

Student Equity and Achievement Program Produced: 10/04/2022 11:56 AM PDT Bri Hays

Cuyamaca College - Student Equity Plan (2022-25): Draft

Details

Assurances

Legislation

✓ I have read the legislation [Education Code 78220](#) and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

 [EDC_78220.pdf](#)

Additional 78220 Acknowledgement

✓ I read and have given special consideration to [Education Code 78220](#) section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Campus-Wide Equity Approach

[View Memo](#)

Race Consciousness in Equity Plan Development *

As the Center for Urban Education Report noted and the racially disaggregated student outcome data proves, there is a lack of intentionality in both effectively focusing on historically racially marginalized student groups and in changing classroom practices among most of the California Community Colleges. Cuyamaca College has done what many have been struggling with, as our Office of Institutional Effectiveness, Success and Equity (IESE) was established to intentionally approach the implementation of Student Equity from an institutional lens versus a programmatic one. From this approach, we have focused our equity work from within the classroom setting and working outwards into areas of student support to ensure we are addressing the actual racial inequities versus band-aids which only help a small percentage of students from historically racially marginalized communities. Additionally, this approach employs racially disaggregated data in identifying areas of need, strengths, and the implementation of adjustments to our ongoing equity efforts. With this in mind, the development of this Equity Plan supports our classroom as the center for racial equity approach, the use of racially disaggregated data, and remains grounded in the relevant literature in the field of racial equity in teaching and learning in education. While the literature within the CCC was limited, there was a plethora from the K-12 system and four-year institutions of higher education. All of which showed to be effective in promoting racial equity in their specific area of focus but seemed to be mostly focused on a singular approach, thus lacking a comprehensive focus on pedagogy, classroom practice and the practitioner assumptions of students from historically racially marginalized communities. As such, we focused on the development of a more holistic theoretical approach to operationalize within the space of CCC's classrooms which led us to synthesize the following four key approaches stemming from critical race theory (CRT): Culturally Responsive Teaching (Gay, 2018), Culturally Relevant Pedagogy (Ladson-Billings, 2014), Community Cultural Wealth (Yosso, 2005), and Educational Equity (Bensimon, 2018). The end result has been an Equity Plan centered on the classroom as the epicenter for social justice and racial equity for historically racially marginalized student groups, while still strengthening student support programs which continue to show promise and successful outcomes.

Summary of Target Outcomes for 2022-25

Successful Enrollment

Black or African American

3-year outcome: Increase the percentage of Black or African American students successfully enrolling by 10 percentage points

2-year outcome: Increase the number of Black/African American students successfully enrolled (fall term headcount) by 10%

American Indian or Alaska Native

3-year outcome: Increase the percentage of Native American students successfully enrolling by 20 percentage points

2-year outcome: Increase the number of Native American students successfully enrolled (fall term headcount) by 40%

Hispanic or Latino

3-year outcome: Increase the percentage of Latinx students successfully enrolling by 5 percentage points

2-year outcome: Increase the percentage of Latinx students enrolled (fall term headcount) by 5%

Completed Transfer-Level Math & English

Black or African American

3-year outcome: Increase the percentage of Black or African American students who successfully complete transfer-level math and English within 1 year by 5 percentage points

LGBT

3-year outcome: Increase the percentage of LGBTQ+ students who complete transfer-level math and English within 1 year by 10 percentage points

Persistence: First Primary Term to Secondary Term

Black or African American

3-year outcome: Increase the term-to-term persistence rate for Black/African American students by 10 percentage points

Hispanic or Latino

3-year outcome: Increase the term-to-term persistence rate for Latinx students by 10 percentage points

Transfer

Black or African American

3-year outcome: Increase the transfer rate for Black/African American students by 5 percentage points

LGBT

3-year outcome: Increase the transfer rate for LGBTQ+ students by 10 percentage points

Hispanic or Latino

3-year outcome: Increase the transfer rate for Latinx students by 5 percentage points

Completion

Black or African American

3-year outcome: Increase the completion rate for Black/African American students by 5 percentage points

American Indian or Alaska Native

3-year outcome: Increase the completion rate of Native American students by 10 percentage points

District Contact Information Form

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Equity Plan Reflection

2019-22 Activities Summary

- Continue to Advance Acceleration and Co-requisite Support in Math, English, and ESL
- Expand Outreach Efforts
- Enhance Student Intake Process
- Develop a Comprehensive Orientation Process
- Continue and Expand Equity-minded Professional Development

- Expand Professional Development to Create an Inclusive Learning Environment for LGBTQ+ Students
- Connect Students with Learning Assistance
- Develop Student Success Teams
- Enhance Learning Communities
- Enhance Existing Program Maps
- Improve Graduation Application and Inreach Process
- Launch Career Services Center
- Create Clear Pathways for Transfer
- Continue Student Validation and Engagement Activities

Key Initiatives/Projects/Activities *

The key initiatives and activities implemented in 2019-22 which support student equity across all areas of our college were centered on changing existing racially inequitable structures, processes, and traditional Eurocentric, meritocratic teaching practices which use White as the racial standard in the academic setting. These initiatives and activities included the full implementation, and later a refining of our accelerated math, English, and ESL pathways, which did away with remedial education. The development and implementation of a yearlong cohort-based program of professional development for instructional faculty grounded in critical race theory in Higher Education approaches, a theory of behavioral change, and the use of course-level racially disaggregated data, the Equity-Minded Teaching and Learning Institute. The re-envisioning of the professional development office to the Teaching and Learning Center under the Office of Institutional Effectiveness, Success, and Equity, to intentionally develop and expand the offering of equity-minded training for faculty and staff. Additionally, the process for students to apply for graduation was revised to be student centered instead of institution centered, thus making it a much simpler process to access and complete. The creation of Resources for Immigrant Students in Education (RISE), a program for undocumented status students, and a physical space for the program to exist both easily accessible and safe for RISE students. The establishment of an UMOJA program within Counseling Services which vastly improved outreach efforts within our local Black/African American Community. Guided Pathways efforts were transitioned into the the same leadership as Student Equity which led to an integrated approach and improvements in student on-boarding process, developing Academic and Career Pathways (ACPs), participation of classroom faculty in outreach and in-reach efforts, plus a focus on creating student facing Academic/Degree Maps.

Evidence of Decreased Disproportionate Impact *

Cuyamaca College has expanded its annual planning workshops and created more robust data tools for college practitioners to access to inform decision-making. As part of the College's annual planning workshop series, data were disaggregated by race/ethnicity and gender for a number of performance measures. Ultimately, the College focused on both leading indicators, such as course success rates and enrollment and throughput, as well as lagging indicators, such as persistence, awards conferred, and transfer. The most recent data on the College's key performance indicators has shown positive moment in student completion of transfer-level math and English, with equity gaps nearly eliminated for Latinx students. However, it should be noted that equity gaps exist among Black/African American students, Native American students, and Pacific Islander students. Since Fall 2019, the College has seen a significant decline in enrollment, with disproportionate decreases in the number of Black/African American, Native American, and Pacific Islander students enrolling in classes. Outreach plans were greatly hindered by the pandemic, which made activities in the community difficult if not impossible in 2020 and 2021.

