Short-Term Action Plan
Pathways Institute #1
Transformational Leadership for Guided Pathways

Institution Name: Cuyamaca College

Part I-a: Using KPI Data to Understand and Monitor Student Progress
ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

Instructions: Complete and review the accompanying Excel workbook for reporting KPIs. Then discuss the following questions as a team and enter your team responses prior to the institute. ***Submit the completed assessment, with this cover sheet, to Coral Noonan-Terry (noonan@cccse.org) by September 1, 2017.***
To be reviewed and augmented during College Team Session #1 at the Institute

Guiding Questions	College Responses to Guiding Questions –
1. After examining our data, what one or two specific student outcomes concern the team the most? Why?	The College is in discussions regarding all of the key performance indicators, but upon initial examination, the indicator that most concerned the campus's pathways work group was the following indicator: 6 units completed within the first term. That particular indicator was of great concern to practitioners as it represented a significant momentum point in the first year. If students are not completing 6 units in their first semester, they are not likely to reach other critical momentum points, such as 15 units in their first year. This discussion brought up some important questions among the pathways work group, such as what proportion of Cuyamaca students enroll in 6 or more units in their first term? And among those students, what proportion continues to enroll in at least 6 units each term? The College will continue to explore the data, particularly through an equity lens, to determine where we might best focus our efforts in the pathway to completion. Our college-wide discussion of key performance indicators related to student completion will continue to expand, with additional inquiry taking place in the areas of greatest concern.
2. What patterns in our student outcomes suggest the need for greater clarity and structure in our program designs?	Across all but one indicator (completed college-level math in first year), Cuyamaca College fell below the state median. When less than half of our first-time students are earning 6 or more units in their first year and less than one third are earning 15 units in their first year, it is apparent that students are not able to reach these significant momentum points. The

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Guiding Questions	College Responses to Guiding Questions –
	College is committed to ensuring we take the steps necessary to eliminate barriers to student success and completion. Disaggregation of the data will be necessary for the College to explore equity implications in the pathways data.
3. Over the next five years, by how much could we increase our rates of student success on these indicators? By how much could we narrow gaps by race/ethnicity or income?	Over the next five years, the College aims to increase the percentage of first-time students reaching each of these momentum points. While the College is still engaging in discussions about targets for most of the pathways indicators, it has set targets for two indicators: completion of transfer math and completion of transfer English in the first year. The College's targets for these indicators are as follows: College/Transfer-Level Math Completion in Year 1: 60% College/Transfer-Level English Completion in Year 1: 60% Targets for the remaining indicators will be set in spring 2018 through the College's established planning, evaluation, and target-setting process for our key performance indicators (which include IEPI core indicators).

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Part I-b: Guided Pathways Essential Practices: Scale of Adoption Assessment Tool
ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

Instructions: Complete and review as a team the accompanying Guided Pathways Essential Practices: Scale of Adoption Assessment Tool.
Submit the completed assessment, with this cover sheet, to Coral Noonan-Terry (noonan@cccse.org) by September 1, 2017.
To be reviewed and during College Team Session #1 at the Institute

Guiding Questions	College Responses to Guiding Questions
1. Based on findings from the Pathways Assessment Tool, what are the most important steps we as a college have made that will help us as we launch into our next phase of transformational change?	The most important steps the College has undertaken thus far include the development of the 2016-2022 strategic plan, which codified the College's commitment to implementing guided student pathways. The strategic plan, which grew out from the College's work with Achieving the Dream, also focuses on acceleration, which has been one of the College's most significant achievements over the past academic year. Additionally, the strategic plan includes strategic goals of student validation and engagement, in which the College has invested even more heavily over the past year, and organizational health, which embodies the College's commitment to professional development, research and information capacity, fiscal health, and overall institutional effectiveness. The three latter strategic goals all support the overarching guided pathways framework and transformative work the College is embarking on through this initiative. Among the other significant strides the College has made recently are the implementation of multiple measures placement and a co-requisite support model in math beginning in fall 2016. These models were implemented at scale and have had very encouraging results to date, both in terms of advancing students through the transfer-math completion momentum point overall and in terms of reducing achievement gaps. In fall 2016, the College also began offering the co-requisite support model in English and a flexible accelerated model in ESL. These innovations have shown great promise in moving students forward through transfer-level course completion in the first year. In fall 2016, the College was awarded a Title III HSI STEM grant, and the grant was heavily based on the pathways framework as described in *Redesigning America's Community Colleges*. The grant has further energized our STEM faculty to continue their pathways work. Similarly, in fall 2016, the College was awarded a Title V grant that focused on scaling up its successful first-year experience program to serve a greater number of students entering the College with a particular focus on Latino and low-income students. This new program, designed with a pathways framework in mind, is called the Pathway Academy. Our next phase of work must build on these successes to build pathways for students from entry to employment.

