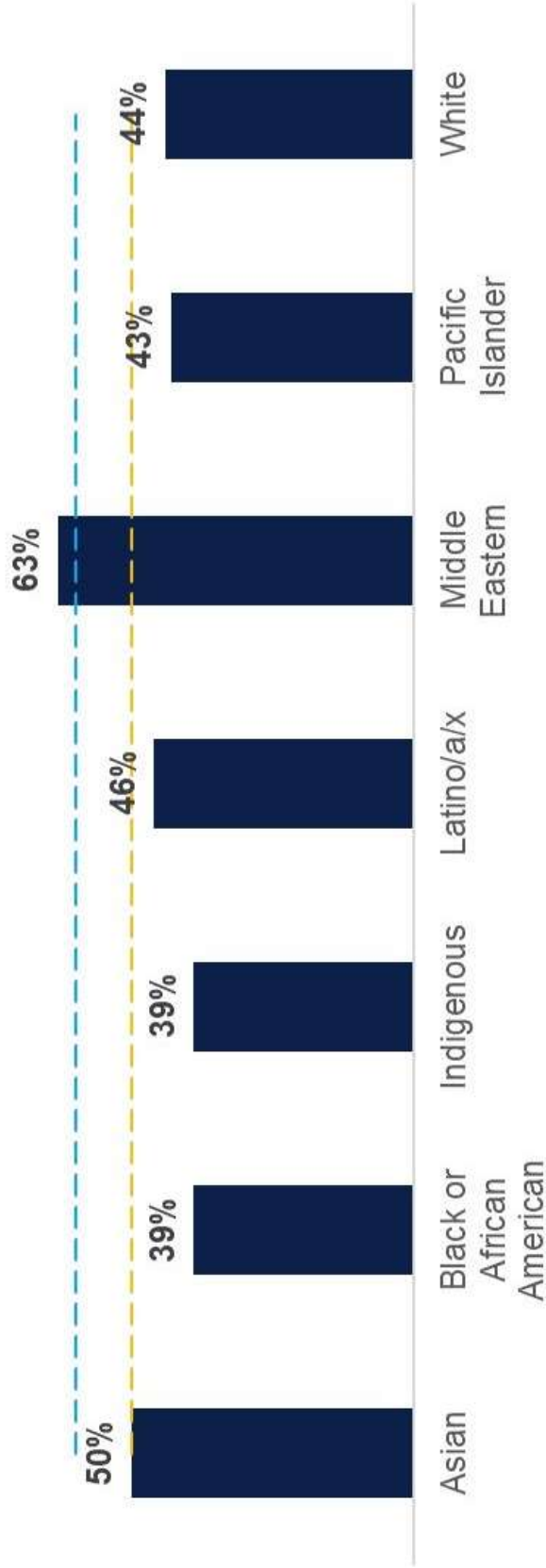


Strategic Goal 3: Increase Persistence and Eliminate Equity Gaps

Annual Persistence by Race and Ethnicity

Fall 2022 to Fall 2023 Persistence

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