2022-25 Planning Efforts *

The 2019-22 student equity plan cycle was critical in allowing the college to pilot equity efforts both in a intentional shift to a more classroom centered approach, and in being proactive to address inequities for historically racially marginalized student populations. As a result, promising efforts in the teaching and learning space were provided necessary support, while also creating significant efforts in areas of student engagement, mental health, food insecurities, tutoring, and for undocumented status, Chicano(a), Native American, and Black students. Additionally, the 2019-22 equity plan cycle provided the college the opportunity to asses existing efforts which showed improvement or promise either via racially disaggregated outcome data, quantitative and or qualitative participant data. Either piloting equity efforts or assessing ongoing equity efforts allowed for

the college to shift priorities being responsive towards equity efforts showing promising outcomes, and also informing our planning efforts for 2022-25.

Pandemic Acknowledgement

✓ Interrupted Work Fully

Provide an explanation (optional)

The onset of the pandemic forced us to pivot all our equity efforts and shift priorities based on the new remote environment and the temporary closure of our campus. While there were areas that found ways to shift programs and services remotely, there were others that had to be paused and in some cases have yet to resume.

✓ Catalyzed Work

Provide an explanation (optional)

In the area of teaching and learning, the pivot to fully remote instruction actually provided us an opportunity to help our instructional faculty not only learn to teach in the online environment, but rethink their pedagogy and practice as it pertained to students from historically racially marginalized communities, plus the use of technology in the student learning process. Our yearly offering of the Equity-Minded Teaching and Learning Institute successfully pivoted to a remote environment and infused approaches from the online teaching and learning environment. Additionally, our college offered online teaching and learning training inclusive of equity-minded practices for all our instructional faculty who had not taught in the online environment. As far as our equity efforts in the area of student support, we successfully shifted access to personal counseling, food and housing insecurities, academic advising, technology, and tutoring services to a remote environment. Student support programs such as UMOJA, Rise, and Pathway Academy were all able to shift into a remote environment successfully. Within our Guided Pathways efforts which are embedded into our equity efforts, we were able to identify the need for an improved web presence on our homepage. As a result, we pivoted to improve our web presence and make our Academic and Career Pathways (ACPs) much more accessible and easier to navigate with smartphones.

✓ Delayed Work

Provide an explanation (optional)

One of the areas within our equity efforts where we had more challenges than successes was in student engagement and validation. Creating community with students from historically racially marginalized communities was tough in the remote environment, and while we did pivot to online efforts with our Culture and Community Circles the student response was not as well received as we hoped it would be. This was an even larger challenge within our engagement efforts with the local historically racially marginalized communities we serve as all our outreach and campus efforts were postponed and some have remained dormant due to the ongoing pandemic. This included yearly participation in Chicano Park Day, the Pacific Islander Festival, and the hosting of a yearly Powwow, Educational and Leadership Conference, and Juvenile Court and Community Schools Day.

Executive Summary URL *

https://intra.cuyamaca.edu/college-info/planning/2019%20Student%20Equity%20Plan%20Executive%20Summary_Final.pdf

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Black or African American	✓	✓	✓	✓	✓
American Indian or Alaska Native	✓	×	×	×	✓
LGBT	×	✓	×	✓	×
Hispanic or Latino	✓	×	✓	✓	×

Successful Enrollment

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The statewide CCCApply application is lengthy and can be burdensome for students. In addition, the District's registration system has made it challenging for students to navigate the class schedule and find the classes they need when they need them. Making it through the application, which can take over an hour and includes myriad questions, some of which can come off as invasive, is enough of a challenge, but then making it from that point into a class is a whole other issue. In addition, while the College has an Umoja program, its capacity is limited at the moment, and the College does not have a Black Studies program at this time. These two programs could serve as a significant draw for the region's Black or African American students. Furthermore, the College has historically struggled to hire and retain Black or African American faculty members. This may be due in part to what may be not be an campus climate for Black or African American employees, particularly faculty. These are areas in which the College is focusing heavily through its 2022-2028 Strategic Plan. However, at present, these institutional factors may all be contributing to the low percentage of successful enrollments for Black and African American students.

Structure Evaluation

Current Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

As noted previously, the statewide CCCApply application is lengthy and can be burdensome for students. The registration system is problematic for students as well, and the District has targeted this as an area of focus for IT. These are areas in which the College is focusing heavily through its 2022-2028 Strategic Plan. However, at present, these institutional factors may all be contributing to the low percentage of successful enrollments for Black and African American students.

- × Other

Ideal Structure

- × Instruction
- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✓ General Operations (A&R, Parking, Campus Policing, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

While outside the College's control, the CCCApply application could and should be streamlined. Connections between the students' responses on the application and support services should be clear and efficient. Black or African American students in particular would benefit from an application process that connected them with appropriate services, support, and most importantly, a community.

- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Change at the system-wide level for CCC Apply would help with streamlining the application process. More immediate transfer of information from CCC Apply to the District student information system would create more efficiencies, helping students connect with points of contact in the Admissions and Records office (via proactive outreach) as well as other service areas and perhaps most importantly, students will be able to obtain their student ID numbers and complete the rest of the matriculation process more expediently. While these improvements will help all students, the hiring of a full-time Umoja counselor and expansion of the College's new Ethnic Studies program will allow help guide College outreach that specifically addresses the needs of the Black/African American community. In addition, as part of the College's 2022-2028 Strategic Plan, the College is expanding community partnerships with a focus on outreach to communities of color.

Action

Action Steps *

As noted above, the College is expanding its community outreach efforts with an emphasis on communities of color. In addition, to close equity gaps for Black/African American students:

- The College is hiring a full-time Umoja counselor.
- The College will identify a space and resources to launch a new Umoja Center for Black/African American students to build community and receive support services.
- The College is hiring its first full-time instructor for the new Ethnic Studies program. The investment in these positions, as well as the College's emphasis on creating more anti-racist campus through intentional professional learning and constant re-examination of policies and practices, are intended to create a more welcoming environment for Black/African American students.
- The College is also taking up a Strategic Enrollment Management project, with assistance from the CCCCO SEM Academy and coaching, focused on building a student-centered schedule, which takes into account the diverse populations the College serves and the specific needs for modality, short-term and full-term classes, as well as day/evening classes. This project is also focused on the College's two-year course rotation, meaning that major courses are offered on a two-year rotation - and that the rotation/schedule is up to date for use in student education planning - so that students can graduate within two years if that is their path.
- The College will expand and improve outreach and communication specifically for the Black/African American community and in underserved zip codes within the College's service area (e.g., Lemon Grove, Spring Valley).
- The College will incorporate family activities into its outreach and community events and activities and will ensure a presence at external events that celebrate Black/African American culture and excellence.
- The College will increase communications and outreach regarding available scholarships and financial aid.
- The College will expand orientation and onboarding events in both remote and in-person formats.
- The College will work with the District to streamline enrollment/registration process.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- ✓ Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

As noted above, refining of the CCCApply application would be very helpful. In addition, funding for proof-of-concept pilots on anti-racist communities of practice and other interventions would be beneficial for colleges to have access try new things to specifically address equity gaps among Black/African American students.

