

#2

COMPLETE

Collector: Email Invitation 1 (Email)
Started: Friday, January 18, 2019 3:40:02 PM
Last Modified: Friday, January 18, 2019 4:17:42 PM
Time Spent: 00:37:40
First Name: John
Last Name: Escobedo
Email: john.escobedo@gcccd.edu
IP Address: 160.227.129.219

Page 1: I. Program Overview and Update

Q1 Service Area(s) Reviewed:

Pathway Academy

Q2 Lead Author and Collaborators:

Dr. John Escobedo

Q3 Lead/Dean:

Dr. Jessica Robinson, MSW

Student Services Program Review Annual Update

Q4 Service Area Update (Required): Please summarize the changes, additions, and achievements that have occurred in your service area since the last program review annual update. Note you can access previous years' program reviews here (requires a District username and password).

Pathway Academy has implemented three program additions going into year two of our Title V (HSI) grant. The following additions are in compliance with and follow the designated timeline and milestones outlined by our program goals and objectives.

1. The Title V team has carried out our second year student support program component. We are now offering a series of Sophomore Seminar workshops to second year program students. These series of workshops are meant to prevent the "Sophomore Slump" many students go through during their second year of college. During the Fall 2018 semester, we offered a three session workshop that covered Transfer Requirements, Scholarships, and a Student Panel. The Spring 2019 Sophomore Seminar is scheduled to take place in March of 2019.
2. During the Fall 2018 semester, we began to embed peer mentors into three departments: Graphic Design, Computer Information Systems, and English. These embedded peer mentors will provide peer mentoring services such as time management guidance, study skills workshops, facilitate study groups, and guide students to other campus student support services. Peer mentors will also work with course instructors to carry out an intrusive Early Alert system within the classroom setting. The Early Alert system will consist of intrusive relationship building with students, academic progress monitoring, and positive messaging to students. These student centered strategies were discussed in the summer Equity in Practice Institute for Cuyamaca faculty. Partnerships with History, Sociology, English, Graphic Design, Computer Information Systems, and Student Success courses will allow Pathway Academy to pilot embedded peer mentors in six college departments in the Spring semester of 2019.
3. Pathway Academy launched its first JumpStart event in the Spring of 2018. Students recruited from our local feeder high schools, Mt. Empire, Monte Vista, Steel Canyon, and Mt. Miguel attended. The close to one hundred students in attendance received college registration support, course schedule advice, and attended a Growth Mindset workshop. JumpStart services also provided a parent orientation in English and Spanish for our programs Latinx student population.

Page 2: II. Student Learning Outcomes/Student Services Outcomes Assessment Reflection

Q5 Please provide a summary of your service area's student learning outcome (SLO) and student services outcome (SSO) assessment efforts and findings from 2017/18. For assistance locating assessment information stored in TracDat, please contact the Institutional Effectiveness, Success, and Equity Office at brianna.hays@gcccd.edu.

Pathway Academy students were enrolled in both English and math courses during the Fall 2017 and Spring 2018 to ensure access to transfer level English and math courses in order to complete English and math requirements within a year. Our 2017 Student Learning Outcomes show a 91% retention rate in math and 57% successfully passed math. Program data also shows a 94% retention rate in English and 75% success rate in English as well.

Pathway Academy students are also required to enroll in Student College Success courses during their first academic year at Cuyamaca College. Program students enrolled in COUN 120 courses learn study skills, emotional intelligence, time management, and student development strategies. The COUN 120 student centered learning strategies are meant to increase the retention, persistence, and success rates in all the courses our program students are enrolled in. Our data shows a 94% retention rate and 72% course success rate for our program students. This data reflects the findings for only Fall 2017. Once we receive the comparison report for Spring 2018, we will upload this information to our program review.

Q6 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

Pathway Academy FYE Comparison Report 2016-2018.pdf (22.2KB)

Student Services Program Review Annual Update

Q7 How did (or will) your service area use its 2017/18 SLO and SSO assessment findings to advance student success and improve services to students?

After reviewing the Fall 2017 student success data, programmatic changes regarding required enrollment in both English and math courses in the same semester have changed. Data results show that some students are not academically ready to take on both subjects in the same semester. Moving forward, we will place students in math and/or English classes based on their high school transcripts and GPA.

Peer mentors will also be embedded in selected English and math courses. The role of embedded peer mentors will be to provide mentoring services in time management, study skills, facilitate study groups, and guide students to other campus student support services. Peer mentors will also work with course instructors to carry out an intrusive Early Alert system within the classroom setting. We will measure and assess these pilots by the end of Spring 2019.

Q8 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

Respondent skipped this question

Q9 What are your service area's assessment plans (i.e., which SLOs and/or SSOs will be assessed) for 2018/19?

