

# Planning for Student Success & Equity



# Achieving the Dream Initiative

## ATD Student Forums

- 11/12/2015
- 03/01/2016

## ATD Campus Wide Forum

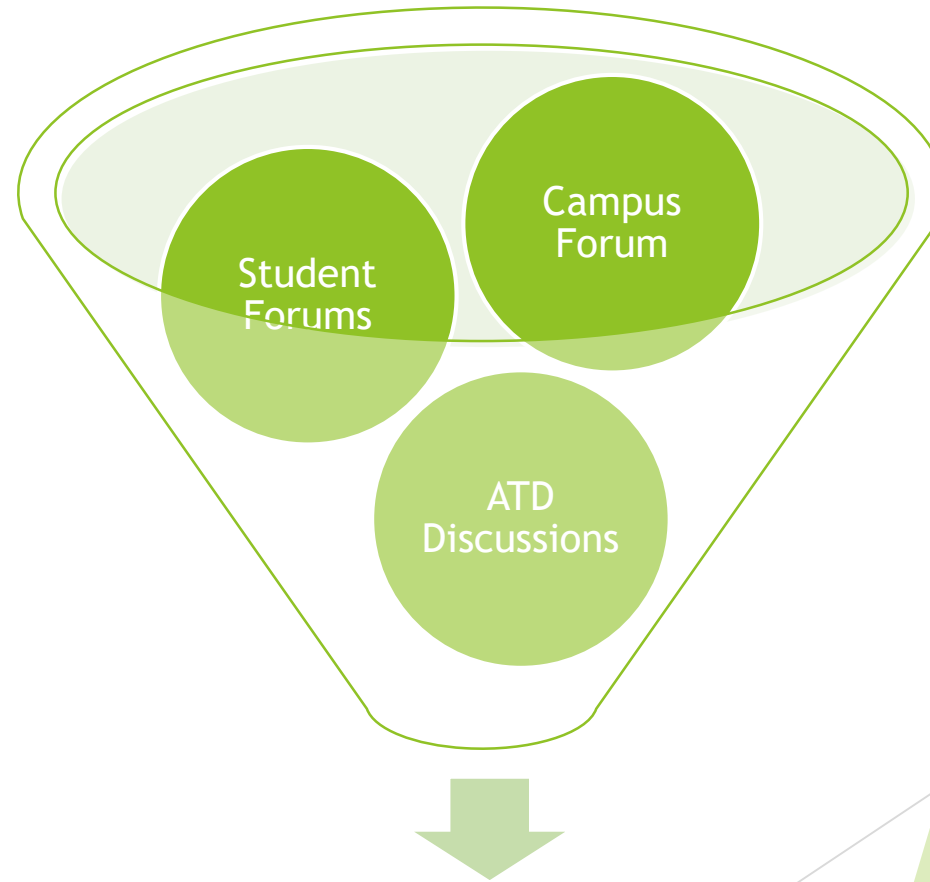
- 11/16/2015

## Achieving the Dream Discussions

- 12/01/2015
- 03/31/2016

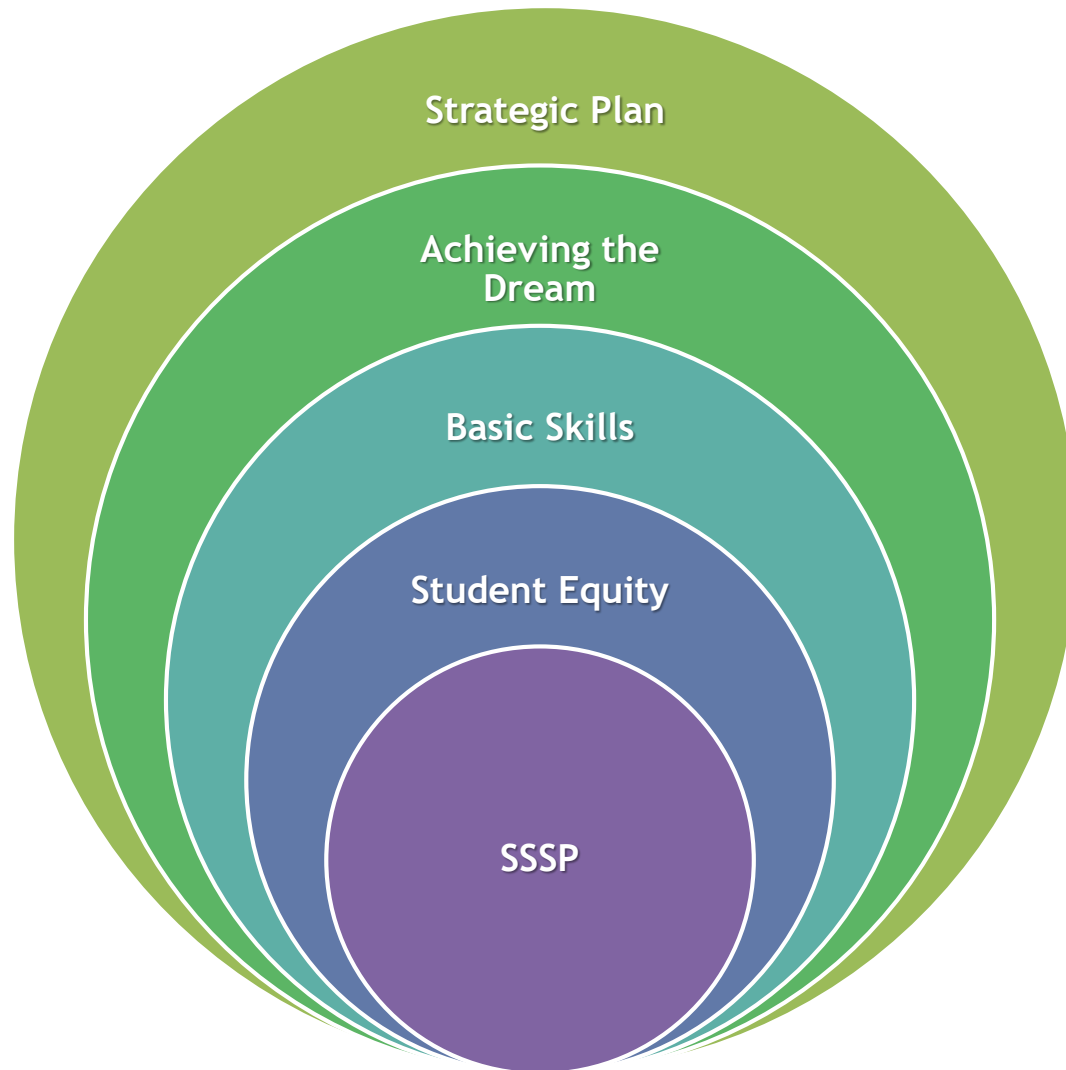
## ATD Joint Division Meeting

- 01/20/2016

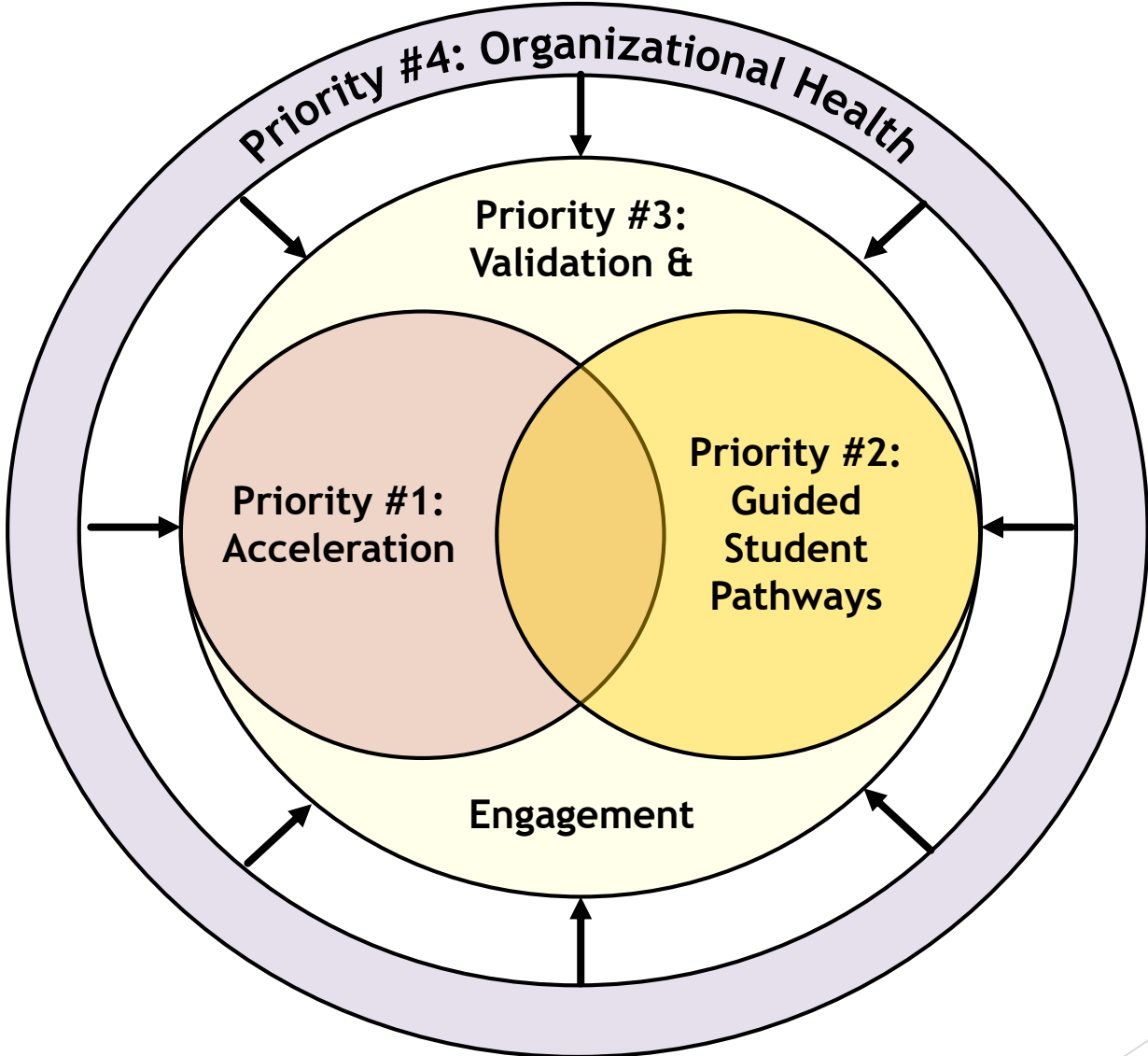


***Strategic Priorities***

# Integrated Planning for Success & Equity



# 2016-2022 College Strategic Priorities



## ACCELERATED BASIC SKILLS IN MATH, ENGLISH, AND ESL

### Definition:

The Cuyamaca College approach to acceleration is based on the five core principles of the California Acceleration Project: backwards design from college-level courses; relevant, thinking-oriented curriculum; just-in-time remediation; collaborative practice; and support for students' affective needs.

### Vision:

Accelerated basic skills courses in math, English, and ESL represent a structural and cultural change in traditional approaches to developmental education. Acceleration is a structural change in that it eliminates “exit points” for students who are identified as underprepared for college-level work by replacing multi-course developmental sequences with single semester basic skills courses and concurrent-enrollment basic skills support for transfer-level gateway courses. Acceleration is a cultural change in that educators shift from a student deficit mindset to a student capacity mindset.

