Short-Term Action Plan
Pathways Institute #2
MAPPING PATHWAYS THROUGH THE INSTITUTION

Institution Name:

Part I-A: ENROLLMENT/GRADUATE ANALYSIS BY PROGRAM – LAUNCHING THE WORK

ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

Instructions: *Complete the attached spreadsheet for analysis of college enrollment by program area. Following completion of the college analysis of enrollment by program, the Institute team – and ideally, broader groups of people at the college – should consider as a group the following questions and provide responses in the second column.* ***Submit to Coral Noonan-Terry at CCSSE (noonan@cccse.org) by January 12, 2018.***

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

Guiding Questions: Enrollment by <u>Program</u>	College Responses to Guiding Questions
1. How do we currently track students' programs of study? How accurately do the counts in this report reflect what programs students are actually in (or think they are in)?	We currently use declared majors as indicated on application for admission and through a documented comprehensive education plan completed in collaboration with a counselor. Education planning clinics and appointments are intended to clarify majors for students and to track when a student's major changes. Currently, our education plans are documented in PDF, scanned, and saved on WebXtender as images. The data available on majors in the student information system is as current and accurate as the student's major on file. However, outside of CTE programs, student majors/programs of study tracking is more challenging and uneven.
2. How well do each of these program designations reflect students' goals--particularly for further education and employment?	Many of our programs, particularly in STEM areas, are aligned for transfer. In addition, all Associate Degree for Transfer programs are aligned with California State University (CSU) requirements and allow students to transfer to a CSU campus in their program of study. Finally, our Career Education (formerly CTE) programs are generally well aligned with career opportunities.
3. What is our current process for monitoring student progress through their program requirements? How closely do we monitor how far along students are toward completing their program requirements?	We currently have no automated system for progress tracking. We do have a degree audit system (DARS), but it is not a system that students or faculty can access for themselves. We have a few grant-funded and categorical, cohort-based programs that do intrusive case management and progress tracking/monitoring progress toward completing their program requirements.

California Guided Pathways

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Guiding Questions: Enrollment by <u>Program</u>	College Responses to Guiding Questions
4. Do students have easy access to information on exactly what progress they have made and what they have to do to complete their program? Can students currently do degree audits? What other information is available to help students track their progress? How accessible and user friendly are they?	Students can view what counselors have on file, and the Counseling department proactively reaches out to students to ask them to review their information on file. However, it is up to students to agree to allow the Counseling department to check the currency of their information. There is not much information available for students to track their progress. It is largely up to the students to visit with counselors to review their information, as the information is not readily available to them as a student.
5. What is our current process for keeping track when students change programs? How well do we keep track of changes in students' program choices?	We currently have no college wide process for tracking students when they change programs. The only process we currently have is for students who come in to see a counselor, and that is a relatively small portion of our students. Our grant funded cohort programs are piloting more proactive, intrusive processes to stay abreast of student program changes.
6. Which department is responsible for monitoring the progress of students in each program listed in the report?	The Counseling department, as part of its SSSP mandates, is responsible for monitoring student progress, but we currently can only provide that support for students who elect to come in and see a counselor.
7. Are there students whose progress in a program is not tracked by any academic unit—for example, students taking developmental education courses, dual enrollment students, pre-nursing students, non-credit students?	Aside from our grant funded cohort programs, the only student tracking that we currently provide is in general counseling, and that is only provided to students who elect to come in and see a counselor.