The Title V team will assess our programs Student Learning Outcomes with the department chairs in English, ESL, and math in Fall 2017 and Spring 2018. Data measures from accelerated courses in English, ESL, and math and transfer level English and math courses will be discussed in the Title V Steering Committee meetings. As a committee, we will assess and adjust program services by end of Spring 2019.

Q10 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

Respondent skipped this question

Page 3: III. Student Achievement and Institutional Effectiveness

Q11 Please review any research data and/or reports for your service area and summarize the findings and implications for practice.

Pathway Academy has a partnership with English, ESL, and math departments to place program students into accelerated English, ESL, and math courses. This partnership is meant to provide equitable access to transfer level English and math in a timely manner for underrepresented students. The data report shows a 90% retention rate and 70% success rate with students enrolled in accelerated English course.

Since there are five different levels of accelerated math, the data varies among each different accelerated course level. I have attached the data report provided by IESE for Fall 2017 and Spring 2018. The data shows that our program students are doing much better in accelerated English courses compared to accelerated math courses.

Q12 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question.

PA Math English Courses 2017-18 Cohort Results 190117.pdf(139.6KB)

Student Services Program Review Annual Update

Q13 What steps will the service area take to improve services and/or outcomes (e.g., course success, persistence, degree/certificate completion, or transfer) for the College's disproportionately impacted student groups? To access a detailed report on the College's equity data, [click here](#). To access college-wide student demographic and outcome data, [click here](#).

Since Pathway Academy places students in accelerated English, ESL, and math courses, the Title V team would like to put together a work plan between our Summer Bridge program and the English and math department to prepare disproportionately impacted students for these gateway courses. Disproportionately impacted students need to be pre-exposed to and prepared to handle English and/or math courses over the summer before the start of their first academic semester.

Q14 OPTIONAL: Please use the button below to upload any additional/supporting documentation (in Word or PDF format) for the above question. **Respondent skipped this question**

Page 4: IV. Previous Goals: Update (If Applicable)

Q15 Would you like to provide an update for your previous program review goal(s)? **Yes**

Page 5: Previous Goal 1

Q16 Previous Goal 1:

The Title V team is building on the suggestions provided by student surveys from last year's program review. Student recommendations to expand on group peer mentoring, engagement between class cohorts, study skills workshops, more meaningful engagement between class cohorts, and career/transfer guidance are currently being developed and piloted.

Q17 Link to College Strategic Goal(s): **Guided Student Pathways**, **Student Validation and Engagement**

Q18 Goal Status **In Progress**

Q19 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Pathway Academy will conduct a second round of surveys to receive student feedback on the program changes we have conducted.

Q20 Please provide the rationale for this goal:

By accomplishing the goals of last year's student surveys, we will be complying with two of our own institutional objectives in student guided pathways and student validation and engagement.

Student Services Program Review Annual Update

Q21 Please provide the goal action steps for the year (previously "Activities"):

Working with department chairs and selected instructors to embed peer mentors into courses to provide impactful student group mentoring throughout semester. Title V staff have developed a series of study skills workshops that have been piloted in COUN 120 courses. Title V staff have also developed our Second Year Program component. A series of Sophomore Seminars offering transfer requirements/guidance, scholarship information, and student panel made up of successfully transferred students to local universities took place Fall 2018 and scheduled for Spring 2019.

Q22 ****OPTIONAL**** Previous Goal 1 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Respondent skipped this question

Q23 Do you have another goal to update?

Yes

Page 6: Previous Goal 2

Q24 Previous Goal 2:

Last year's student survey data shows that the majority of our program students understand and find the material of our programs COUN 120 relevant to their personal growth. The data shows that 66% of students feel engaged and validated by course materials, instructors, and program activities. Our goal is to increase this student satisfaction percentage to 75% by Spring of 2019.

Q25 Link to College Strategic Goal(s):

Student Validation and Engagement

Q26 Goal Status

In Progress

Q27 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Develop evaluation plan to review engagement activities and instructional material by end of Spring 2019. Report findings to Title V Steering Committee meeting.

Q28 Please provide the rationale for this goal:

Increasing student program satisfaction to 75% will help develop meaningful and impactful student engagement and validation program practices. These student centered strategies can be institutionalized as part of our own institutional goal to engage and validate students at Cuyamaca College.

Student Services Program Review Annual Update

Q29 Please provide the goal action steps for the year (previously "Activities"):

Title V staff has been piloting a series of student engagement activities during the 2018 Fall semester and will continue to hold engagement activities during Spring of 2019. Title V staff has been holding monthly meetings with program instructors to assess and adjust coursework material in COUN 120 class.

