# Short-Term Action Plan
## Pathways Institute #3
## Pathway Design II: Pathways to Transfer and Employment

**Institution Name: Cuyamaca College**

## Part I: Reflecting on Equity in Outcomes in Transfer, Employment, & Earnings Gains

### <span style="color:red">TO BE COMPLETED DURING COLLEGE TEAM STRATEGY SESSION #1 AT THE INSTITUTE</span>

**Instructions**: *Use the time in College Team Strategy Session #1 to (a) review and reflect on the findings in the advance work, and (b) explore the disaggregated data for transfer, earnings gains, and living wage attainment you received at the Institute. Discuss and keep notes on the following questions.*

| Guiding Questions | College Responses to Guiding Questions |
|---|---|
| *Advance Work*<br><br>1. *Referencing the exercise on "Measuring Your College's Effectiveness on Transfer, Employment, and Earnings Gains," what are a couple of key insights that you identified?*<br><br>2. *What gives you the most hope? What caused the greatest concern?* | 1. The AD-T degrees have not created a clear path for our students to transfer to SDSU. Although we are awarding more degrees now that we have AD-Ts, it is more difficult for our students to transfer to SDSU now than it was before the AD-Ts were mandated.<br><br>2. What gives us hope is the knowledge there are plenty of opportunities to improve - we have identified a problem and are focusing on it.<br>One of our greatest concerns is that students who get an AD-T are guaranteed admission to CSU, but often they can only exercise this guarantee if they move away to attend a CSU campus in another part of the state. This runs counter to the cultural and economic pressures our students have to stay close to home, and constitutes a structural barrier to our own mission.<br><br>Another concern is that our largest Career Education program is Child Development, which unfortunately prepares students for low-wage jobs. However, this is a very popular program with our student community, particularly with female students from our large population of recent immigrants from the Middle East. One hopeful development is that our students now have the opportunity to pursue a Bachelor's degree in |

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| | Child Development on our campus through a partnership with Point Loma Nazarene University. |
| *Disaggregated Equity Data*<br><br>3. *Do your transfer outcomes vary by race and/or gender?*<br><br>4. *Do your earnings gains vary by race and/or gender?*<br><br>5. *Do your living wage attainment rates vary by race and/or gender?*<br><br>6. *From the plenary session or your own experience, what are some strategies you might employ to address any gaps?* | 3. The data we reviewed at the team session did not indicate equity gaps, but our internal data on momentum points suggests otherwise. In the data we reviewed, some of the N's were too small for inclusion, and that almost certainly obscured our disproportionate transfer outcomes. It's safe to say that we have plenty of work to do in this area.<br>4. Hispanic wage gains in the data we reviewed were significantly higher than those for whites. This may reflect wage gaps prior to starting their educational program.<br>5. Living wage rates were significantly higher for males than females, and older students outpaced younger ones, but there were no significant gaps by ethnicity in the data we reviewed. Our analysis suggests the data were incomplete. In any event, the overall rates were less than 55% so there is a lot of room for improvement.<br>6. Strategies for addressing gaps start with more high touch practices. More staff would seem to be in order, but if that's not possible then we can look at our practices. We need to connect students early on with career options and ideas. We also should develop strong interventions in the classroom including using content instructors for academic advising - provided it is coordinated with student services.<br>We should create structures that allow instructional and counseling faculty to share information and practices. |

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| Guiding Questions | College Responses to Guiding Questions |
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| *Moving Forward*<br><br>7. *Is employment program information integrated with transfer information to support students in selecting a program of study?*<br><br>8. *Where is this information available, in what format, and at what point are students directed to the information?*<br><br>9. *Who is responsible for updating and maintaining the transfer and employment information?* | 7. Generally, transfer program information does not provide much employment information, but as we develop and refine our degree maps this deficit will be addressed.<br>8. The information that is provided is usually researched by counselors rather than instructional faculty.<br>9. At the present, the Transfer Center and the counselor who serves as its coordinator are responsible for updating and maintaining transfer and employment information. We need to systematically bring this information to students earlier in their educational journey. It would help if we could send registration and enrollment student data to chairs and coordinators. We need to be able to identify our student cohorts by major or program. |

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## Part II: Identifying the Gaps that Still Exist in the Institution's Transfer and Workforce Alignment Work