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Guiding Questions: Graduates by <u>Program</u>	College Responses to Guiding Questions
1. Comparing this report to the previous report on program enrollments, how well do the fields in which the college is awarding credentials reflect the programs in which students were enrolled? How well aligned are the credentials the college awards in each program area with jobs in demand in your region? How do you know whether these programs are aligned with local employment needs?	Our Career Education programs are generally aligned with job demands and reflect the programs that students enrolled in. We regularly look at labor market data and job placement data, supported through the Strong Workforce initiative, to ensure that our Career Education programs are aligned with local employment needs. Outside of Career Education our degrees do not reflect the programs that students enrolled in. Our most-awarded degrees are University Studies degrees in general areas such as Social and Behavioral Sciences rather than degrees in specific majors. Exceptions to this trend are increasing numbers of AD-Ts awarded in recent years. Aside from our STEM programs, most academic disciplines and programs are not specifically aligned with employment needs.
2. How well aligned are transfer degrees with major requirements in bachelors' programs offered by four-year institution (or by your college where applicable)? How do you know how well aligned your programs are with transfer requirements in specific major fields?	Cuyamaca College has developed AD-Ts in all of the academic disciplines that are currently available given the programs in our catalog. In addition, the college does a good job maintaining articulation agreements with CSU and UC. In general, the faculty track program developments at our local four-year institutions and adjust their programs to stay viable.
3. Does the college monitor the employment and further education outcomes and success of students in each of these programs? If so, how is this information used? If not, how might you do this?	Career Education programs monitor employment outcomes through the Employment Outcomes Survey (CTEOS). Non-career education programs do not monitor employment outcomes. We need a better system to monitor the educational outcomes of our students who transfer.
4. Do excess credits seem to be a problem among associate degree recipients in particular fields? If so, in which fields?	The number of graduates by program varies significantly, as does the median number of units earned by graduates. Excess credits, in general, appear to be a more significant issue in several STEM programs, language programs, Music, and in a few other transfer degree programs. Specifically, these programs include: • Biology • Mathematics

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Guiding Questions: Graduates by <u>Program</u>	College Responses to Guiding Questions
	- Physics - Mechanical and Aerospace Engineering - Exercise Science - Business Office Technology - Arabic Studies - English - Music - General Studies – Communication and Language Arts

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Part I-B: WEBSITE EXPLORATION EXERCISE

ADVANCE WORK: TO BE COMPLETED BY COLLEGE BEFORE THE INSTITUTE

Instructions: *Complete the following exercise and **submit your responses to the questions to Coral Noonan-Terry at CCSSE (noonan@cccse.org) by January 12, 2018.***

Imagine you are a student about to register for classes at a community college.
You want to study marketing and transfer to the local four-year university. Go to the community college's website, and find the information that you need to select your courses and transfer successfully. Try to figure out what courses you will need to in order to transfer and enter the marketing program at the four-year institution. Then, go to the four-year university's website and try to confirm that you are taking the right classes.

Think about the following questions as you explore:
As the student: What marketing programs are available at the university? What career options are available to you after you transfer and complete the degree? What do salaries look like for these career options? Is this information available to you on either website?
As the student: What are the requirements for admission to the university's marketing programs? What classes will you need to take at the community college if you want to transfer into a marketing program at the university? How easy or difficult was it to find this information? How many clicks did it take?
As the student: Who would you need to go at the college to get information on transfer in marketing? Where would you go on campus to find that person? How easy or difficult was it to find this information on your website?

Guiding Questions	College Responses to Guiding Questions
How easy was it to find out the information you needed? What were the gaps in necessary information that wasn't readily available?	The College does not have a marketing program, so one could not find marketing-related courses on the College's website. A prospective student could visit the San Diego State University (SDSU) website and find the requirements for their marketing program, including transfer requirements and lists of courses that could transfer in. It was not possible to clearly crosswalk the requirements between SDSU and our college. The course equivalents were not easy to find and easily translatable between the two colleges. After visiting ASSIST.ORG, we realized that we do have articulation with SDSU's marketing program; however, students would never be able to find that out without visiting with a counselor.

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Guiding Questions	College Responses to Guiding Questions
If the information was available on the website(s), how would a student know where to find it? Would you expect a first-time-in-college student to be able to locate it?	Students would not know that this information is available or where they could find it. A first-time college student would probably conclude that we do not offer the classes they need to start their education with us and then transfer.
Discuss insights the team has gained from this exploration; name 3–5 as a team.	1. Our website is not student friendly. 2. We use jargon that makes sense to us, but probably does not mean anything to students. 3. Instead of listing academic disciplines and programs and not linking them to careers, we should flip our catalog and website around so that we start with career options and then link them to our programs of study. 4. As the marketing exercise illustrates, we can provide the transfer preparation for majors that we don't offer at the two-year level. We should identify and promote those transfer opportunities.