American Indian or Alaska Native

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Historically, Native American students have experienced significant barriers to education, many of which pre-date the existence of the College ("residential" or "boarding" schools which removed Native American children from their families), exclusion from higher education, extremely limited technology resources on reservations, and forced assimilation. Furthermore, there are few Native American full-time faculty members across the California Community College system. This is also true for Cuyamaca College. In addition, until 2017, the College did not offer any degrees in Native American studies. Since that time, the College has invested in the Kumeyaay Studies program, including the hire of a full-time faculty member and coordinator for the program. The College is working to overcome the systemic barriers of underrepresentation through partnerships with Kumeyaay Community College, the creation of a Kumeyaay Village on the college campus, and its investment in continuing and expanding the Kumeyaay Studies program to preserve the Kumeyaay language, culture, and way of life while educating those in the San Diego region and beyond about the history of the unceded Kumeyaay land on which the College sits.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The College currently employs only a few faculty (including one full-time and a couple of part-time) faculty in the Kumeyaay Studies program. In order to preserve the program and increase effective outreach to the Kumeyaay Community, the College will need to expand its efforts to bring Native American students into this program as well as into other programs at the College. The pandemic disproportionately impacted the enrollment in this program, and it will be critical for the College to bring this program back up to its previous enrollment and beyond as well as increase the overall number of Native American students enrolled at the College. This will require that classes both in the program and outside of the program create inclusive and validating learning environments for Native American students.

✗ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

- ✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

In order to create a more inclusive and validating learning environment for Native American students, the College will need to expand professional development focused on decolonizing syllabi, classroom spaces, and learning materials and activities across all discipline areas.

- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Professional learning opportunities focused on creating decolonized classrooms will help create more inclusive learning experiences for Native American students beyond Kumeyaay Studies classes. In addition, intentional outreach to Native American students for the College's Academic and Career Pathways will help create a streamlined and community-focused path to degree and certificate completion.

Action

Action Steps *

Action steps to close equity gaps for Native American students include:

- The College will expand equity-minded professional development with a focus on Native American students and decolonizing the student experience both inside and outside the classroom.
- The College will work closely with Kumeyaay Community College and through community-based activities to increase recruitment and outreach specifically for Native American students.
- The College will increase communications regarding its Kumeyaay Studies program and Kumeyaay Village to boost outreach efforts.
- The College will gather data and feedback to assess programmatic support needs and implement support services for Indigenous students.
- The College will conduct research and gather information on evidence-based practices from Tribal Colleges.
- The College will explore creating affinity groups to build community, particularly among Native American students.
- The College will provide technology support in the form of laptop and wifi hotspots for Native American students with technology needs.
- The College will increase communication around programs and scholarships specifically for Native American students.

- The College will expand outreach activities and on-campus events to include families whenever possible.
- The College will increase the hiring and retention of diverse employees, including Native American employees, to better represent the Indigenous communities in the region.
- The College will maximize access to courses by offering courses in a variety of modalities, times of the day, days of the week, and lengths to meet student needs.
- The College will identify a dedicated space to build community and provide support for Native American students.
- The College will increase communications and outreach regarding available financial aid.
- The College will expand orientation and onboarding events in both remote and in-person formats.
- The College will work with the District to streamline enrollment/registration process.
- The College is also taking up a Strategic Enrollment Management project, with assistance from the CCCC SEM Academy and coaching, focused on building a student-centered schedule, which takes into account the diverse populations the College serves and the specific needs for modality, short-term and full-term classes, as well as day/evening classes. This project is also focused on the College's two-year course rotation, meaning that major courses are offered on a two-year rotation - and that the rotation/schedule is up to date for use in student education planning - so that students can graduate within two years if that is their path.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- ✓ Strategic and Operational Communication

Explanation of Supports Needed

Additional system-wide efforts to increase representative of Native American students in system communication and advocacy would be very helpful.

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for

our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Longstanding inequities in access to higher education for Latinx students continue to impede enrollment among Latinx students. Language barriers (limited translation of documents and applications), a cumbersome application and registration system, and limited community outreach are likely perpetuating inequities for Latinx students at the College.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The College currently has neither a Puentes program nor a Chicano Studies program. While there has been a significant investment in equity-minded professional development, in-reach, and community-building activities focused on Latinx students through the College's previous Title V HSI grant, the grant ended, and the College is only able to support a fraction of those resources and activities.

- ✗ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

As with other student populations, outreach, the application and registration systems, and limited translation of important documents, applications, and materials for this population have continued to create barriers, even as this population is now the largest racial/ethnic group at the College.

- ✗ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Diversifying both full and part-time classroom faculty to better represent the Latinx population, a continued commitment to fund and advocate for participation in the Equity-Minded Teaching and Learning Institute, and the development of a Chicano Studies program to expand upon the current Ethnic Studies offerings for this community.

- ✗ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✗ General Operations (A&R, Parking, Campus Policing, etc.)
- ✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Additional outreach focused specifically on Latinx students and partnerships with community organizations will be critical to increasing overall enrollment and successful enrollment (enrollment rate) for this population.

In addition, the creation of Puente program on campus as well as the expansion of the College's new Ethnic Studies program will be critical to increasing recruitment and access among Latinx students.

Action

Action Steps *

Action steps to close equity gaps for Latinx students include:

- The College will open its new Together We Rise center, which includes a dedicated space for building community among Latinx students as well as support for undocumented students and other student programs and services.
- The College has a commitment to continue the Equity-Minded Teaching and Learning Institute, expand Ethnic Studies courses, and begun initial discussions for the creation of a Puente program.
- When launched, this new Puente program will create ties with community organizations and mentors for Latinx students.
- The College is expanding outreach and partnerships with community organizations with an emphasis on Latinx students.
- The College will continue and expand the translation of critical documents and materials in Spanish.
- The College will increase communications and outreach regarding available scholarships and financial aid.
- The College will expand orientation and onboarding events in both remote and in-person formats.
- The College will work with the District to streamline enrollment/registration process.
- The College is also taking up a Strategic Enrollment Management project, with assistance from the CCCC SEM Academy and coaching, focused on building a student-centered schedule, which takes into account the diverse populations the College serves and the specific needs for modality, short-term and full-term classes, as well as day/evening classes. This project is also focused on the College's two-year course rotation, meaning that major courses are offered on a two-year rotation - and that the rotation/schedule is up to date for use in student education planning - so that students can graduate within two years if that is their path.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- ✓ Technology Investments & Tools
- × Proof of Concept Pilots

- × Strategic and Operational Communication

Explanation of Supports Needed

Streamlining the CCCApply application and creating infrastructure for Spanish translation in technology solutions as well as investment in systems that will increase efficiency of system processes would be helpful.

Completed Transfer-Level Math & English

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Due to longstanding systemic inequities, Black/African American students have experienced significant barriers in accessing transfer-level math and English classes. Basic skills/developmental pipelines that were created based on inaccurate and biased placement tests represented some of the biggest barriers to Black/African American student throughput (successful completion of transfer-level math and/or English classes). While Cuyamaca College eliminated the use of placement tests and the basic skills sequences for math and English were decommissioned years ago, gaps in success rates in transfer-level math and English classes and math and English throughput still exist for Black/African American students. This points to conditions inside the classroom as well as course materials and possibly even class policies. In addition, the campus sought to assess climate for Black or African American students through the National Assessment of Collegiate Campus Climate, the results were limited as the number of Black or African American respondents was small overall (n=22) and even smaller for specific climate items. Among the students who did respond to specific climate survey items, the results were inconclusive. Additional measures of climate are needed with a specific focus on Black/African American students.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

One of the biggest barriers to Black/African American student success is the lack of representation in classroom faculty. The college does not have even one Black/African American instructional faculty member. This is a significant issue and is something that must be addressed, as noted in the College's 2022-2028 strategic plan. The lack of representation among instructional faculty is a major barrier to Black/African American student success in math, English, and other discipline areas. The College and District are aware of this inequity in hiring and retention and recently revised hiring processes for all employees, with special focus on faculty hiring.