Q30 ****OPTIONAL**** Previous Goal 2 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Respondent skipped this question

Q31 Do you have another goal to update?

No

Page 7: Previous Goal 3

Q32 Previous Goal 3:

Respondent skipped this question

Q33 Link to College Strategic Goal(s):

Respondent skipped this question

Q34 Goal Status

Respondent skipped this question

Q35 How was the goal evaluated? If the goal is "in progress," how will it be evaluated?

Respondent skipped this question

Q36 Please provide the rationale for this goal:

Respondent skipped this question

Q37 Please provide the goal action steps for the year (previously "Activities"):

Respondent skipped this question

Q38 ****OPTIONAL**** Previous Goal 3 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Respondent skipped this question

Q39 Do you have another goal to update?

Respondent skipped this question

Page 8: Previous Goal 4

Q40 Previous Goal 4:

Respondent skipped this question

Student Services Program Review Annual Update

Q41 Link to College Strategic Goal(s): Respondent skipped this question

Q42 Goal Status Respondent skipped this question

Q43 How was the goal evaluated? If the goal is "in progress," how will it be evaluated? Respondent skipped this question

Q44 Please provide the rationale for this goal: Respondent skipped this question

Q45 Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

Q46 ****OPTIONAL**** Previous Goal 4 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file. Respondent skipped this question

Q47 Do you have another goal to update? Respondent skipped this question

Page 9: Previous Goal 5

Q48 Previous Goal 5: Respondent skipped this question

Q49 Link to College Strategic Goal(s): Respondent skipped this question

Q50 Goal Status Respondent skipped this question

Q51 How was the goal evaluated? If the goal is "in progress," how will it be evaluated? Respondent skipped this question

Q52 Please provide the rationale for this goal: Respondent skipped this question

Q53 Please provide the goal action steps for the year (previously "Activities"): Respondent skipped this question

Student Services Program Review Annual Update

Q54 **OPTIONAL** Previous Goal 5 Additional

Respondent skipped this question

Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Page 10: V. New Goals (If Applicable)

Q55 Would you like to propose any new goal(s)?

Yes

Page 11: New Goal 1

Q56 New Goal 1:

Build a Math and English component to Summer Bridge program.

Q57 Link to College Strategic Goal(s):

**Basic Skills
Acceleration**

Q58 Please provide the rationale for this goal:

Disproportionately impacted students need to be pre-exposed to and prepared to handle English and/or math courses over the summer before the start of their first academic semester.

Q59 Please provide the goal action steps for the year (previously "Activities"):

Discuss this topic with Title V Steering Committee members. Develop a work plan with English and math Department Chairs.

Q60 How will the goal be evaluated?

Develop evaluation plan with Department Chairs and Title V staff. Discuss Summer Bridge data with Title V Steering Committee members.

Q61 **OPTIONAL** New Goal 1 Additional

Respondent skipped this question

Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Q62 Do you have another new goal?

Yes

Page 12: New Goal 2

Student Services Program Review Annual Update

Q63 New Goal 2:

Successfully embed peer mentors in gateway courses to increase retention, persistence, and success rates. The completion of gateway courses falls in line with guided pathway objectives.

Q64 Link to College Strategic Goal(s):

Basic Skills ,
Acceleration
Guided Student Pathways

Q65 Please provide the rationale for this goal:

Disproportionately impacted students will benefit from peer mentoring within in the classroom on subjects such as time management, study skills, guided to student support services, and personalized early alert system.

Q66 Please provide the goal action steps for the year (previously "Activities"):

Schedule Team Peer Mentoring meetings to develop semester work plan with course instructor.

Q67 How will the goal be evaluated?

Develop evaluation plan with peer mentors and course instructors. Meet monthly to assess and adjust work plan. Discuss embedded peer mentor data with Title V Steering Committee members.

Q68 **OPTIONAL** New Goal 2 Additional Documentation: If you have any additional documentation you would like to include in relation to this goal, please use the "Upload" button below. You can upload a Word document or PDF file.

Respondent skipped this question

Page 13: VI. Resources Needed to Fully Achieve Goal(s)

Q69 Is the program requesting resources this year to achieve this goal? **No**

Page 14: V. Faculty Resource Needs

Q70 Are you requesting one or more faculty positions to achieve this goal? **Respondent skipped this question**

Page 15: Faculty Position Request(s)

Student Services Program Review Annual Update

Q71 Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of the Position Requested:

Respondent skipped this question

Q72 Related Program Goal(s):

Respondent skipped this question

Q73 Faculty Position Request Upload 1: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here.