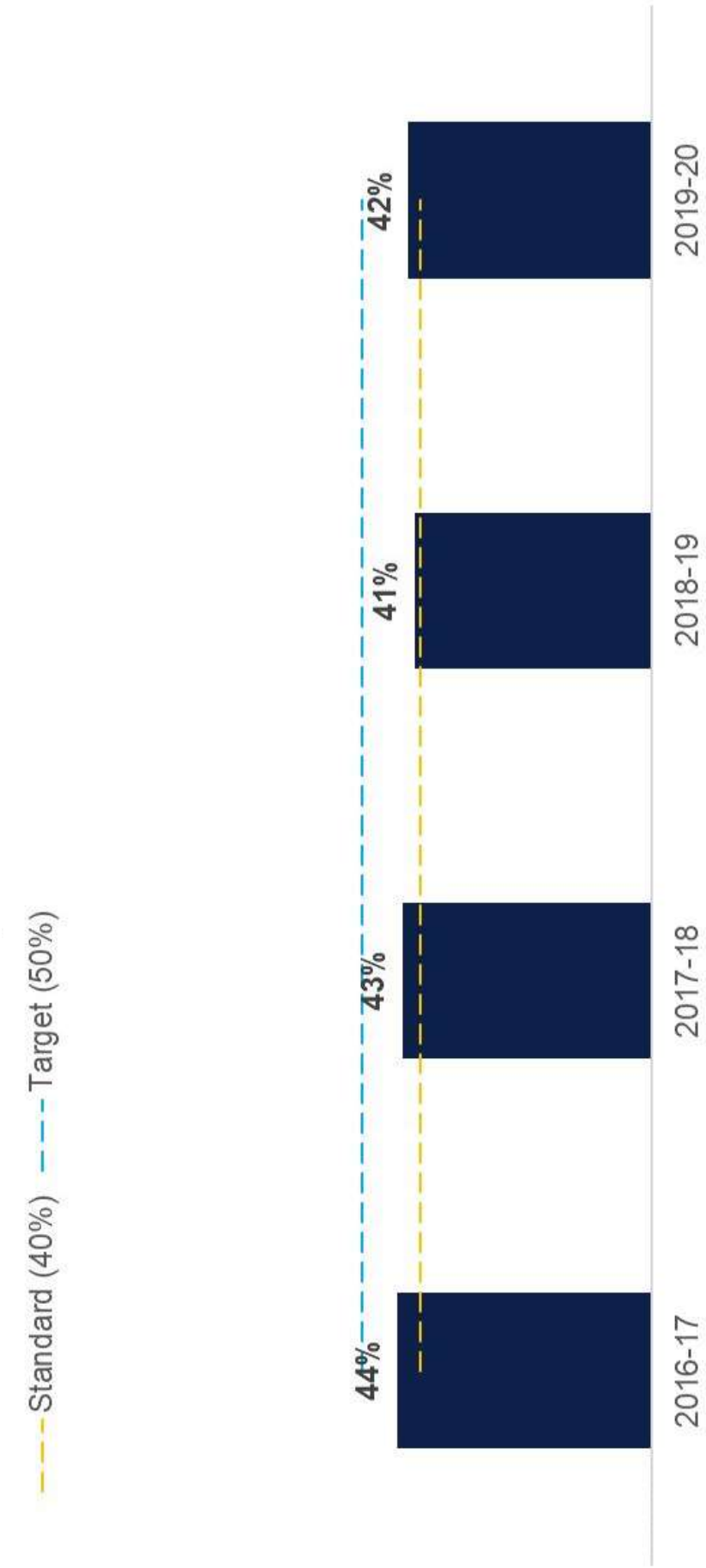
Strategic Goal 4: Increase Completion & Eliminate Equity Gaps **Key Performance Indicator (KPI)**

4-Year Completion Rate: Percentage of first-time 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.