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Guiding Questions	College Responses to Guiding Questions
2. On which of the elements of pathways described in the assessment are we most advanced? On which elements of pathways, if any, are we at "ground zero" for reform?	At present, based on the self-assessment, the College is most advanced in the "helping students choose and enter a pathway" area. Specific achievements related to this area include the following: ● The Pathway Academy program creates a seamless matriculation process for students entering from high school and provides wrap-around support services to continuing program students. ● The College has invested even more resources into tutoring in core subjects to expand support services to students in a variety of courses and programs, ranging from math, English, and science to CTE programs. The College's relies on a professional tutoring model to support student success at the course level and beyond. ● The College's concurrent enrollment (co-requisite) support model in math and English is currently being used as a statewide model. All students enter the College eligible to enroll in transfer-level math, and an increasing percentage of students is entering the College eligible for transfer-level English. ● Entry-level math courses are aligned with student programs of study such that there are various math mini "pathways," including Business+STEM and non-STEM pathways. ● Math and English courses have integrated an innovative pedagogical approach that incorporates activity based learning and creates a community of support within and outside of the classroom. ● The College's CTE programs have already implemented a cohesive pathways model that supports students from connection to completion, including career exploration, experiential learning opportunities, internships, and career placement support. Examples of these programs include the Automotive Technology Ford ASSET program and GM

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Guiding Questions	College Responses to Guiding Questions
	ASEP program, as well as the paralegal program, among others. ● The College's direct matriculation program embeds core services for high school students in a cohesive package that supports students entering the College from feeder high schools. ● As part of the Grossmont-Cuyamaca Community College District, the College is an active partner in the East County Education Alliance (ECEA), which includes agreements, course articulation, and collaboration in student support and on-boarding between the community college district and the local feeder high school district, Grossmont Unified High School District. Additional advances include the development of degree maps for every Associate Degree for Transfer (ADT) program across the College. Based on the self-assessment, the College is at or close to "ground zero" in the area of "keeping students on the path." Specifically, the College has reflected on the significant work ahead in the following areas: ● Cohort-based programs have demonstrated success in retaining students and keeping them on the path. However, we will need to explore scalable advising models moving forward to build upon the successes of these programs/ ● The College is exploring effective models for career service delivery, including online career resources and services, and scaling up effective practices that have been established in CTE programs. Additional dialog and exploration will be needed to ensure that students are able to explore a variety of career and college options and develop a full education plan. Much of this work will need

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Guiding Questions	College Responses to Guiding Questions
	to leverage technology resources in order to scale services for all entering students and across all programs.
3. Consider the people, policies, and structures that make our institution unique: what are our greatest assets as we launch or advance our pathways work?	People: Cuyamaca College has many elements that make it a unique environment for students and employees alike. Given the relatively small size of the campus, students make personal connections with many instructors, staff, and administrators during their time at the College. In addition, one of the College's core values is innovation, and this is incorporated into so much of the work that is happening across the campus now. Practitioners are open to piloting new models and the administration supports innovation across operational areas. Practitioners embody a student-centered approach to their work and go the extra mile to help each individual student meet their goals and feel welcome on campus. This team-oriented spirit has helped fuel the College's focus on student validation and engagement, which seeks to leverage curricular and co-curricular activities, events, experiences, and interpersonal connections and relationships to support student retention and success. Employees across various departments collaborate to ensure events, activities, and programs are successful and engage our students. The College faculty also includes a number of regional and statewide leaders in their fields, as well as in innovative teaching and learning practices. Furthermore, there is an overall sense of investment and "buy-in" across the campus for the guided pathways model.