- ✗ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✗ General Operations (A&R, Parking, Campus Policing, etc.)
- ✗ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

An ideal structure would include equitable hiring processes, policies, and practices that result in representation among instructional faculty. In addition, the expansion of the College's new Ethnic Studies program, particularly if it includes Black Studies classes, should help create a more welcoming environment to incoming Black/African American students. Furthermore, professional development focused specifically on creating learning environments in which Black/African American students can thrive, will help change the campus culture to one focused on Black excellence.

- ✗ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✗ General Operations (A&R, Parking, Campus Policing, etc.)
- ✗ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College's work on equitable hiring practices and processes will help the College address representation in employees, and specifically among classroom faculty. In addition, creating and supporting affinity groups and providing more opportunities for employees -- particularly Black/African American employees -- to connect and build community will help the College retain Black/African American faculty. Furthermore, additional professional development focused on supporting Black excellence inside and outside the classroom will help the College to become a more equity-minded institution.

Action

Action Steps *

To close equity gaps for Black/African American students:

- The College will expand professional development specifically focused on supporting Black/African American student success.
- The College will explore the creation of affinity groups to include a Black/African American affinity group.
- The College will hire a full-time Umoja counselor to coordinate the program and build learning communities to support Black/African American student retention and success.
- The College will also launch the new position of Open Educational Resources (OER) Faculty Coordinator, which will help expand the use of OER in a variety of disciplines, including math and English.
- The College will support faculty in incorporating more Black/African American perspectives into courses and curriculum through professional development.
- Increase communication to students about the importance of taking and completing math and English courses in their first year.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Provide resources and support for improving outcomes for Black/African American students in the classroom, with a specific focus on math and English. While access has been improved, and equity gaps have been nearly eliminated for some groups, equity gaps persist for Black/African American students. Evidence-based approaches would help colleges address systemic inequities as well as classroom policies and practices that help or hinder Black/African American student success.

LGBT

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that

impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Currently, the College has very limited data on LGBTQ+ students. This is a significant challenge and one that needs to be addressed. Furthermore, while the college has invested in SafeZones training and has launched an LGBTQ+ student organization; however, equity gaps still exist for this group, and the climate for LGBTQ+ students is in need of improvement. There is currently no designated space for LGBTQ+ students on the campus.

Structure Evaluation

Current Structure

- × Instruction
- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

The College needs to create a more welcoming and inclusive environment for LGBTQ+ students. Providing wrap-around services in a safe, validating environment would help LGBTQ+ students feel more supported inside and outside of the classroom. Furthermore, expanded SafeZones training would provide the much-needed professional learning for employees, and classroom faculty in particular, to help create more opportunities for LGBTQ+ student success in math, English, and in other disciplines.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

- × Instruction
- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Expanded SafeZones training for all employees, with an emphasis on instructional faculty, would help facilitate this shift. In addition, creating a space for LGBTQ+ students to feel safe and be able to receive the support and assistance they need would help facilitate this shift.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

As previously mentioned, expanded SafeZones professional development, specifically for math and English faculty members as well as other instructional faculty, is necessary to improve math and English "throughput"

for LGBTQ+ students. Furthermore, a space designated for LGBTQ+ students would help support LGBTQ+ student success inside and outside of the classroom.

Action

Action Steps *

To close equity gaps for LGBTQ+ students:

- The College will expand SafeZone training with a focus on instructional faculty.
- The College will also invest in creating a new LGBTQ+ center to ensure there is a designated space with wrap-around support services for LGBTQ+ students to feel welcome, validated, be able to access support services, study, and build community.
- The College will continue to prioritize direct services for LGBTQ+ students through its Cuyamaca Cares program.
- The College will designate a specific mental health counselor to serve the LGBTQ+ population.
- The College will support faculty in adding LGBTQ+ representation and awareness to curriculum and course materials through professional development.
- The College will also launch the new position of Open Educational Resources (OER) Faculty Coordinator, which will help expand the use of OER in a variety of disciplines, including math and English.
- Increase communication to students about the importance of taking and completing math and English courses in their first year.

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- ✓ Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Given the limited data available at the College level, it would be helpful for the CCCC to provide more information on evidence-based practices to support LGBTQ+ student success, particularly in math and English courses. It would also be helpful to have more resources on how to appropriately access sensitive data and use it to improve outcomes for LGBTQ+ students.

Persistence: First Primary Term to Secondary Term

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Cuyamaca is no different than all higher education structures in the United States, as there is a longstanding history of intentional and unintentional anti-Black structures, policies and practices which continue to permeate in the existing culture of the college. The result is evident, aside from the equity gaps in all outcomes for Black and African American students, there are no full-time Black or African American classroom faculty at the college and only a handful of part-time faculty, no Black or African American Administrators in instruction, the college does not yet have a space for Black and African American students to convene in community and receive resources and academic support, and physically there is no evidence of the college being welcoming to the population.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Since Black/African American students are rarely able to see themselves and their cultures in the curriculum, classroom practices, and college practitioners, there are limited opportunities to build cultural community and connection to college academic programs and faculty. These challenges impede persistence

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Without a dedicated space for fostering and reinforcing of cultural community, support, and mentoring, Black/African American students may not feel a sense of connection to the campus or validation of their social and cultural experiences, which may lead to attrition. In addition, the College currently has only a handful of Black or African American employees, which makes it difficult for Black/African American students to see themselves in the faculty and create a meaningful connection to the college.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

- ✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Ideally, the College would increase the number of Black or African American full time and part-time classroom faculty, and administrators within the division of Instruction. The College has already identified a strategic goal of increasing hiring and retention of employees to represent the diverse communities it serves. In addition, the College has already begun revising its hiring practices to be more equity-minded. Strongly encouraging all newly-hired full-time classroom faculty to participate in the Equity-Minded Teaching and Learning Institute is something that needs to be the norm. In addition, the College should ensure all employees in participate in professional learning centered on Black excellence and recognizing and dismantling Anti-Blackness in higher education.

- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Designate a space where Black and African American students can convene to create community and receive student services, including UMOJA, and have direct student access to other support services, such as financial aid, EOPS, Cal-Works, DSPS, Tutoring, and Cuyamaca Cares. Staff within this designated space would be representative of the Black and African American Community and trained on racial equity and Black excellence in higher education spaces.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The College and District is currently piloting new hiring procedures, which are expected to result in more equitable hiring of employees and greater representation of Black/African American practitioners. The College will also need to strongly encourage newly-hired faculty (both part-time and full time) to participate in the Equity-Minded Teaching and Learning Institute. The College will also need to develop professional development for all levels of leaders focused on supporting Black/African American students and dismantling anti-Blackness. Identify a physical space for the creation of a Umoja Center with direct student access to services such as financial aid, EOPS, Cal-Works, DSPS, Tutoring, and Cuyamaca Cares.