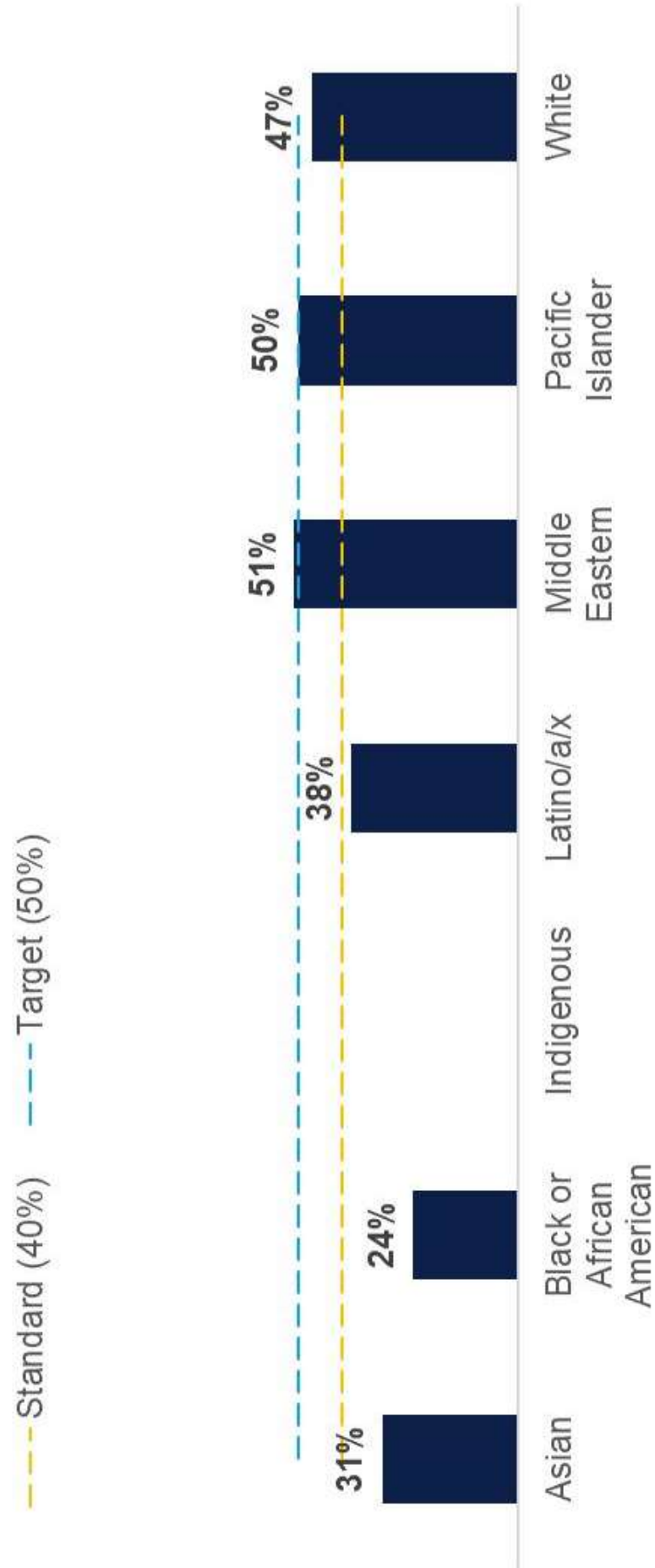
Strategic Goal 4: Increase Completion and Eliminate Equity Gaps

4-Year Completion Rate



Strategic Goal 4: Increase Completion and Eliminate Equity Gaps

4-Year Completion Rate by Race and Ethnicity



Note: The racially disaggregated graph excludes the “two or more races” and “unknown” categories; none of the students in the 2019-20 first-time student cohort identify as Indigenous

CONNECTING OUR GUIDED PATHWAYS EFFORTS: MENTI BOARD

What at our college helps keep students on the path to timely completion?

What barriers exist at our college that represent offramps for our students?



menti.com/algm1fskbupm

ADVANCING STUDENT PERSISTENCE & COMPLETION: INSPIRATION FROM OTHER COLLEGES

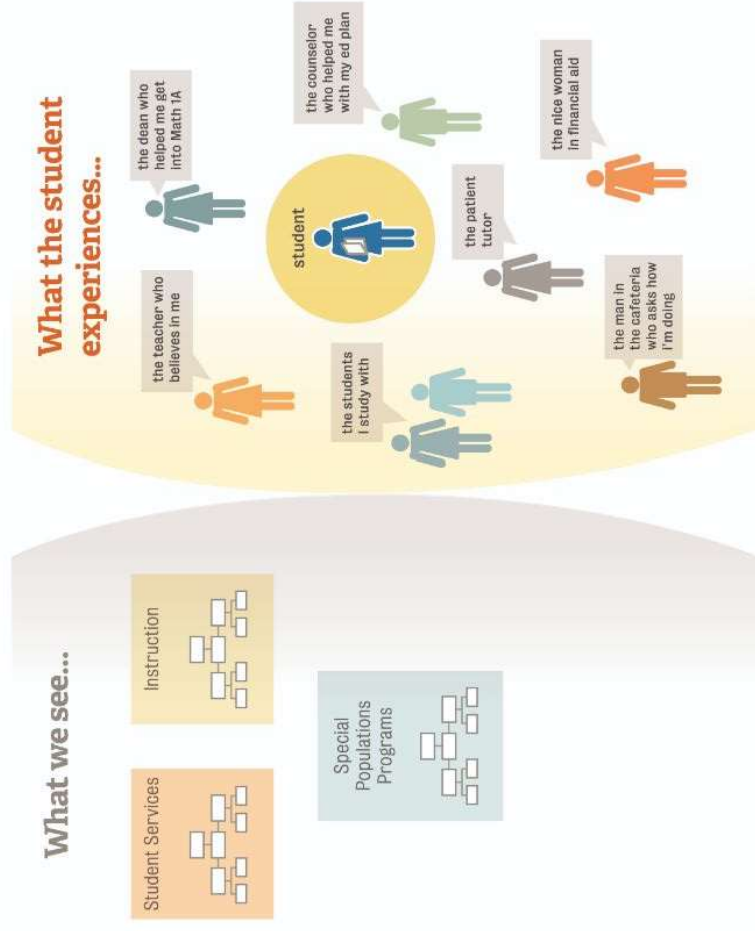
Odessa College - Drop Rate Improvement Program, which focused on strengthening connections between faculty members and students