**TO BE COMPLETED DURING COLLEGE TEAM STRATEGY SESSIONS #2, #3, and #4 AT THE INSTITUTE**

*Instructions: Based on the information collected in the advance work, analyze current practices regarding pathway alignment with transfer and workforce opportunities, as contrasted with the vision for where you would like the institution to be. Document the gaps in policies; practices; and readily available, timely, and useful information for students and advisors.*

| Current Practice | Aspirations | Existing Gaps (Policies, Practices, and Available Information) |
|---|---|---|
| **Aligning to workforce**: CE events such as the Automotive Summit did not include transfer opportunities.<br>We currently put our CE and transfer programs in different boxes – mutually exclusive – when there might actually be more common ground.<br>Outcomes from CE courses are sometimes too specific and narrow for industry applications | Ideally, all of our CE programs should provide paths to transfer.<br>CE program outcomes are broad enough to prepare for immediate employment and to also promote advancement in careers that build on the training. | Current CE course SLOs often identify granular skills rather than broad skill sets.<br>We don't communicate regularly between CE and transfer programs. |
| **Aligning to transfer**: for many programs we have no idea how well or badly the programs align. We have our AD-Ts, but they are not always effective, particularly with SDSU.<br>Our website does not provide clear, useful information for our current or prospective students.<br>There are inconsistent relationships and lines of communication between local departments and their counterparts at 4-year institutions.<br>Instructional faculty, particularly those who are part-time, often don't know about our AD-T degrees; they often focus only on the class | We should be meeting department to department with our transfer destination schools on an annual basis.<br>Transfer disciplines could include more career orientation in their content and integrated in the SLOs.<br>Instructional faculty have ownership over career paths for their programs, and share responsibility with counselors and students for their progress.<br>SLOs in GE classes could include workplace competencies.<br>Our website ought to provide clear, easy to | No one at Cuyamaca College knows how admissions work at SDSU.<br>We don't have good front-end information for our students or ourselves.<br>Most of our essential services are optional rather than mandatory.<br>Local policies **and capacity** prevent us from mandating matriculation services.<br>Our meta-majors and degree maps are not complete.<br>We need more systematic inter-segmental contact between departments; we also need to pull the Counseling faculty into the |

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| they are teaching. | find information about how our programs align with those at our most common transfer destinations. | conversation. |
| **Institutional**: We have a real division between CE and transfer programs; some CE faculty avoid or resist promoting the goal of transfer and a 4-year degree<br>CE programs feel threatened and vulnerable by enrollment management because there are inherent disadvantages regarding productivity and efficiency in their programs.<br>We focus on arbitrary goals of "2-year" and "4-year" that are rarely relevant for our students. | We can focus more on the end in mind for our students.<br>We should be able to value the 2-year degrees, skill-based certificates, and the possibilities of transfer and bachelor's degree pathways across all disciplines.<br>A well-rounded and robust educational plan should be able to support both CE and transfer pathways.<br>It would be great if we could bring workforce data to bear on all of our programs, both CE and transfer<br>We can redesign our receiving processes for new students to be more engaging relevant to their needs and knowledge base.<br>More engaging website assists students in finding their way and accessing resources. | Current website is a problem.<br>We currently cannot identify and track cohorts or majors; nor can we search our student educational plans to assist with schedule planning or to track individual students' progress.<br>We don't have enough students taking career–oriented courses that help them identify their major. |

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## Part III: Strategies for Closing the Gaps that Still Exist

**TO BE INITIATED DURING COLLEGE TEAM STRATEGY SESSIONS #3 and #4 AND AUGMENTED WITH OTHER COLLEGE PERSONNEL**

*Instructions: Based on the advance work and the gaps identified in Team Session #2 (Transfer) and Team Session #4 (Workforce), identify concrete action steps, create a timeline for moving forward, and identify responsible parties to take the next steps in implementation. This planning should be started in Team Session #3 and completed with stakeholders at your institution. **Once you complete the exercise with your broader pathways team at your institution, submit to Coral Noonan-Terry at the Center for Community College Student Engagement (noonan@cccse.org) by Wednesday, February 28, 2018.***

| Action Steps | Timeline | Responsible Parties | Anticipated Challenges |
|---|---|---|---|
| Chairs and deans at our college will develop relationships with their counterparts at SDSU, and coordinate their meetings with the Transfer Center Coordinator. This will promote degree alignment and improve the prospects of admission for our students. | Timeline to set this up: half of the chairs and coordinators and all of the deans reach out and meet with their counterparts by June 2018. | Dean, chairs, coordinators, Transfer Center Coordinator; Leadership from VPSS/VPI | Preparation of talking points; identifying contacts; Building a schedule to commence and to maintain the relationship; developing measurable outcomes |
| We will develop more robust degree maps and meta-majors and find ways to get this information into the hands of students | Collect all data for degree maps by mid-March; finalize format by May; populate 2018-19 catalog | Employ counselor liaisons to assist with GE recommendations; deans coordinate collection of data and meeting schedule with instructional faculty and counselors | Communicating across units: instruction/student services; the complexity and amount of work is formidable; some anxiety about recommended courses impacting enrollments |
| Bring existing workforce and transfer data to the table for discussion to inform our policies, practices, and pathways | Ongoing and already in progress | The Institutional Effectiveness Committee, working with he Institutional Effectiveness, Success and Equity unit. | Building a culture of evidence-based decision making; pushing back on traditional biases such as the reluctance of transfer |