Action

Action Steps *

To close equity gaps for Black/African American students, the College will:

- Actively support the development, implementation, assessment, and continuous improvement of an Equal Employment Opportunity program, including equity-minded hiring practices
- Ensure anti-Blackness is being addressed appropriately across the campus
- Develop and open an Umoja Center (identify a physical space, allocate resources, and provide professional development for faculty and staff working within the center)
- Increase participation in the Umoja program
- Provide resources and support for the Equity-Minded Teaching and Learning Institute and department efforts branching off it focused on addressing racial inequities in student outcomes in the classroom
- Expand outreach efforts in the local Black/African American Community
- Develop a program for professional development for all employees to center on Black excellence and address anti-Blackness
- Increase hiring and retention of Black/African American employees
- Create learning communities focused on building connections among Black/African American students
- Ensure Black/African American representation among peer mentors and tutors
- Conduct focus groups to learn how Counseling Services can improve outreach and support for Black/African American students

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Technical assistance and professional development (similar to IEPI Partnership Resource Teams) on the following would be helpful:

- Bringing various supports into student cultural centers, such as the Umoja Center the College is seeking to create, given the limited staffing of a small college
- Leveraging resources for the most high-impact support for Black/African American students.

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Cuyamaca is no different than all higher education structures in the United States, as there is a longstanding history of intentional and unintentional structures reinforcing White as the racial standard, thus resulting in policies and practices embedded in the culture of the college which continue to create racial disparities for Chicana/o and Latinx students.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Although the College is an Hispanic Serving Institution and has intentionally worked to increase representation of Latinx students among employees, Chicana/o and Latinx students may still not be able to see themselves and their cultures in the curriculum, classroom practices, and practitioners. This may lead to a lack of cultural community and connection to their academic programs and faculty, thus hindering persistence.

- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

× Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The College has established a dedicated space for fostering and reinforcing cultural community, support, and mentoring among Latinx students. However, more work is needed to ensure Latinx representation among employees. In addition, the College must increase awareness of its new Together We Rise Latinx student center to expand access and utilization of center services. In addition, the College does not currently have a program, such as Puente, focused specifically on Latinx students.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

District and college hiring processes and procedures are currently being re-envisioned and piloted. These new processes need to be continually assessed and improved. The College needs to continue to fund and encourage newly-hired faculty (both part-time and full time) to participate in the Equity-Minded Teaching and Learning Institute. In addition, the College needs to develop a program for professional development for all employees (not just faculty) to help address racial inequities in their sphere of influence within the college. Furthermore, the College needs to discuss and create an action plan on how the college can best function as an Hispanic Serving Institution.

Action

Action Steps *

To address equity gaps for Latinx students, the College will:

- Actively support the development, implementation, assessment, and continuous improvement of an Equal Employment Opportunity program, including equity-minded hiring practices
- Re-invigorate outreach efforts for Latinx students
- Expand participation in the new Together We Rise Latinx student center
- Explore the development of a Puente program and learning community to support Latinx students

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Research on effective practices to support Latinx students in the California Community College system would be helpful. A meta-analysis of evidence-based approaches on campuses would help inform this work.

Transfer

Black or African American

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Cuyamaca is no different than all higher education structures in the United States, as there is a longstanding history of intentional and unintentional anti-Black structures, policies and practices which continue to permeate in the existing culture of the college. The result is evident, aside from the equity gaps in all student outcomes for Black and African American students, there are no full-time Black or African American classroom faculty at the college and only a handful of part-time faculty. Furthermore, the College has not yet created a space for Black and African American students to convene in community and receive resources and academic support. While not specific to transfer, these issues may impact each step of the student journey, including transfer.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Currently, few Black/African American students access Transfer Center services. The reasons for this are currently being explored by the Equity in Transfer Task Force. In addition, implicit bias may be impacting the formal or informal interactions Black/African American students experience on campus, which may hinder Black/African American student transfer. Transfer is often seen on campus as the responsibility of just one office, when in reality it is the responsibility of the entire campus.

- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

× Instruction

- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

To reach an institutional approach to transfer, there must be a cultural change to how we currently see and approach the function of transferring to a University. This cultural change must include both student services areas (including the Transfer Center) and instructional areas (including instructional faculty) as well as pathways leaders. A shared responsibility across the College for equitable transfer is needed.

Action

Action Steps *

To close equity gaps for Black/African American students, the College will:

- Continue the Equity in Transfer Task Force and advance its work through data and information
- Launch and continuously assess and refine its transfer Canvas shell to improve access to transfer-related information
- Identify barriers to Black/African American student transfer
- Develop research experiences and partnerships with 4-year institutions for Black/African American students
- Increase Umoja program participation
- Expand transfer recognition ceremonies
- Hire 4-year university students as peer mentors and tutors, with an emphasis on Black/African American students
- Build more relationships with transfer partner institutions to ensure transferring students have a network of support across support programs and among faculty at both levels
- Increase promotion of HBCUs to students and faculty
- Connect transferring Black/African American students with student organizations and programs to support their success
- Develop an advisory committee with 4-year partner institutions
- Provide resources for field trips to transfer institutions

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- ✓ Data & Research
- × Policy & Regulatory Actions

- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Additional research on barriers to transfer among Black/African American students and how to dismantle them would be very helpful.

LGBT

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

While the College has an LGBTQ+ student organization, does not yet have a space or center for LGBTQ+ students. Nor does it have support structures specifically for this population. In addition, institutional and systemic racism directly intersects with the academic journey for LGBTQ+ students and it creates additional inequities for this population. The transfer function and process are not immune to this issue and are in need of being re-envisioned for equitable outcomes for the LGBTQ+ student population.

Structure Evaluation

Current Structure

- ✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

To reach an institutional approach to transfer, there must be a cultural change to how we currently see and approach the function of transferring to a University. This cultural change must include both student services areas (including the Transfer Center) and instructional areas (including instructional faculty) as well as pathways leaders. A shared responsibility across the College for equitable transfer is needed.

- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)

- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

- ✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

An institutional approach to transfer where practitioners from within instruction and student services would share responsibility for planning and implementing transfer efforts. This would be a shared process of educating all students in the opportunities for transfer to a University, promoting the attainment of a Bachelor's degree in appropriate academic disciplines, plus advising and assisting students in the process.

- ✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

An institutional approach to transfer where practitioners from within instruction and student services would share responsibility for planning and implementing transfer efforts. This would be a shared process of educating all students in the opportunities for transfer to a University, promoting the attainment of a Bachelor's degree in appropriate academic disciplines, plus advising and assisting students in the process.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

To reach an institutional approach to transfer, there must be a cultural change to how we currently see and approach the function of transferring to a University. This cultural change must include both student services areas (including the Transfer Center) and instructional areas (including instructional faculty) as well as pathways leaders. A shared responsibility across the College for equitable transfer is needed.

Action

Action Steps *

To close equity gaps for LGBTQ+ students, the College will:

- Continue the Equity in Transfer Task Force and advance its work through data and information
- Launch and continuously assess and refine its transfer Canvas shell to improve access to transfer-related information
- Identify barriers to LGBTQ+ student transfer
- Launch a new LGBTQ+ center, which will include peer mentors other resources specifically for LGBTQ+ population

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- ✓ Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Research and data on the biggest barriers to transfer for LGBTQ+ students would be very helpful so that we can address these barriers locally.

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Cuyamaca is no different than all higher education structures in the United States, as there is a longstanding history of intentional and unintentional structures and systems promoting White as the racial standard, as a result the policies and practices in place continue to permeate the existing college culture. The transfer function and process are not immune to this issue and are in need of being re-envisioned for equitable outcomes for the Chicana/o and Latinx student populations.

Structure Evaluation

Current Structure

- ✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Transfer is not centered within the classroom or a collaborative process with instruction, it is more often just referring students to an individual in counseling who is deemed as the responsible party for all transfer students within the college. This approach to transfer is archaic, serves the few who are aware of the resource, and transfer data has proven it to be ineffective, especially for student from historically racially marginalized communities.

- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Ideal Structure

- ✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

An institutional approach to transfer where practitioners from within instruction and student services would share responsibility for planning and implementing transfer efforts. This would be a shared process of educating all students in the opportunities for transfer to a University, promoting the attainment of a Bachelor's degree in appropriate academic disciplines, plus advising and assisting students in the process.

- × Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

To reach an institutional approach to transfer, there must be a cultural change to how we currently see and approach the function of transferring to a University. This cultural change must include both student services areas (including the Transfer Center) and instructional areas (including instructional faculty) as well as pathways leaders. A shared responsibility across the College for equitable transfer is needed.

Action

Action Steps *

To close equity gaps for Latinx students, the College will:

- Continue the Equity in Transfer Task Force and advance its work through data and information
- Launch and continuously assess and refine its transfer Canvas shell to improve access to transfer-related information
- Identify barriers to Latinx student transfer
- Expand utilization of the Together We Rise Latinx student center, including services, support, peer mentors, and other resources for Latinx students on campus

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Research, guidance, and other information on how to effectively support transfer for Latinx students would be helpful.

Completion

Black or African American

Areas of Completion

Areas of Completion *

- × Adult Ed/Noncredit Completion
- ✓ Certificate Completion
- ✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

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our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Cuyamaca is no different than all higher education structures in the United States, as there is a longstanding history of intentional and unintentional anti-Black structures, policies and practices which continue to permeate in the existing culture of the college. The result is evident, aside from the equity gaps in all outcomes, there are no full-time Black or African American classroom faculty at the college and only a handful of part-time faculty. In addition, the College does not yet have a space for Black and African American students to convene in community and receive resources and academic support. Each of these issues may be impacting student completion.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Black and African American students are rarely able to see themselves and their cultures in the curriculum, classroom practices, and practitioners, which may hinder students ability to build cultural community and connect to their academic programs.

- ✗ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
- ✗ Budgeting and Administration (HR, Purchasing, Processes, etc.)
- ✗ General Operations (A&R, Parking, Campus Policing, etc.)
- ✗ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The College needs to increase the representation among Black and African American full-time and part-time classroom faculty and in instruction overall. The College should also strong encourage all newly hired full-time classroom faculty to participate in the Equity-Minded Teaching and Learning Institute and encourage leaders at all levels to participate in professional development on supporting Black excellence and dismantling anti-Blackness in higher education. In addition, the College should have a graduation celebration specifically for Black/African American students and develop an honors program to include a specific focus on Black students.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

Designate a space where Black and African American students can convene to create community and receive student services, ideally it would also house UMOJA and have direct student access to financial aid, EOPS, Cal-Works, DSPS, Tutoring, and Cuyamaca Cares. Staff within this designated space would be representative of the

Black and African American Community, and be racially literate as to understanding Anti-Blackness and racial equity in higher education spaces.

- × Budgeting and Administration (HR, Purchasing, Processes, etc.)
- × General Operations (A&R, Parking, Campus Policing, etc.)
- × Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

The process of hiring administrators, faculty and staff would need to be re-envisioned both at the district and local level to best address the lack of hiring of Black and African American practitioners. Continue to fund and promote newly hired faculty (both part-time and full time) to participate in the Equity-Minded Teaching and Learning Institute. Develop a program for professional development for executives and managers to help address the outcomes of institutional and cultural Anti-Blackness in their sphere of influence within the college. Identify a physical space for the creation of a Black Student Resource Center, and ensure UMOJA lives in it, plus have direct student access to financial aid, EOPS, Cal-Works, DSPS, Tutoring, and Cuyamaca Cares. Staff within this designated space would be representative of the Black and African American Community, and be racially literate as to understanding Anti-Blackness and racial equity in higher education spaces.

Action

Action Steps *

Action steps to close equity gaps for Black/African American students include the following:

- Develop and implement an Equal Employment Opportunity program training, plus equity-focused revisions to hiring practices, and collaborate with the leads in these areas with Human Resources to ensure Anti-Blackness is being addressed appropriately
- Develop an Umoja Center with the leadership in Student Services, including identifying adequate resources and professional development for faculty and staff who work within the center
- Ensure the Equity-Minded Teaching and Learning Institute and department efforts branching off it focused on addressing racial inequities in student outcomes are funded and supported to support faculty in their equity journey
- Re-envision employee recruitment efforts in the local Black and African American Community
- Identify and implement professional development to address institutional and cultural Anti-Blackness within the college
- Increase recruitment of Black/African American students for student leadership positions
- The College will also launch the new position of Open Educational Resources (OER) Faculty Coordinator, which will help expand the use of OER in a variety of disciplines

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- × Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

It would be helpful to have resources and professional development to identify and confront cultural and institutional factors that manifest themselves as anti-Blackness across our system.

American Indian or Alaska Native**Areas of Completion****Areas of Completion ***

- × Adult Ed/Noncredit Completion
- ✓ Certificate Completion
- ✓ Degree Completion

Structure Evaluation: Friction Points**Friction Points**

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Cuyamaca is no different than all higher education structures in the United States, as there is a longstanding history of intentional and unintentional structures reinforcing White as the racial standard, thus resulting in policies and practices embedded in the culture of the college creating racial disparities. In college efforts to best serve our local Native American population (the Kumeyaay Nation), this has produced a structural challenge for the increase of access and completion.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Native American students are rarely able to see themselves and their cultures in the curriculum, classroom practices, and practitioners. Historical oppression and Indigenous erasure in higher education has further hindered Native American student access and success, leading to a lack of cultural community and connection to academic programs and faculty. Furthermore, higher education's institutional culture has not historically (nor does it currently) embrace Indigenous ways of thinking, learning, and connecting with others as well as building community. This also hinders Native American student completion.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Until recently, there was no dedicated space for the fostering and reinforcing of Indigenous cultural community, and there is currently no designated space on campus to provide support and mentoring for Native American students. Without this, it will be difficult to build a meaningful connection between Native American students and the College.

× Budgeting and Administration (HR, Purchasing, Processes, etc.)

× General Operations (A&R, Parking, Campus Policing, etc.)

× Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The College should strongly encourage all newly hired full-time and part-time classroom faculty to participate in the Equity-Minded Teaching and Learning Institute. In addition, the College should encourage should support and encourage leaders at all levels to participate in professional development related to historical oppression and Indigenous erasure in higher education and specifically on creating inclusive and supportive structures for Native American students.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

The College needs to identify a space where Native American students can convene to create community and receive student services. This space could also provide space for Kumeyaay Studies faculty and direct student access to support services, such as financial aid, EOPS, Cal-Works, DSPS, Tutoring, and Cuyamaca Cares. Staff within this designated space would be trained in specifically supporting Native American students and understanding the cultural oppression of Native Americans in higher education spaces.

× Budgeting and Administration (HR, Purchasing, Processes, etc.)

× General Operations (A&R, Parking, Campus Policing, etc.)

× Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

As part of the College's pathways work, the current Kumeyaay Studies program needs student recruitment and program support to ensure there is a holistic approach in serving the whole student. The historical racial genocide and oppression of Native American populations in the U.S. requires the institution to move away from traditional approaches to programs and services for this student population. There is generational trauma that must be understood and addressed in academic programs, classes, or service provided to Native American students.