### Priority Goals:

- 1) **Accelerate Remediation:** Replace the traditional multi-level remedial pipeline in English and math with accelerated single-semester courses that are aligned with a specific college-level course. Replace the 7-course remedial pipeline in ESL with a 3-5 course accordion model.
- 2) **Implement Concurrent-Enrollment Support Models:** Students who are underprepared for college-level math and/or English courses concurrently enroll in a college-level course and a remedial support course.
- 3) **Change Placement Policies:** Adjust cut scores and use multiple measures (including informed self-placement) to allow more first-time students to enroll directly in college-level courses.

## GUIDED STUDENT PATHWAYS

### Definition:

A Guided Pathway is "a descriptive and easy-to-use plan that guides a student into and through college to the successful completion of a credential and the transition to a baccalaureate program or the labor market. A Guided Pathway integrates academic and student services together in a coherent and intentional system of curricular and co-curricular experiences that match a student's interests and goals, and better prepare him or her for success in a rapidly changing global environment" ([www.completionbydesign.org](http://www.completionbydesign.org)). The East County Education Alliance (ECEA) facilitates the development of guided student pathways by leveraging ongoing collaborative arrangements with the Grossmont Union High School District to articulate programs and strengthen the transition of high school students to college.

### Vision:

Cuyamaca College will create and implement clearly guided student pathways that are both informed by, and build on, the education planning that is an integral part of students' matriculation process at the College. All pathways will include articulation opportunities from regional secondary and adult schools as well as multiple entry points. All guided pathways will be clear for students to follow and will lead to completion of their educational goal at Cuyamaca in a timely manner, while also providing engagement opportunities outside of the classroom.

### Priority Goals:

- 1) Facilitate equitable access to outreach services, matriculation, financial aid, career exploration, counseling, and education planning.
- 2) Enhance current departmental course maps to establish clear guided pathways that support student achievement.
- 3) Establish robust pathway activities that enhance student engagement and validation.
- 4) Increase student awareness/understanding of basic skills, prerequisites, transcript evaluations, credit-for-prior-learning opportunities, and completion steps.

## STUDENT VALIDATION AND ENGAGEMENT

**Definition:**

Student validation and engagement integrates culturally appropriate theoretical and practical foundations to effectively address the needs of our diverse student population. These curricular and co-curricular opportunities are designed to validate and engage students and create a meaningful connection and sense of campus community.

**Vision:**

Cuyamaca College is committed to developing a culture and learning environment that supports student success through validation and engagement. Cuyamaca College will build and improve relationships in three directions: 1) between the student and institutional agents, 2) between staff, programs and units within the institution, and 3) between and among students to promote a culture of validation and engagement.

**Priority Goals:**

- 1) Improve campus climate to foster student validation and engagement, and to strengthen connections among staff and faculty.
- 2) Increase access to student support services and activities for the college's diverse student population.
- 3) Incorporate best practices in pedagogy and cultural relevant content in curriculum.

## ORGANIZATIONAL HEALTH

**Definition:**

The ability of the institution to effectively use its human, physical, technology, and financial resources to achieve its mission and strategic priorities, and to advance institutional effectiveness.

**Vision:**

Support the long-term growth and viability of the strategic priorities and of the college overall.

**Priority Goals:**

- 1) Support and empower employees to advance the mission and strategic priorities.
- 2) Maximize the impact of resources on student success and equity.
- 3) Strengthen institutional effectiveness to support the mission, strategic priorities, and accreditation standards.
- 4) Optimize college practices, policies, and procedures to advance strategic priorities.
- 5) Strengthen external partnerships to support the college mission and strategic priorities.

**Major Action Steps:**

The activities that will support this priority include: a) Establish a robust professional development program that aligns with the strategic priorities; b) Leverage existing and new resources to support the strategic priorities and align priorities with program review; c) Establish a robust institutional effectiveness unit to support integrated planning and to strengthen data-informed decision-making; d) Review and revise as needed all college practices, policies, and procedures to advance strategic priorities; e) Engage with educational partners, the community, and local businesses to help support the college mission and strategic priorities.