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Part II: MAPPING PATHWAYS ACTION PLAN TEMPLATE

To be completed during College Team Strategy Session #2

Instructions: *Consider the mapping process for all programs at your institution and develop an action plan considering the factors listed below. You will also work on this section during Team Time at the Institute.* ***Submit your responses to Coral Noonan-Terry at CCSSE (noonan@cccse.org) by January 12, 2018.***

To be initiated during College Team Strategy Sessions #2 & #3 at the Institute

Category – Who?	Response
Who will lead the work on behalf of the institution – individual(s)? The core pathways team?	The Vice President of Instruction will coordinate the degree mapping process, working with a core team that includes the Academic Senate President, the Professional Development Coordinator, the Chair of the Counseling Department, and the Transfer Center Coordinator.
What support (people or other resources) – does the core pathways team need to accomplish this work?	The Pathways Workgroup is a cross-functional group that meets monthly and includes administrators, instructional and student services faculty, classified staff, and students. This body reviews and vets all Guided Pathways initiatives and activities. More specifically, the core team will rely on the expertise of counseling faculty, discipline leads, and staff from the Institutional Effectiveness, Success, and Equity Office.
How will faculty leads in each program area be identified?	The core team will work with deans, department chairs, and program coordinators to identify the faculty leads as needed. In addition, all faculty are welcome to participate in degree mapping exercises held during Professional Development Week.
What role will deans and department chairs play in the process?	Deans will provide logistical support to their programs and participate in the degree mapping workshops and exercises. Department chairs and program coordinators will provide the expert knowledge needed to identify milestones, desired course sequences, and the employment or transfer opportunities associated with their programs.
Who will be involved in providing initial feedback on the program maps? What will that look like in practice?	Counseling faculty will provide the initial feedback on program maps. The feedback will occur in a workshop scheduled during Professional Development Week that will put counselors, instructional faculty and administrators in the same room. The counselors will provide suggested

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	edits for five draft degree maps that have been developed in CTE, AD-T, and local Associate Degree programs.
Who will eventually have the final say on the courses, desired order, and milestones on the maps?	The instructional department chairs and coordinators, and discipline leads, will have the final say about the degree maps for their programs. But the administration reserves the right to publish and promote only those degree maps that reflect a consensus between instructional and student services faculty.
What is the implementation timeline?	Early adopters in STEM at the college are already using degree maps that have been vetted with the Counseling Department. The goal is to have completed degree maps for all AD-Ts and for all Career Education degrees available for students to use by April of 2018.
What will the meaningful engagement plan look like?	We need to develop a multifaceted communication plan that includes but is not limited to - Introductory presentations at every standing committee and council; - A concerted effort to include Guided Pathways as a regular agenda item for every committee, workgroup, and council; - High visibility presentations and engagement activities at college-wide events such as Convocation and Professional Development Week; - Follow up activities at the division and departmental levels; - A public information campaign to promote Guided Pathways though a college website, periodic newsletter, and visual branding through banners, posters, and flyers.
How will advisors (optimally, assigned to meta-majors) be involved?	Their first involvement will be to work with their assigned discipline partners to refine and edit the draft degree maps.