Action

Action Steps *

Action steps to close equity gaps for Native American students include the following:

- Develop, implement, assess, and continuously improve the Equal Employment Opportunity program training and revisions to hiring practices
- Develop of a Native American support program with the leadership in Student Services
- Identify a physical space to house Kumeyaay Studies, adequate resources, and professional development for faculty and staff
- Ensure the Equity-Minded Teaching and Learning Institute and department efforts branching off it focused on addressing racial inequities in student outcomes are funded and supported to support faculty in their equity journey
- Re-envision recruitment efforts in the local Kumeyaay Community
- Implement professional development to help practitioners understand and address institutional and cultural oppression for Native American students
- Hold a graduation celebration specifically for Native American students
- Support faculty in incorporating more Native American perspectives in their courses and programs
- Increase representation of Native American students among tutors and peer mentors
- The College will also launch the new position of Open Educational Resources (OER) Faculty Coordinator, which will help expand the use of OER in a variety of disciplines, including math and English

Chancellor's Office Supports

Supports Needed

- × Field Guidance & Implementation
- × Technical Assistance/Professional Development
- ✓ Data & Research
- × Policy & Regulatory Actions
- × Technology Investments & Tools
- × Proof of Concept Pilots
- × Strategic and Operational Communication

Explanation of Supports Needed

Research on effective practices, programs, and approaches with Indigenous populations across the California Community Colleges and even beyond the system would be helpful. Having evidence-based practices and approaches, as well as case studies from system colleges, readily available would be helpful.

Student Support Integration Survey

1. Previous Equity Efforts

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

The College has had some success with large-scale reform efforts such as accelerated English and math. These efforts included the complete re-envisioning of math and English pathways, curriculum revisions, placement revisions, changes in course materials, and changes in approach to teaching and learning. These changes yielded increased access to transfer-level math and English courses, particularly among Latinx and Black/African American students. However, equity gaps in throughput (completion of transfer-level math or English course in the first year) were only mitigated for Latinx students; significant equity gaps in throughput remained for Black/African American students, Indigenous students, and Pacific Islander students. Thus, the work continues to identify new ways of addressing equity gaps in math and English throughput.

In addition, the College has seen success in changing approaches and mindset among a large number of faculty who have participated in the Equity-Minded Teaching and Learning Institute (EMTLI). This cohort-based professional learning program includes up to two semesters of data-informed, instructor-specific disaggregated data, racial equity-focused discussions, framing based on the Cultural Wealth model by Dr. Tara Yosso as well as culturally-relevant pedagogy by Dr. Gloria Ladson-Billings. As of Fall 2021, over ## faculty, including both full-time and part-time faculty, have completed at least one semester of EMTLI. Surveys of faculty reveal changes in beliefs, mindset, and pedagogy toward a more strength-based approach and capacity mindset toward students.

In addition, the College has piloted a number of efforts in recent years to build community and create more inclusive and relevant approaches to support Latinx student success inside and outside of the classroom. Specifically, these efforts included the expansion of a first-year experience program focused on Latinx students, peer mentoring, enhanced outreach at local high schools, and faculty professional development. Many of these efforts were initially funded through federal Hispanic-Serving Institution grants, and some of these efforts have been institutionalized into the College's budget. The College still has room to improve in each of these areas.

2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

The College's guided pathways work is now explicitly centered on equity, and specifically racial equity. Data on completion and other milestones are routinely disaggregated. The guided pathways work group works to ensure that work on each momentum point on the student journey is addressed in an equity-minded way, and that students who have historically been marginalized and excluded are the focus of college-wide efforts. For example, the College is working to build a stronger sense of community among students of color as well as other students by creating virtual communities by meta-major (or Academic and Career Pathway). In addition, the pathways work group is partnering with student services to create meaningful connection points, particularly for students of color, through community re-engagement events and registration lab events. Furthermore, the College has continued to support and fund the Equity-Minded Teaching and Learning Institute for classroom faculty, to help address racial inequities in classroom outcomes, and undertaken a Strategic Enrollment Management project focused on creating a more student-centered class schedule, which will help students access and complete their classes when they need them. This is also part of the College's strategic plan and pathways efforts. Furthermore, the College is piloting ACP-specific counseling to help create consistent points of contact and connection for students within each meta-major, with the hope of creating a stronger sense of belonging, community, and validation within groups of students.

3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

The College aims to improve accessibility of technology, support, and curriculum across the campus through its established DSPS program and High Tech Center as well as its expanded professional development related to improve online teaching and learning both overall and through an accessibility lens. In addition, the campus offers computer labs, laptop borrowing programs, and emergency grants for students to access the technology they need to be successful.

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

Cuyamaca College is working to increase student access to financial aid and is monitoring the number of students who complete the FAFSA application. The College is seeking to increase the number of students completing a FAFSA by at least 10%. To achieve this, the Financial Aid office will conduct additional FAFSA workshops both in-person and virtually and will hold more FAFSA-focused events at local high schools. The Financial Aid office will also expand the college FAFSA notification campaign, encouraging students to apply and participate in our FAFSA events. Marketing materials will be translated into multiple languages and developed with equity, accessibility, and inclusion in mind. In addition, Financial Aid and other student services employees will be supported and encouraged to participate in equity-minded professional learning to create more inclusive student services spaces for students of color.

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

After experiencing sharp drops in the number of Pell Grant recipients, Cuyamaca College is working to increase by 10% the number of students receiving Pell Grants, with a focus on equitable access for students of color. The College is working to achieve this goal by expanding in-person Financial Aid workshops, services, and outreach activities, and

offering virtual services and support. The College will also develop and implement equity-minded professional learning for Financial Aid and other student services employees.

4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell Grant? If yes, please describe.

The 2021-22 Budget Act included a total of \$250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

Yes

4.3.1 (Yes) Please Describe Additional Student Aid Provided *

The College provides emergency grants to students through a variety of funds. Cuyamaca administers the following student financial aid programs in addition to Federal Aid Programs (Pell, SEOG, Federal Work-Study, and Direct Student Loans):

- California College Promise Grant
- Cal Grants
- CARE Grants
- Child Development Stipends
- Cooperating Agencies Foster Youth Educational Support Grants (CAFYES)
- EOPS Grants
- Federal and State Funded Emergency Grants
- Scholarships
- Student Success Completion Grants (SSCG)

5. Basic Needs

5.1 Basic Needs Center: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

The 2021-22 Budget Act included ongoing funding of \$30 million to support basic needs centers and coordinators, and an additional \$100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Yes

5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

Cuyamaca Cares currently provides pantry services for students with weekly appointments in our office as well as satellite pantries located at different locations throughout the campus to increase visibility and accessibility. Satellite pantries can be found in our Child Development Center, EOPS office, Pathway Academy, Health Center, Library, Outreach office, and Athletic department. We also provide assistance with CalFresh applications. During the fall 2022 semester, we

will also be implementing meal tickets of up to \$15.00 for students to spend in our Coyote Grill/Café. Students may receive multiple tickets per week.

Cuyamaca Cares also provides housing assistance for students who are currently experiencing homelessness and those who are at risk. We provide emergency housing through a partnership with our local Hampton Inn & Suites of El Cajon where students can stay up to a month while we connect them with community partners for permanent housing. The goal of this program is to advocate with our students for permanent/stable housing while also taking care of their immediate housing needs. The Hampton Inn & Suites was chosen strategically because of their robust breakfast that is available to all guests, and will ensure our students start every day with a full breakfast.