Policies: The College strives to be "nimble" in responding to student, workforce, and community needs. Thus, we are constantly reviewing our policies and practices in an effort to remove barriers to student success. Examples of this include the adoption of multiple measures assessment in math (and |

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Guiding Questions	College Responses to Guiding Questions
	English in the very near future) and its faculty's leadership in accelerated math and English and student-centered teaching and learning. Structures: The College is currently examining its own governance structure to ensure optimal communication efficiency. Currently, the College includes a number of governance groups and committees that are engaged in guided pathways discussions, including Cuyamaca College Council, the Student Success and Equity Committee, the new Institutional Effectiveness Committee, Instructional Council, and Student Services Council.

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Part I-c: Leadership for Change: Team Assessment of Challenges and Sense of Urgency

ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

Instructions: Discuss the following questions as a team and enter your team responses prior to the institute. ***Submit the completed assessment, with this cover sheet, to Coral Noonan-Terry (noonan@cccse.org) by September 1, 2017.***

To be reviewed and during College Team Session #1 at the Institute

Guiding Questions	College Responses to Guiding Questions
1. What successes have we achieved that we can celebrate to help build momentum for sustained transformational change?	The College's recent successes include the following: ● Creation of the Pathway Academy ● Award of the Title V grant, which includes improvements in institutional infrastructure to serve Latino and low-income students ● Award of the Title III HSI STEM grant, which focuses on creating seamless pathways for students to pursue careers in STEM fields ● Implementation of multiple measures assessment in math (at scale) and the resulting elimination of significant equity gaps student access to and success in transfer-level math courses ● Implementation of the co-requisite support model in math (at scale) and English, which resulted in increases in students completing transfer-level math and transfer-level English within their first year ● Implementation of a flexible accelerated program in ESL, which continues to adapt to student needs ● Pedagogical innovation across a variety of programs, including math, science, and English, among others Increased investment in college-wide professional development

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Guiding Questions	College Responses to Guiding Questions
2. On what issues, if any, do we as a college have a broadly shared sense of urgency around improving student outcomes?	The College has established a sense of urgency around equity and the importance of closing achievement gaps. In addition, the College has established culture change as an important issue moving forward, with an emphasis on growth mindset and equity-mindedness. Additionally, the College has acknowledged the need to better leverage technology to improve student support services, access to and utilization of data and information for decision-making, and expanding student access to important information, such as education planning, progress tracking, and referrals to support services and programs through early alert. Lastly, it should be noted that there is a strong sense of urgency around student completion, as evidenced by discussions in the College's spring planning retreat. The College monitors its key performance indicators to identify areas of focus each year, and the college-wide Student Success Scorecard Completion Rate decreased notably for the most recent cohort. Thus, the College is committed to engaging in research and inquiry to identify and take action to remove institutional barriers to student completion.
3. In what areas do we need to focus on building urgency and buy-in over the next one-to-two years? Who are the most critical audiences/stakeholders?	In the near future, the College will need to focus on building a sense of urgency around career services and a scalable advising model moving forward. In addition, comprehensive career services will be an area of focus, given its prominence in the pathways framework. These areas will be critical to improving student retention and completion in the future.

California Guided Pathways

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Part II: Institutional Case Statement for Guided Pathways at Scale

Instructions: With your college team, develop a "case statement," answering the question, "What is the evidence and the experience that convince us it is both urgent and important to commit to work as challenging and transformational as implementing guided pathways **at scale***, for all of our students?* **Maximum length: 750 words.** *Return the completed action plan to Coral Noonan at the Center for Community College Student Engagement (noonan@cccse.org) by Monday, October 2, 2017.*

To be completed during College Team Session #1 at the institute

GUIDED PATHWAYS AT SCALE: CASE STATEMENT FOR [INSTITUTION]

Dear Colleagues,

In the coming months you are going to see and hear a lot of information about the Guided Pathways model, and references to Cuyamaca College being a Guided Pathways College. You may be wondering: What exactly does that mean? Why are we doing it? Is this just another initiative to be added to everything else?