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Category – What?	Response
What will be expected from the departments as part of their maps?	Departments have already begun this work. They have been tasked with - Organizing the required courses in their degrees into desired sequences - Identifying milestone courses or momentum points in their degree programs - Making recommendations for general education electives
How will default electives and general education courses be chosen?	Department chairs, program coordinators, and discipline leads will be asked to recommend up to three courses for every general education or elective choice that a student faces; they will also work with counseling faculty and departments that offer GE classes to get input and advice. Ultimately, wherever possible, career driven knowledge, skills and abilities will be used to inform selection of cross discipline general education courses for each program.
How will you ensure that certain electives/general education courses aren't over-selected for the maps, exceeding college capacity to offer a given number of sections?	A critical part of the degree mapping process will be to assess the impact of course recommendations on enrollment management. Dialog will be crucial to ensure that if a GE-heavy department is negatively impacted by the degree map elective course recommendations there will be a process to either mitigate the impact or review the affected curriculum.
Are there expectations about number of total program credits for certificates and degrees? How will those be communicated as part of the process?	AD-Ts are already limited to 60 units, and that is the general standard for an Associate Degree. All of the degrees in our college catalog have specified ranges of total units, and nothing in the degree mapping process that allows for additional units to be added.
What is the process through which meta-major/program faculty consult with the math faculty about designation of the appropriate math requirement for the meta-major?	The Math department has already identified five Math Pathways that are broadly designed to match the appropriate course for different areas of study. The counseling faculty will convey this information when they meet with instructional programs to review and edit their draft degree maps.
Will these total credits include a required student success course contextualized to each meta-major?	This curriculum has not been developed yet, so it will not be part of the first round of degree maps. However, the STEM meta-major, as part of its Title III grant, is piloting a 3-unit course entitled SCI 100 - Success in Science, Technology Engineering, and Mathematics. This course has been discussed as a possible model gateway course for each meta-major.

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Category – When?	Response
What will be the first version of the catalog to include the new or revised program maps?	The 2018-19 catalog will include the first group of program maps, which will consist of the current AD-Ts and selected Career Education programs.
What date will the first draft of the maps be due from all departments? Will everyone have the same date or will you focus on 10-20 programs at a time, with each group getting a different deadline?	The first drafts for our AD-Ts have already been submitted as well as a few Career Education degree maps. Those will be our first priority, with local associate degrees targeted for the next round.
How long will the revision/ consideration period be? When will the final versions of the maps be due, given that they need to be included in the version of the catalog you identified above?	The vetting of our current draft degree maps by counseling faculty will begin in Professional Development week (January 22-26) and continue through February. Our goal is to have usable degree maps in the hands of counselors to use with their student appointments beginning in March. The 2018-19 catalog production deadline for receiving those degree maps that will be in use and published in the catalog will be April 1, 2018.
What is the explicit, well-publicized timeline for the process that will communicated to the departments including milestone and final due dates? ***Attach that timeline to this document.***	

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Category – How?	Response
What existing department-level structures are in place that can be used to accomplish this work?	The department chairs, program coordinators, and discipline leads have been charged with preparing the initial drafts of degree maps.
What additional structures will be needed?	The core team described above in the first question of Part II (the Academic Senate President, the Professional Development Coordinator, the Chair of the Counseling Department, and the Transfer Center Coordinator) will coordinate the editing and vetting of the draft degree maps.
Will the college provide incentives for the faculty leads? (release time, additional pay, other?)	So far, the college has not provided financial incentives for this work.
Can the institution capitalize on existing meetings and professional development opportunities?	Yes. Under the direction of the Vice President of Instruction, the college has used the monthly meetings of the Instructional Council to engage department chairs and program coordinators in this work. Going forward, there will be structured opportunities to earn professional development credit for the ongoing work to finish and implement the first group of degree maps.
How will expectations be communicated to faculty and department administration?	The Instructional Council retreat at the beginning of the Spring 2018 Professional Development Week will provide the opportunity to review the timeline and expectations for implementing the degree maps, and additionally to engage in the next phase of the development process.
When faculty or departments come to an impasse on the program map, who will dislodge the process and move it forward productively?	The core team, with representatives from administration, instructional faculty, and counseling faculty, will mediate as needed.