Cuyamaca Cares also facilitates the Emergency Assistance fund. This program allows students who are having emergent financial hardship to receive a grant in the amount of \$1,000 per semester. The requirement for this grant is that the student is currently attending Cuyamaca College, enrolled in at least one unit, shows financial hardship, and has not received the grant from Grossmont in the semester of application.

Cuyamaca Cares has implemented a book voucher program in the summer session of 2022. In this program, students in need may receive a voucher for up to \$200.00 to spend on school supplies and textbooks/access codes at the Cuyamaca College Bookstore.

For the future, Cuyamaca Cares is developing a program to purchase bus passes for students, build a clothing closet, provide diapers for student parents, and develop a community garden where students can build community while growing food.

5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

Cuyamaca Cares is expanding its accessibility by opening a second location in our student center. Because of its location, increased foot traffic, walk-ins and participation is expected. Cuyamaca Cares has also rebranded itself as the Basic Rights Center versus the Basic Needs Office. This transition has placed the power back in the hands of students and has empowered them to reclaim their right to housing, right to food, right to safety/security, and their right to mental wellness. This transition has changed the dynamic and broken down stigma barriers, making seeking services easier.

5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

Cuyamaca Cares currently provides pantry services for students with weekly appointments in our office as well as satellite pantries located at different locations throughout the campus to increase visibility and accessibility. Satellite pantries can be found in our Child Development Center, EOPS office, Pathway Academy, Health Center, Library, Outreach office, and Athletic department. We also provide assistance with CalFresh applications. During the fall 2022 semester, we will also be implementing meal tickets of up to \$15.00 for students to spend in our Coyote Grill/Café. Students may receive multiple tickets per week.

6. Zero-Textbook Cost

6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

The Zero-Textbook Cost (ZTC) initiative at the college is coordinated by the newly created Online Education Resources (OER) faculty coordinator, this position reports to the Dean of Student Success and Equity in the Office of Institutional Effectiveness, Success and Equity (IESE), who is also the administrative lead for the colleges' Student Equity, Guided Pathways, and Teaching and Learning efforts. This ensures a collaborative approach for the Zero-Textbook Cost initiative with the faculty leads of Student Equity, Guided Pathways, and Teaching and Learning. At this point in time, the next step in the development of a ZTC program is for the faculty coordinators of Curriculum, Teaching and Learning,

Online Teaching and learning, Student Success and Equity, and Online Education Resources to meet with the Dean of Student Success and Equity to create a tentative plan on how to proceed with the implementation of a zero-textbook cost degrees and certificates. This is a critical step in the process to ensure there is a coherent and integrated approach for the ZTC at the college. This is where we currently stand in our ZTC efforts.

7. LGBTQ+ Supports

7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

The current plan in place at the college is to use one-time 2022 LGBTQ+ funds to establish an LGBTQ+ Center at the campus and offer wrap-around student services within the space. The services would include health services, mental health, housing and food insecurities, academic counseling, and support for textbooks, transportation, and educational supplies. While the LGBTQ+ Center is under the guidance of the Dean of Student Affairs, who is also the designated employee point of contact to address the needs of lesbian, gay, bisexual, and transgender faculty, staff, and students, the funding stream for LGBTQ+ efforts is managed by the Dean of Student Success and Equity to ensure the efforts are aligned with our Student Equity Plan.

8. Mental Health Supports

8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard-to-reach, underserved populations.

To best provide American Association Marriage and Family Therapy (AAMFT) approved mental health services for our students and staff, we have a partnership in place with the local California State University (San Diego State University) which houses a graduate-level AAMFT approved mental health program and clinic. The funding for partnership with San Diego State University (SDSU) allows Cuyamaca College to host yearly mental health internships, and also mental health practitioners currently working on the completions of AAMFT supervised hours for licensing. Prior to placement of interns or hiring of trainees, the Dean of Student Affairs collaborates with SDSU to ensure the mental health interns and trainees represent the same communities as students facing racial inequities at the college. These mental health services are integrated into college efforts with Chicana(o) and Latinx, Black or African American, Native American, LGBTQ+, and other historically racially marginalized communities.

The mental health program will continue its hybrid counseling to provide inclusivity for its services and to best meet the community's needs. With more students back on campus, the program will continue to advertise its services by tabling and digital advertising through Canvas and social media. The program plans on implementing more class presentations and more collaboration with different programs.

9. Institutional Planning

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

The Grossmont-Cuyamaca Community College District and its Governing Board has a strong commitment to student equity. In addition to its ongoing efforts to infuse equity into board policies and administrative procedures, the District and Governing Board convened a Diversity, Equity, Inclusion, and Accessibility (DEIA) Subcommittee to discuss district

and college efforts to improve equity in access, student outcomes, and employee hiring and retention. The subcommittee was established in Fall 2021 and meets quarterly to discuss equity data, district processes, policies, procedures, and action items focused on advancing equity across the district. In addition, the Governing Board receives regular updates on equity and inclusion efforts at both colleges and in District Services. Furthermore, the Governing Board hosts a series of pre-meeting workshops that include comprehensive planning across the colleges as well as programs and activities addressing the District's equity goals. The Cuyamaca College Comprehensive Strategic and Facilities Plan 2022-2028 is centered on equity across all goals and includes disaggregated performance measures that align with the Student Equity Plan, Completion By Design, and guided pathways. The Governing Board received regular updates on the development of this plan for both Cuyamaca College and Grossmont College and approved the plan in August 2022. The Governing Board hosts an annual goal-setting retreat in January of each year, and the retreat centers on disaggregated access and outcome data mapped to the district and college strategic goals.

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

With the SEA program leadership housed in the Office of Institutional Effectiveness, Success, and Equity, the college is structurally set up to leverage multiple funding streams in the pursuit of accomplishing our institutional equity goals. These funding streams currently include general funds, Guided Pathways, Strong Workforce, Pathway Navigation Grant, and LGBTQ+ Grant. In addition, several other student support and equity-focused programs and services are housed within the Student Services functional area, which includes outreach, in-reach, counseling, admissions and records services, financial aid services, student validation and engagement activities, and basic rights programs and support services. These areas work together within the Student Services units as well as with the Institutional Effectiveness, Success, and Equity Office as well as the instructional programs and Instructional Services units. Moreover, the College's recently adopted Comprehensive Strategic and Facilities Plan, along with the College's mission and vision of Equity, Excellence, and Social Justice through Education serves as the foundation for resource prioritization across the College. Thus, equity is centered in resource allocation at the College, regardless of the funding source.

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

With the recent implementation of AB 1504, the College is now able to realize its goal of compensating students for both service on committees and participation in planning and decision-making in a systematic way. In order to ensure student representation is present on participatory governance councils and committees, Associated Student Government appointees are paid an hourly rate to attend council and committee meetings, and students who serve as panelists during college-wide planning workshops are now paid a stipend. These efforts are helping to ensure the student voice is ever present during planning discussions within survey and focus group reports or presentations but also as students who participate in governance and decision-making processes. The College will continue to conduct surveys and focus groups to gather input on its performance and its goals. As an example of this, for the College's recently-completed Comprehensive Strategic and Facilities Plan was informed by the results from several student surveys, responses from students who participated in a series of focus groups, by student representatives on participatory governance councils and committees, through discussions with the Associated Student Government, student participation in planning workshops and breakout group discussions, and through a follow-up survey after the College finalized its new goals and strategies. These efforts are ongoing and seek to amplify the student voice in all planning and decision-making, including equity planning.



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