Amarillo College - Culture of Caring Initiative, which focused on cross-functional teams to solve problems and cultivate innovation, increasing short-term classes and pathways to completion

Skyline College - Academic Coaching Model, in which students can sign up for one-on-one coaching and workshops to develop strategies for success

Honolulu Community College - College Achievement and Retention Experience program, in which students are assigned peer coaches to guide them with study skills, campus and community resources, and developing effective student-instructor relationships

ADVANCING STUDENT PERSISTENCE & COMPLETION: STUDENT SUPPORT (RE)DEFINED -THE RP GROUP



What can you do on your campus to rethink student support? For more information, visit <http://rpgroup.org/Student-Support>

ADVANCING STUDENT PERSISTENCE & COMPLETION: STUDENT SUPPORT (RE)DEFINED -THE RP GROUP

▶ **Directed** — students have a goal and know how to achieve it

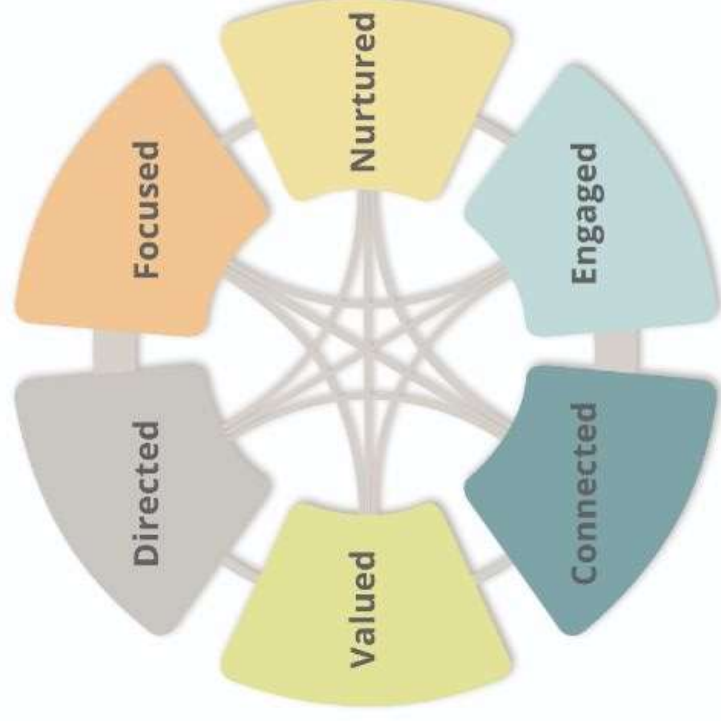
▶ **Focused** — students stay on track, keeping their eyes on the prize

▶ **Nurtured** — students feel somebody wants and helps them to succeed

▶ **Engaged** — students actively participate in class and extracurriculars

▶ **Connected** — students feel like they are part of the college community

▶ **Valued** — students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus, and feel their contributions are appreciated



Six Success FactorsSM
theRPgroup

Breakout Session 2:

30 minutes

Discuss what the College, your program, or you as a practitioner can do to keep students on the path and help them complete on time

REMEMBER TO PAUSE AND ASK FOR STUDENT INPUT ON EACH QUESTION

1-Minute Report-Outs

Next Steps

- IESE Office will collate and analyze the feedback received today
- Themes will be shared with IEC and other campus groups to inform the college Annual Action Plan for 2024-25

Thank you to our...

Facilitators.

Note-takers.

Students.

Everyone who participated today!

Please enjoy breaking
bread in community