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Part III: MAKING SENSE AND MOVING FORWARD

To be completed during College Team Strategy Session #3

Instructions: Use the following questions to guide discussion. Facilitated discussion will highlight divergent and convergent perceptions, leading toward team consensus. **Submit your responses to the questions to Coral Noonan-Terry at CCSSE (noonan@cccse.org) by January 12, 2018.**

Guiding Questions	College Responses to Guiding Questions
Which issues/approaches/ strategies discussed in the day's sessions are potentially of greatest interest to the college?	• Norco and Golden West models in the first concurrent session had a lot to offer. • We need to look more at competencies associated with program maps. Some are cross-functional competencies. The AD-Ts need extra attention to align to the particular needs of our transfer destinations. • We need to do a better job of getting the voices of the students into the conversation. College of the Canyons retraced the "pathways" created by successful students who have moved on. • Program maps need to identify any prerequisites to the courses on the map in order to be complete. • Everybody – including the college president and cabinet - should step in as a participant in focus groups or coaching for students. • All of the services should be in the same location, or students should be directed to a help center that refers them to the service they need *next.* • Let's look at the Odessa model with every meta major having its own counselor, financial aid person, etc. • How do we identify and serve students in more than one cohort, such as a veteran in the STEM meta-major?

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Guiding Questions	College Responses to Guiding Questions
What existing knowledge and/or college work has been reinforced?	• We have a lot of the components in place, but we haven't been able to brand it. • Our STEM maps are further along than most schools. • Our STEM program is a model for the rest of the college, but the student voices will be the best way to communicate it.
Discuss insights the team has gained from these conversations; name 3–5 as a team.	• We need to clean up our catalog – both a redesign and cull the courses that we aren't offering and don't need. • We need the student voices front and center. • We need to put the student back into all of our branding. • In addition to the structural changes, we need to also place it in an equity-minded context, with emphasis on the validation and engagement practices. • Our mapping process has been clarified with attention to the role of counseling and a clear process. • We need to professionalize our teacher training.
What do you not know now that you need to know about these issues/approaches? How will you obtain that additional data/information? What are the implications for needed technical assistance and/or professional Development for the college?	• We need to know how to err on the side of inclusion or mentoring, community leadership. • We need to learn how to shake up the status quo. • We need to put equity on the forefront of the pathways conversation. • If 80% of our faculty members are part-time, how do we bring equity training to them? • Are there better momentum points that we can use to identify student success and failure? • What are the essential KPIs that will serve our goals?

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Part IV-A: Action Planning and Next Steps

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

Instructions: At this point, your team has reviewed and discussed implementing and advancing program mapping at your institution. 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, and how, when, and by whom follow-up steps will be taken Once you've engaged key college constituencies in discussion of data, issues and strategies, return this completed action plan to Coral Noonan-Terry at CCSSE (noonan@cccse.org) by January 12, 2018. Add rows as necessary.

PRIORITIES: NEXT STEPS	BY WHOM	BY WHEN
Making the case to the college community	**Leadership team drawn from the Guided Pathways Workgroup**	**Spring Convocation – January 24, 2018**
Counselor liaisons working with instructional faculty	**Pat Setzer and Greg Gomez**	**Instructional Council retreat, January 22, 2018**
Taking the degree maps to counselors for vetting	**Greg take to F-T counselors**	**December 2017 (done)**
Have a presentation on Guided Pathways to the full-time counseling faculty	**Vice President of Student Services**	**November 2017 (done)**
Have a presentation on Guided Pathways to the student government	**Vice President of Student Services**	**December 2017 (done)**
Debrief to Pathways Workgroup	**Institute #2 team, led by team facilitator**	**Face to face on 12/6, also electronically (done)**

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Part IV-B: Action Planning – Engagement Strategy

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 #2. ***Return this completed action plan to Coral Noonan-Terry at the Center for Community College Student Engagement (noonan@cccse.org) by January 12, 2018.***

ENGAGEMENT STRATEGIES: NEXT STEPS	BY WHOM	BY WHEN
Visual branding – banners, posters, buttons	Students (Kyrie, Jesus Suarez?)	When everyone gets back to the college for spring