Let's take the last question first. Guided Pathways is not an initiative or activity; rather, it is a framework to organize and coordinate all of the programs and initiatives that we currently have in place to support student success, and to identify institutional gaps that hinder student progress and completion. The key element in Guided Pathways is the intent to *scale up* those programs and initiatives so that we can provide support to all of our students rather than selected cohorts. All of the innovative work that we have been doing – First Year Experience, accelerated basic skills, professionalized tutoring, cultural competence and student engagement programs, Strong Workforce initiatives in career education, degree maps, student education plans, etc. – will continue as before but in a more integrated fashion, involving the entire campus. This may result in a reprioritization of resources.

The *why* is the easiest part to answer. The students who come here entrust us with their hopes for the future - for the skills and training that will lead to a better life - and as an institution we are failing them: just 42% of our students complete a degree or certificate after six years. This is not to minimize or disparage the excellent work that we do. Countless successes take place every day throughout the campus – in the classroom, the tutoring centers, the counselor's office, and with any number of student services – and yet, despite these localized and individual successes, the

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majority of our students never achieve their educational goals. What is it that is lacking? Is it that the students aren't prepared for college? Perhaps the college isn't prepared for our students.

Community colleges have been designed to promote access and emphasize choice; but, they have *not* been designed to provide students with a clear, structured path to completion. As a result, many students have difficulty navigating the system we have created. Every stage of their educational journey - applying for admission, selecting a major, scheduling classes, navigating the demands of college-level coursework, choosing pertinent electives and GE classes – is fraught with obstacles to success and completion that exacerbate equity gaps and help perpetuate structural, social, and economic inequality. Guided Pathways is simply a framework for identifying and removing unnecessary barriers to student success – wherever they occur.

The good news is that there are many colleges across the country that have already begun this work, and that have documented significant improvements in student success and completion. The evidence is clear: if colleges are willing to examine their practices critically and adopt a student-centered approach, it is possible to achieve dramatic improvements in student success and completion, and eliminate equity gaps. One need only look at our own programs in Math, where the we have tripled the number of students completing transfer-level requirements in their first year, and English, which is replacing developmental classes with additional sections of advanced composition - to see examples of faculty-led reforms that have significantly moved the needle on student success and completion.

There are four broad principles that underlie Guided Pathways: 1) Create clear curricular pathways to employment and further education; 2) Help students choose and enter a pathway; 3) Help students stay on their path; and 4) Ensure that learning is happening with intentional outcomes. We will learn much more about these principles in the months ahead, but for now the most important fact to know is this: if applied rigorously and with imagination, these four principles have the potential to transform every program and service that we offer, from outreach to commencement and everything that happens in between.

One final point: this is not a "one size fits all" program that can be imposed from the outside. The *only* way this will work at Cuyamaca College is if we make it our own. Over the next three years the Guided Pathways Workgroup, working with existing shared governance committees, will engage

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the college community to examine our policies and processes with the goal to make them student centered and more conducive to success and completion. To succeed, we will need all of you – your ideas, your good work, and your commitment to our students.

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Part III-a: Pathways Implementation at Scale – Pre-Mortem Analysis

Instructions: *Assume that your institutional goal is to implement guided pathways at scale. Now assume that you fail to achieve that goal. Identify below the major causes of that mortality. Then, for each cause, delineate the specific leadership strategies you will employ to anticipate and avert or address the challenges. Add more rows as needed.* ***Return the completed action plan to Coral Noonan at the Center for Community College Student Engagement (noonan@cccse.org) by Monday, October 2, 2017.***