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| Action Steps | Timeline | Responsible Parties | Anticipated Challenges |
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| | | | programs to focus on career paths |
| Clean up the TOP codes for all of our CE programs | Finish by June 2018 | Bri Hays works with Larry McLemore and program coordinators | Timing and coordination |
| Plan backwards from careers to all of our transfer programs | Work through the 2018-19 academic year; finish by June 2019 | VPI, instructional deans, and chairs/coordinators in consultation with counselors | The challenges of cultural change; the additional time needed with busy staff |
| Improve our outreach and targeting for both high school and non-traditional students such as Adult Education. | Ongoing and already in process | VPSS, Dean of Counseling, Outreach Coordinator, with support from instructional deans and chairs/coordinators | Building the infrastructure of workshops, events, and promotional materials |
| Look at alternative 4-year pathways to get around the limits of TAG and AD-Ts | 2019-2020 | Transfer Center Coordinator, chairs and coordinators | Identifying alternate transfer pathways; building relationships and developing agreements |
| Explore policies that mandate matriculation for all students; add College 101 class | College 101 class could go through the curriculum approval process by May; mandated matriculation policy could be approved by Spring 2019, implemented for fall 2019. | VPSS leads a task force consisting of managers, faculty and staff from Student Services | Ensuring that we have the capacity to process mandated matriculation for all new students; building consensus around the commitment to implement it. |
| Redesign our website and catalog around meta-majors and pathways | Catalog redesign can come in 2018-19, website design will be in 2019-20 | For the catalog: Instructional Operations Supervisor, under the direction of the VPI Website: task force led by Dean of LTR | The website redesign will require support and cooperation from the district Information Services department |

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## Part IV: Reflections on Work Thus Far and Outlining Next Steps

**TO BE INITIATED DURING COLLEGE TEAM STRATEGY SESSION #4 AND AUGMENTED WITH OTHER COLLEGE PERSONNEL**

*Instructions: Reflect on your institution's OVERALL work in conjunction with the Pathways Institutes to date and answer the following questions. Complete the exercise with the broader pathways team at your institution and submit to Coral Noonan-Terry at the Center for Community College Student Engagement (noonan@cccse.org) by Wednesday, February 28, 2018.*

| Reflection Questions | College Responses |
|---|---|
| *What was your institution's vision for the pathways project work when you were accepted into the cohort in April 2017?* | We started out by focusing on our strengths and innovations to date; we already had faculty who had read the Jenkins book; we had already started work on acceleration, engagement, and pathways in our ATD and then strategic plan. |
| *What were your expected outcomes at the completion of the project in September 2019?* | We hope to have clear meta-majors and pathways for our students; integration of instruction and support services within each meta-major; at least have a plan to provide technological support for education planning and tracking student progress; develop systems to maintain, support and update the pathways reforms. |
| *Outline your major pathways accomplishments to this point in the project.* | We have scaled up acceleration across all basic skills areas; strengthened FYE program; we have gotten a good start on developing awareness and consensus about Guided Pathways through attendance at CAGP institutes, IEPI workshops, Leading From the Middle, and college events. We have moved ahead on developing meta-majors and degree maps, and started the process for catalog cleanup. |
| *What gaps still exist? What are your plans to address them?* | Website and technology.<br>Organizing the work, given that our current structures are designed to silo rather than cross function.<br>Hearts and minds – we still have work to do to build the consensus at the college.<br>Bringing the evidence to our community to face our current outcomes |

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|---|---|
| | and processes.<br>We need to enlist people for their ideas – the work cannot be imposed on them from above. |
| *What remaining challenges are most daunting? What are your plans to address them?* | The scope of the work is daunting, and the number of people that we need to engage and get involved.<br>Challenging existing structures and paradigms to enable us to think differently and work differently.<br>Many divisions hinder progress: FT/PT, faculty/staff, instruction/student services, CE/transfer.<br>Navigating district-level approval processes to improve our technology. |