Respondent skipped this question

Q74 Faculty Position Request 2 (if applicable): Please remember to complete the Faculty Position Request Form (accessible here, under Staffing Request Information) for this position that you are requesting and upload it using the button below. The Faculty Position Request Form (In Word) can be located here (under Staffing Request Information). Brief Description of Position Requested:

Respondent skipped this question

Q75 Related Program Goal(s):

Respondent skipped this question

Q76 Faculty Position Request Upload 2: Please upload the completed faculty request form for the above position using the button below. You can access the Word version of the Faculty Position Request Form here.

Respondent skipped this question

Page 16: VI. Classified Staff Resource Needs

Q77 Are you requesting one or more classified positions to achieve this goal?

Respondent skipped this question

Page 17: Classified Staff Position Request(s)

Q78 Classified Staff Position Request 1: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for this position you are requesting. Brief Description of Position Requested:

Respondent skipped this question

Q79 Classified Staff Position 1 Related Program Goal(s):

Respondent skipped this question

Student Services Program Review Annual Update

Q80 Classified Staff Position 1 Request Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here. **Respondent skipped this question**

Q81 ***OPTIONAL***Please use the button below to upload the position classification description (obtained from HR). **Respondent skipped this question**

Q82 Classified Staff Position Request 2: Please remember to complete the Classified Staff Position Request Form (accessible here, under Staffing Request Information) for each position you are requesting. Brief Description of Position Requested: **Respondent skipped this question**

Q83 Classified Staff Position 2 Related Program Goal(s): **Respondent skipped this question**

Q84 Classified Staff Position Request 2 Upload: Please upload a completed Classified Position Request Form for this request using the button below. You can access the Word version of the Classified Position Request Form here. **Respondent skipped this question**

Q85 ***OPTIONAL***Please use the button below to upload the position classification description (obtained from HR). **Respondent skipped this question**

Page 18: VII. Technology Resource Needs

Q86 Are you requesting technology resources to achieve this goal? **Respondent skipped this question**

Page 19: Technology Request(s)

Q87 Technology Request 1: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form **Respondent skipped this question**

Q88 Technology Request 2: Please remember to complete a Technology Request Form for each request you are submitting. You can access the online Technology Request Form here: Technology Request Form **Respondent skipped this question**

Page 20: VIII. Perkins and Strong Workforce Resource Needs

Q89 Are you requesting Perkins and/or Strong Workforce resources to achieve this goal?

Respondent skipped this question

Page 21: Perkins Request and Strong Workforce

Q90 Perkins Request and Strong Workforce 1: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Q91 Perkins Request and Strong Workforce 2: Please remember to complete the Perkins Request Form and submit it via the annual Perkins/Strong Workforce request process/cycle.

Respondent skipped this question

Page 22: IX. Supplies/Equipment Resource Needs

Q92 Are you requesting supplies and/or equipment resources to achieve this goal?

Respondent skipped this question

Page 23: Supplies/Equipment Request(s)

Q93 Supplies/Equipment Request 1: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Respondent skipped this question

Q94 Supplies/Equipment Documentation 1: Please upload any supplies/equipment quotes or additional documentation for this request.

Respondent skipped this question

Q95 Supplies/Equipment Request 2: In the boxes below please provide information on your request. Supplies/Equipment requests will be considered on a one-time funding basis.

Respondent skipped this question

Q96 Supplies/Equipment Documentation 2 : Please upload any supplies/equipment quotes or additional documentation for this request.

Respondent skipped this question

Page 24: X. Facilities Resource Needs

Student Services Program Review Annual Update

Q97 Are you requesting facilities resources to achieve this goal?

Respondent skipped this question

Page 25: Facilities Request

Q98 Facilities Request 1: Please provide the information below and remember to complete a Facilities Request Form accessible here: [Facilities Request Form](#)

Respondent skipped this question

Q99 Facilities Request 2: Please provide the information below and remember to complete a Facilities Request Form, accessible here: [Facilities Request Form](#)

Respondent skipped this question

Page 26: XI. Professional Development Resource Needs

Q100 Are you requesting professional development resources to achieve this goal?

Respondent skipped this question

Page 27: Professional Development Request

Q101 Professional Development Request 1: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Q102 Professional Development Request 2: Please provide the information identified below and follow the process for requesting professional development funds, outlined here.

Respondent skipped this question

Page 28: XII. Other Resource Needs

Q103 Are you requesting any other resources to achieve this goal?

Respondent skipped this question

Page 29: Other Resource Requests

Q104 Other Resource Requests 1: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

Q105 Other Resource Requests 2: Other resource requests will be considered on a one-time funding basis. Please fill in the information below.

Respondent skipped this question

Page 30

Q106 Are you ready to submit your program review? If you click "No," you will be redirected to the start of the program review module.

Respondent skipped this question