To be completed during College Team Session #2 at the Institute

"Why We Failed to Implement Pathways at Scale"	Leadership Strategies to Anticipate and Avert Failure
1. Poor communication to key groups to develop buy in and ownership with consistent messaging	1. Develop a broad based communication plan. 2. Use the case statement's points to drive our communication with consistent messaging 3. Identify constituency groups and develop messaging tailored to each group that draws on the case statement. 4. In the short term, name the work that is happening now that is CAGP-oriented that can be cited as progress
2. Lack of effective professional development that connects individuals with guided pathways.	1. Start with a needs assessment: conduct focus groups and surveys to find out what our staff and faculty know, don't know, need, and worry about with regard to CAGP. 2. Use Instructional Council meetings or retreats, division and department meetings, academic and classified senate meetings, and standing committee meetings to present and listen. 3. Create a professional development plan that maps to the college's work plan for implementing Guided Pathways. 4. Identify internal and external experts who can provide leadership, keynotes, and training workshops.
3. Not choosing and implementing the right technology for developing education plans and tracking student progress.	1. Engage proactively in district-level selection and procurement practices for enterprise software systems.
4. Failure to develop business processes and infrastructure to meet needs of scaling up guided pathways	1. Develop a comprehensive work plan that identifies short, intermediate, and long term milestones for implementing Guided Pathways

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5. Failure to scale up effective and regular academic advising and counseling for all students.	**1. Bring the instructional and the student services faculty together to identify respective areas of expertise for advising and assisting students.** **2. Explore models of collaboration to maximize student contact.**
7. Failed to collect analyze and effectively use data	**1. Build a culture of using and relying on data to guide our work.** **2. Provide robust and timely data from the Institutional Effectiveness, Success, and Equity office to assist all constituency groups in planning and implementation.** **3. Incorporate evidence-based decision-making into all processes for allocating resources.**
8. What do you not know now that you need to know about this work? How will you obtain that additional data/information? What are the implications for needed technical assistance and/or professional development for the college?	We have the broad outlines and goals, but we need 1) a work plan that identifies stages for implementation, and 2) effective models that we can study as we develop our own approaches. The resources that will provide models for study are the presenters and coaches at the institutes, and the rich research that has been conducted to date. We have received technical assistance from Achieving the Dream and IEPI, and will continue to do so.
9. What other individuals/ groups need to be engaged in this discussion? What strategies will the team use to accomplish that engagement?	Virtually every constituency group at the college needs to be involved with this effort – it crosses student services, instruction, administrative and business services, learning resources and tutoring, and of course faculty, staff, administration, and student groups. The strategy to engage everyone is to form an overarching Guided Pathways Workgroup to vet the planning, and to implement the plan through existing committees and governance groups.

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Part III-b: Making Sense and Moving Forward

Instructions: Use the following questions to guide team discussion. Identify divergent and convergent perceptions within your team, as you seek team consensus. ***Return the completed action plan to Coral Noonan at the Center for Community College Student Engagement (noonan@cccse.org) by Monday, October 2, 2017.***

To be completed during College Team Session #3

Guiding Questions	Response
1. Which issues/approaches/strategies discussed in the day's sessions are potentially of greatest interest and relevance to the college?	1. A key phrase from one of the presentations was *case management*. Implementing Pathways will improve retention and FTES. 2. Bakersfield College spent a lot of time working on the meta majors. They organize SLOs by meta majors, embedded in their brochures. Let's identify college teams to go visit other colleges that are doing this well. 3. Google Kotter's "Eight Steps for Change Management." For many people change equals loss, and that makes it fearful. We need to listen to faculty's concerns before we make change happen. 4. South Seattle Community College provided a framework for change – changes on technology, work practices, and values. They provided a safe place to have the conversations or engagement strategies. 5. Several presenters seemed to favor the CAGP Workgroup model in combination with using our standing committees. Perhaps we can start with key councils placing a standing item on their agendas about guided pathways.
2. What existing knowledge or college work has been reinforced? Are there any ways we would consider modifying our approaches to strengthen or add momentum to our pathways work?	1. The meta majors concept has been reinforced by this conference. 2. We have made strong progress in developmental education, MMAP, acceleration, and concurrent remediation 3. Our Pathway Academy and STEM pathways provide a viable model; so do our summer bridge and summer institute models;
3. What insights has the team gained from the institute sessions and team conversations? List 3–5 as a team.	1. Next steps must include reaching out to the counselors to share the pathways insights. 2. We do a good job identifying at risk students when they come in, but not at following up on them. 3. We currently don't have a means to get instructional faculty and student services faculty to talk to each other. 4. We need to get faculty and staff to walk in the students' shoes, such as trying to use

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Guiding Questions	Response
	the catalog to figure out their educational path. 5. Focus on the new faculty as agents of change because they won't sense the move to a guided pathways framework is a big change.

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Part IV-a: Action Planning and Next Steps

To be initiated during College Team Strategy Session #4 and finalized with other college personnel

Instructions: At this point, your team has reviewed and discussed a) data depicting student progress; b) your progress on pathways reforms and ways to integrate current initiatives; c) the case tailored to your institution for guided pathways at scale; and d) what you have learned and can act upon based on experience at the institute. Now comes an opportunity for the team to reflect on its learning, think through options for the college's strategic approach to designing and implementing guided pathways at scale, and establish new or refined priorities for the work on campus. The college team should discuss next steps: whom to involve; how to communicate findings and broaden engagement on campus (see part IV-b); and how, when, and by whom follow-up steps will be taken. Once you've engaged key college constituencies in discussion of the action plan components, **return the completed action plan to Coral Noonan at the Center for Community College Student Engagement (noonan@cccse.org) by Monday, October 2, 2017.**

PRIORITIES: NEXT STEPS	BY WHOM	BY WHEN
Finish our degree maps, and link them to meta majors.	**The team facilitator will work with the Academic Senate president, selected department chairs and key counseling faculty members.**	1. **October-November: Work with department chairs to complete course sequencing for major courses and electives.** 2. **December-January: After Institute #2 work with counselors to add GE recommendations and ensure the completion of all graduation requirements** 3. **February-March: vet finished drafts with department chairs and coordinators** 4. **Finish and give to outreach by March 2018**
Develop a comprehensive implementation plan that establishes milestones and momentum points for each of the four pillars of the Guided Pathways model	**President's Extended Cabinet – (President's cabinet plus the Academic Senate President, the Classified Senate President, and the Associate Dean of Student Equity and Engagement)**	**November 20**

Part IV-b: Action Planning – Engagement Strategy

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To be initiated during College Team Strategy Session #4 and finalized with other college personnel

Instructions: In this section, delineate specific strategies for intentional engagement of college stakeholder groups as follow-up to this institute and preparation for Institute #1. **Return this completed action plan to Coral Noonan-Terry at the Center for Community College Student Engagement (noonan@cccse.org) by Monday, October 2, 2017.**

ENGAGEMENT STRATEGIES: NEXT STEPS	BY WHOM	BY WHEN
Bring together the Pathways Workgroup, revise the membership, and finish the case statement	President's Extended Cabinet	By mid-October
Develop a "CAGP – What is it?" campaign for the college community with 1. Power point presentations with specific messaging for each constituency 2. A master schedule of standing committee meetings across the campus at which to present 3. A series of kickoff presentations and workshops in the Professional Development Week that begins the spring 2018 semester	President's Extended Cabinet augmented by the Guided Pathways Workgroup	December 15, 2017

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Part IV-c: Action Planning – Professional Development and Technical Assistance

To be initiated during College Team Strategy Session #4 and finalized with other college personnel

*Instructions: In this section, delineate your institution's needs for targeted professional development and/or technical assistance at this stage in your work on designing and implementing guided pathways at scale. **Return this completed action plan to Coral Noonan-Terry at the Center for Community College Student Engagement (noonan@cccse.org) by Monday, October 2, 2017.***

PROFESSIONAL DEVELOPMENT OR TECHNICAL ASSISTANCE PRIORITIES	TIMEFRAME	PERSON(S) RESPONSIBLE FOR FOLLOW-UP
Use ATD coaches visit to map our current work to the four pillars	December 2017	Campus ATD Team (Associate Dean of Equity and Engagement and Academic Senate President serve as leads)
Assistance in facilitating discussions around the guided pathways framework and fielding questions from faculty about models at other colleges and implications for practitioners	November-December 2017	Small team will bring the presentation to every committee meeting, plus organize focus groups
Assistance in branding and marketing, communications around guided pathways for the campus	November-December 2017	College PIO and President's Extended Cabinet